

# **Communication Studies**

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Program Performance Review  
Self-Study

Fall 2021

Department of Human Communication Studies  
California State University, Fullerton

## INTRODUCTION AND PURPOSE

The Department of Human Communication Studies (HCOM) is one of four departments in the College of Communications. It offers a B.A. and M.A. degree in Communication Studies. The program includes nationally and internationally recognized scholars and a nationally ranked debate team. The debate team, in particular, provides an immersive and transformative experience. We provide high-quality instruction to majors and serve a large number of general education sections. University policy stipulates that every seven years all programs go through an extensive evaluation process and identify resource needs. This document codifies the work. It's structure and function are outlined in UPS 410.200 and the Program Performance Review Guidelines and Procedures document ("Guidelines") maintained by the Office of Assessment and Educational Effectiveness and updated in April 2021 for the AY21-22 review cycle. The UPS document is included in Appendix D and the Guidelines are provided as a separate document.

While some improvements can be made by improving the efficiencies of programs or more purposefully pursuing stated goals, as Article 20.34 of the Collective Bargaining Agreement succinctly states, "The California State University and the California Faculty Association agree that educational quality is a function of the number and quality of faculty resources. The parties also agree that a lower Student/Faculty ratio (SFR) and a lower Student/Tenure-Track Faculty ratio (STTFR) improve the quality of instruction."<sup>1</sup> All stakeholders are thus mutually committed to work together to improve educational quality by improving the number and quality of faculty resources, and this document is a key component of that process. While sections I-VI of this document are descriptive and document current activities and resources, the action item is contained in Section VII and invokes the question "What new funding may be requested over the next seven years?"<sup>2</sup>

In a nutshell, the department expends the vast majority of energy providing high-quality, undergraduate classroom experiences and serving a large general education mandate. Our faculty produce a large amount of scholarship that can be produced with little or no funding, such as rhetorical analyses and survey research. Various faculty and programs extend our core work to community engagement endeavors, such as homeless symposia, forensics tournaments, TED talks, and community dialogue presentations. The core mission, however, continues to focus on classroom instruction.

Our primary resource need is therefore adequate funding to staff courses at a pedagogically appropriate class size. Because funding at CSUF is related to enrollment in a direct, 1-to-one way, swings in enrollment have major impacts on our semester-to-semester budgeting. Our primary resource needs are therefore stable and adequate funding to staff our courses. Enrollment and budget instability directing threaten our commitments to diversity in ways that are unrelated to the faculty review process.<sup>3</sup>

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<sup>1</sup> <https://www.calfac.org/contract/#article-20>

<sup>2</sup> *Guidelines*, section VII-D page 9.

<sup>3</sup> That is, regardless of what faculty evaluation standards are, especially for lecturing faculty, budget cuts force their termination even when they are doing outstanding work. See section IV and VI below.

## UPDATE AND REFLECTION ON THE PAST REVIEW

Several structural changes have occurred since our last review. While our mission was previously merged with our colleagues in Communicative Disorders, since the last review the Communicative Sciences and Communication Disorders area has become its own department, effective in the fall of 2017 (thus appendix data that include AY16-17 refer to the previous organizational structure). Advisement has been centralized in a new college-wide Student Success Center, which provides considerable assistance helping students address graduation requirements and some non-academic issues. Since the last review, the university Mission and Goals statement have been re-written and incorporated into a Strategic Plan, although many of the core values and activities remain constant. The global pandemic has considerably impacted basic functions and produced disruptions to budget and staffing issues, although even against the backdrop of the campus virtual transition fundamental issues of class size and other faculty workload pressures remain the central challenges to program quality.

As larger themes to be detailed below, the department continues a traditional of excellence in research, instruction, and service. These accomplishments have occurred despite ongoing resource scarcity and additional loss. The department has hit a point where “doing more with less” is no longer tenable.

In many ways, recommendations from the prior review that could be met with department-level initiative have indeed been accomplished. In particular:

- The prior review suggested “The department is recommended to increase the number of undergraduate majors,” and as the data below will show there are impressive gains in this area (see Section II-C and D).
- The prior review identified a “need to continue renew the curriculum to address trends in the field” and the curricula has been significantly revised (see Section II-A and B). Similarly, the admonition to “update its road map and course rotation plan” has been accomplished (see Appendix E.1).
- The prior review suggested the department “work with CICE on campus to identify more internship opportunities,” and the curricula now reflects an expanded use of internships, now coordinated through the College of Communications internship office (see section II-A).

Some issues have otherwise resolved or lost their urgency; while the prior report focused on classroom availability the advent of more online offerings has made the issue less pressing for the past 2 years although it remains an ongoing concern. The need for a minor is less pressing against the backdrop of overall major and FTES growth. IRA-based funding has stabilized, although improvements remain possible (see section VI-A). Though none of these issues have ceased to be relevant their urgency has become less acute.

Resource needs, however, remain largely unmet. The 2014 PPR began with the statement that “Any understanding of the Communication Studies area must give serious consideration to its dire resource needs.” This conclusion was affirmed by the external reviewers who “found a department that was significantly overworked and under resourced” and experiencing “punishingly heavy” teaching loads. Similarly, the Culmination Meeting Memo issued in the Spring of 2016 (“PPR Memo”) noted that “With heavy teaching load, mandates such as assessment and advisement need to come with additional funding;” further that “the university is currently looking at different funding models that hopefully will

resolve the SFR issue in due time;” and finally that “[t]he department is recommended to work out faculty hiring and support issues with the new college leadership.”

Progress in all these areas has been halting. Since the spring of 2016, the department has shared the PPR Memo with then-Associate Vice President for Academic Programs Nwosu and then-Provost Cruz, and subsequently Interim Provost Puri, Interim Provost Knutson-Miller, Interim-Provost Oliver, and now Provost Thomas. At the college level, the department has similarly shared the Memo with Interim Associate Dean Fink, Interim Dean Matz, Dean Payton, Interim Dean Fink, and now Dean Sha. However, to date none of these recommendations have resulted in additional funding, SFR improvements, or proportionally-appropriate faculty hiring. Given that both Provost Thomas and Dean Sha took their posts in the same academic year as the pandemic shutdown it is to be expected that ongoing budget issues were not on the forefront of the agenda, but the department welcomes any conversations about solutions to the ongoing workload and underfunding issues.

Indeed, the situation has deteriorated since the last review. The data below will show that majors have increased as has the FTES load for the department, but the number of tenure-track faculty lines is fundamentally unchanged the per-student support (as expressed in SFR allocations) has resulted in budget cuts rather than augmentations. Given this pattern, it should not be surprising that the resource needs of the department have become more acute. We seek additional resources to continue our excellent work and serve additional students.

## I. MISSION, GOALS, AND ENVIRONMENT

### A. MISSION AND GOALS

As will be documented below, the department serves the crucial role of providing general education curriculum to students across the university, particularly in the areas of oral communication (GE area A1) and critical thinking (GE area A3). The importance of this mission is noted on the University website which states: “General Education provides the foundation for the university education. It is designed to give students a breadth of knowledge and understanding across the major disciplines of science, social science, arts and humanities. It is also designed to help students develop lifelong skills such as critical thinking and writing.”<sup>12</sup> Additionally, we have a vibrant and productive connection between our outstanding record of scholarly work and our curriculum; by remaining idea leaders at the forefront of new discoveries in key areas, we are able to maintain our position as experts inside and outside of the classroom. The department activities and mission align with the campus Strategic Plan<sup>4</sup> core value in all material ways. The department mission statement is posted on our department website and this section will compare its contents with those of the Strategic Plan.

Strategic Plan core value: “**Student success:** We educate confident, innovative, and culturally competent Titans who continuously adapt to meet and exceed new workforce demands, social justice challenges, and community service opportunities.” This has always been central to the department mission. “The Department provides a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts. Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies

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<sup>12</sup> [https://www.fullerton.edu/undergraduate/general\\_education/index.php](https://www.fullerton.edu/undergraduate/general_education/index.php)

<sup>4</sup> <https://planning.fullerton.edu/2018-2023-plan/>

and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings. Some students are encouraged to pursue careers in college and university teaching and research by continuing their education at the doctoral level in the field of communication studies... Finally, the department provides guidance for students interested in pursuing graduate and professional studies in fields related to communication.” Success in this area is documented in section II-C.

Strategic Plan core value: “**Scholarly and creative activities:** We cultivate and promote the collaborative exchange of ideas through rigorous academic and creative activities.” The department maintains rigorous standards of academic productivity and encourages synergy between academic research and instructional *praxis*. Scholarly output is reviewed in Section VI.

Strategic Plan core value: “**Diversity, equity, and inclusion:** We commit to our rich diversity by increasing culturally proficient and equity-minded practices across all campus communities.” Our department mission states: “The mission of the Department is to provide students with an understanding of communication processes in a culturally diverse society. An in-depth understanding of communication processes brings a number of benefits, including the ability to analyze communication barriers and the competency to facilitate effective communication between individuals, within organizations, between organizations and their customers or constituencies, and across cultures.” Our department is an international leader in the field of intercultural communication, our faculty and especially our lecturer corps are highly diverse (see section IV), and our flagship forensics program has been a national leader on questions of diversity, equity, and inclusion over the past two decades.

Strategic Plan core value: “**Civic engagement:** We encourage free expression, both as a right and a responsibility, and aim to inspire all Titans to be informed, active, and engaged citizens.” A further value is “**Service to the region:** We provide a place and space for the region’s current and future leaders to grow and develop in ways that inspire them to better serve our communities.” Our department mission orients our work around community engagement. “An in-depth understanding of communication processes brings a number of benefits, including the ability to analyze communication barriers and the competency to facilitate effective communication between individuals, within organizations, between organizations and their customers or constituencies, and across cultures.” This value is infused throughout our curricula and manifests in a series of activities, including homeless outreach and the integration of the forensics program’s competitive mission with real-world issues and change (see Appendix F).

Strategic Plan core value: **Collegial governance:** We embrace inclusivity, consultation, collaboration, and transparency to bring all Titans into the deliberative process that shapes our communities, challenges our beliefs, and addresses the needs of a diverse global society. Our department maintains a robust committee structure that shares work across the faculty and makes decisions by majority vote at department meetings as seen in our Department Governance Document (see Appendix G.1).

Strategic Plan core value: “**Integrity:** We act from a foundation of ethical principles and through the cultivation of strong character.” This value is integrated in our curricula (see section II-B), evident in our syllabi statements, and encompassed in our community engagement.

## B. DISCIPLINARY TRENDS

The field trends noted in the prior review continue unabated. First, the importance of language use and symbol manipulation for persuasive purposes is increasing important to the broader body politic. As such, we seek to re-invigorate our focus on the study of rhetoric, and especially rhetoric as discourse and the political implications of how rhetorical constructions embody social identities. Increasingly, this requires an increased emphasis on critical/qualitative methods. Second, the larger cultural trend toward the increased use of computer-mediated communication demands an increased emphasis on topics such as new media studies, social media, mobile media, and video games. Finally, there is increased recognition that communication plays an important role in both public health and individual health care, and thus we seek to strengthen our expertise in the area of health communication. Sections II and VII document departmental responses.

## C. FUTURE PRIORITIES

Our first priority is to maintain our excellence in our traditional areas of strength. These include the intercollegiate Forensics Program, faculty and graduate student research, and our curricula. In particular, the Forensics Program is the practical embodiment of the core of our field – public address and critical thinking – and is central to our curricular offerings. It is open to students of any major and gives the campus national prominence. We encourage “walk-on” debaters but also field nationally competitive debate teams. We wish to support the Forensics Program with 2 tenure-track lines and 2 full-time lecturers, and add additional curricular offerings to support this staffing.

Our second priority is to expand our curricula into new areas, specifically new media, instructional communication, and health communication. In particular, we will pursue the development of a health communication certification with relevant campus stakeholders. We further seek to expand the intercultural curricula with increased emphasis on the interrelationships between and among ethnic, racial, and sexual minorities, as well as intergroup communication, peace and conflict resolution, and community building. The recent legislation encoding ethnic studies points provides an avenue for the expansion of our intercultural communication *foci* to more fully incorporate traditionally marginalized populations and seek solution-based instruction. We seek to expand our collaboration with the department of Ethnic Studies.

## D. SPECIAL SESSION

No programs are offered in the special sessions although we do offer individual courses in the summer to meet modest student demand. We typically serve 80-140 students in three to six courses during the summer sessions, depending on enrollment. Recent changes to the compensation and fee structures<sup>5</sup> make it difficult to extrapolate future trends based on past enrollments. For the next several intersession periods we will continue to make modest offerings based on faculty interest and student demand and track the patterns as new data accumulate.

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<sup>5</sup> Up until the summer of 2020 students paid a flat fee for 6 units and thus were encouraged to enroll in 2 courses. Beginning in the summer of 2021 students could pay for only 3 units. Additionally, courses were required to have minimum enrollments over past averages and the program as a whole needed to average 25 students per class. All of these factors are reasonable but all place downward pressure on the number of viable course offerings.

## II. PROGRAM DESCRIPTION AND ANALYSIS

### A. SUBSTANTIAL CURRICULAR CHANGES

There have been no programs added or removed since the last review.

A number of new courses have been developed or are in the development process, including HCOM 307 (Introduction to Communication and Critical/Cultural Studies), HCOM 305 (Digital Media Literacy), HCOM 370 (Sport Communication), HCOM 415 (Seminar in Digital Media and Culture), HCOM 428 (Communication and the Art of Happiness). HCOM 200 has been converted to HCOM 304 (Introduction to Communication Theory) to more appropriately identify its advanced review of the field. HCOM 138 (Communicating for Professional Success) is being developed as only our second asynchronous, online course and will be first offered in the Fall of 2022. HCOM 480 (Communication Studies Capstone) will include a culminating project students can use on the job market or as they pursue advanced study. This is a function previously served, in part, by HCOM 420; curricular review revealed that the project needed to be a stand-alone experience for maximum effectiveness. Since the last review, two courses will be retired through the normal process; HCOM 435 (Communication and Community Building) and HCOM 438 (Principles of Rhetorical Criticism). Neither course had been offered recently and both have had their core purpose integrated into other offerings. Other courses are reviewed for retirement on the regular and university-defined schedule (course retirements have been suspended for the AY21-22 year).

The main changes have been to the structure of the program, described below. Degree requirements were last updated in 2018 and we have pending changes anticipated to come into effect in the fall of 2022. The past curricula placed too little major-specific emphasis in the total undergraduate package, and this left students with an inadequate core of knowledge before branching into major electives. New requirements give students and expanded core of study and allowed a focus on the development of field trends identified in section I-B. In particular, we expanded offerings in social media and critical/cultural methods. The new requirements align the department with the unit requirements of other majors, and should help further stabilize enrollments in upper-division offerings.

As a quick summary of curricular changes, HCOM305, HCOM320, and HCOM420 are new core requirements (30 total units). The plan is for full implementation Fall 2022. HCOM422, HCOM456 and HCOM469 have been added to the intercultural and global breadth experience (this results in no new units, just a change in which courses meet the requirement). HCOM108 (professional success) and HCOM428 (happiness) are being added to the curriculum as courses of general interest and as possible electives for majors.

General Education has undergone a number of changes since the last review. In particular, EO 1100 has mandated unlimited double-counting of GE offerings toward the major. UPS 411.201 establishes requirements for GE course approval; there is no mention of disciplinary expertise nor is it required that a course's primary function shall be to provide instruction of a given subject. Instead, a course is approved if it meets in some way a preponderance of the learning outcomes for the GE area. These requirements encourage departments to offer as many of their courses for GE credit as possible. This presents a very real challenge to the traditional GE offerings of HCOM, as more and more departments count their own existing courses for GE credit in areas where HCOM once served a majority of the FTES.

Efforts to advocate for more rigorous systems of course approval on the campus level have failed; we will therefore continue to offer as many HCOM courses as possible for GE credit, and this should speed student time toward graduation.

Finally, the passage of AB 928 creates a fairly direct threat to our department. The machinations of AB 928 are complex, but in essence it creates a committee empowered to make changes to transfer requirements that may extend to the power to alter the “Golden Four” GE requirements. The purpose of the measure is to harmonize requirements across the three systems of higher education in California, and since the University of California system has no oral communication requirements one possible (and some fear, likely) outcome of the process is the elimination of the oral communication GE requirement. Such an outcome would produce substantial drops in the FTES served by the departments and make our current faculty structure untenable. It would almost certainly reduce or substantially eliminate the Master’s program, which relies heavily on Teaching Fellowships to support students.

## **B. STRUCTURE OF THE PROGRAM**

A common metaphor to describe knowledge about communication is that it grows rhizomatically, that is, while some fields require a base of knowledge (“roots” in this metaphor) and then expresses growth in a vertical direction (like a tree), communication requires a base of knowledge and then grows horizontally (like legumes).<sup>6</sup> In our field, a strong base of knowledge is a required about communication processes and theories, and students and scholars can then gain depth by pursuing various content areas. We therefore orient our curricula around a strong core of base knowledge, require exposure to various breadth areas so students understand the various areas available, and then offer electives where students can pursue in-depth the topics of most interest to them. A full course rotation schedule is included in Appendix E.2.

At the undergraduate level, all students complete 30 Core Requirement units (an increase over 21 in the previous review): HCOM102, HCOM235, HCOM300, HCOM304, HCOM307, HCOM308, HCOM320, HCOM420, and HCOM480. New additions are HCOM305 (digital media literacy) to better prepare students for a world where digital communication is becoming ubiquitous, HCOM320 (Intercultural communication) to reflect the diversity priorities of the department, and a new course in HCOM480 (Communication Studies Capstone) so that all majors will graduate with a culminating project to use in the pursuit of a career.

All students further complete 9 Breadth Experience units by taking one course in three of four areas: Social Influence and Argumentation (HCOM330, HCOM332, HCOM334, HCOM335, HCOM337, or HCOM342), Interpersonal Communication (HCOM220, HCOM301, HCOM313, HCOM318, or HCOM331), Intercultural and Global Communication (HCOM321, HCOM360, HCOM422, HCOM456, or HCOM469), and Organizational Communication (324, 325, 326, or 333). Students may substitute an internship (HCOM495) for any breadth area.

Finally, students complete 12 Elective units selected with an advisor. Electives may not duplicate other requirements and students must take at least one 400-level course that is not an internship. Students may focus on a content area or combine courses across areas different areas as career goals dictate.

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<sup>6</sup> See e.g., Ferri, G. (2020): DOI:[10.1080/14708477.2020.1774598](https://doi.org/10.1080/14708477.2020.1774598). Also Vatikiotis, P., & Milioni, D. (2019). <https://ijoc.org/index.php/ijoc/article/viewFile/10161/2779>.



Internships are encouraged. The electives allow students to enhance their overall well-being, for example by taking Communication and the Art of Happiness or Sexual Communication.

Choice within the breadth and elective requirements provide considerable student flexibility that encourages timely progress to graduation. None of the core requirements have been identified as bottleneck courses.

The core and breadth requirements advance the goal of providing “a strong foundation of theory in its degree programs, and each program gives its students the experience they need in applying theory in a variety of contexts.” This emphasis advances our core application goal: “Knowledge and skills are developed in the classroom through the use of case study methodology and other learning strategies and through internship experiences, which allow students to apply their knowledge and skills in their eventual work settings.”

We also maintain a vibrant, 30-unit Master’s program. The program is unchanged since the past review. Students take two required courses – HCOM500 and HCOM536 – and then complete a specialized program of study with their advisor and committee. Terminal degree options include a comprehensive examination, a project, or a thesis. The Master’s program advances the Communication Studies area goal of affording students the opportunity of “pursuing graduate and professional studies.”

The CSUF forensics program in particular has been a vanguard of diversity both on the campus and across the nation.<sup>7</sup> Their competitive success places them among the top college programs in the nation and in 2021 they finished in the top eight at the prestigious national debate tournament.<sup>8</sup>

We find the area of forensics to be a sort of “super-assessed” program (see Section III). So much peer-reviewed empirical research data exists that further data collection is not required to conclude that intercollegiate speech and debate competition constitutes a High Impact Practice (HIP). We remain deeply committed to the Forensics Program. Students from any major may participate in the program by enrolling in either HCOM138 or HCOM338. Upper division students and graduate students may enroll in HCOM426.

### C. GRADUATION RATES AND ENROLLMENT PATTERNS

In 2016 the Chancellor set 2025 transfer graduation targets. The 2-year transfer rate is set at 45% and the 4-year transfer rate is 85%.<sup>9</sup> In large measure, the department was already meeting these targets (Table 3-B) and now exceeds them. The two-year target was already met at the onset of this review period and is currently 69%, exceeding the target by an impressive 16 percentage points. The four-year graduation rate is 90.6% as of 2017, again exceeding GI2025 targets. First-time freshman majors are so infrequent any comparison of those graduation rates are not meaningful.

A point of ongoing frustration for the department is that GI2025 resources do not flow to programs that are succeeding or that were succeeding in advance of the directives. Better support for our ongoing successes in this area would further solidify our achievements.

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<sup>7</sup> <https://news.fullerton.edu/2021/11/debate-needs-diverse-voices/>

<sup>8</sup> [https://www.tabroom.com/index/tourn/results/bracket.mhtml?tourn\\_id=19550&result\\_id=177604](https://www.tabroom.com/index/tourn/results/bracket.mhtml?tourn_id=19550&result_id=177604)

<sup>9</sup> <https://www.calstate.edu/csu-system/why-the-csu-matters/graduation-initiative-2025/What-Is-Graduation-Initiative-2025>

Generally, the department follows the campus pattern for repeatable grades where under-represented minority (“URM” based on IPEDS nomenclature) students receive repeatable grades at roughly a 10.5% rate but non-URM students receive repeatable grades at a 7% clip (see Appendix H). Within these parameters there is nuance. For example, consider HCOM235. This is a language-intensive, critical-thinking argumentation course that features competitive student debates. There were no differences by demographics in the Spring of 2018 or Fall of 2019; URM students did better than non-URM students in the Spring and Fall of 2020, and did markedly worse in the Spring of 2021. There are clearly drivers beyond URM status. Similarly, for HCOM308 (our quantitative research methods course) URM students out-performed non-URM students in the Spring of 2019, there were no differences the Fall of 2019, and the differences re-appeared in the Fall of 2020 but mostly because non-URM repeatable-grade rates improved and not because URM grades dropped off. In HCOM310 (sexual communication) URM students have consistently performed better than non-URM counterparts, and did so again in the spring of 2021. Repeatable grade rates within courses vary far more than differences between URM groups do. This all suggests that there are differences to be made at the individual course level.

HCOM100 is an important case study (Appendix H.1). This course is dominated by first-time freshman. In this course, URM rates have consistently lagged behind non-URM rates, and there is a clear spike that happened during the pandemic semesters. This suggests that URM vs. non-URM differences are greatest among first-time freshman adjusting to college, and especially the unique pressures of the pandemic semesters. Especially noteworthy is that when Dr. Zac Johnson received a small grant to implement a student-retention initiative in the Spring of 2019 the gap was virtually eliminated. Subsequent lack of funding the chaos of the pandemic semesters have slowed the ability of the department to pursue the program further, but there is great cause for optimism for the program (see Appendix G.5).

It is worth remembering that repeatable grades are not the entire picture for student success.<sup>10</sup> A 2-to-3% gap in repeatable grade rates may have no discernible impact on final graduation rates. WU grades can be re-taken by freshman and would not impact grade point averages, and at any rate serve mostly to affect university-wide time-to-graduation measures since the overwhelming majority of the HCOM 100/102 students are non-HCOM majors.

We continue to pursue diversity goals within our curricular offerings (for example, adding HCOM 321 to HCOM 320 and adding a critical/cultural methods requirement) and excellence in instruction. Our goals are outlined in Section VII.

#### **D. ENROLLMENT TRENDS**

Since the last review the department has had enrollment growth in all significant ways.

Communication Studies is largely a “discovered” major. Most students become acquainted with the major while taking general education courses either at CSUF or at a community college. As Table 1-A demonstrates, first-time freshman represent a very small number of students (at or under roughly 10 per year). However, as Table 1-B shows, we have roughly doubled the number of transfer enrollees

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<sup>10</sup> Without additional data requests, the Tableau software does not disaggregate totals and thus it is not possible to compare HCOM 100 with upper-division courses. Further, graduation rates available on the AEEC website do not disaggregate graduation rates by major and URM status.

from 63 in the fall of 2017 to 125 in the fall of 2020. Similarly, as shown in Table 2-A the number of FTES served by the department has grown by 20% from 680.6 in AY17-18 to 817.3 in AY20-21. The FTES figure includes general education courses. Upper-division headcount has increased from 285 to 394 (39% increase) and FTES have increased from 232.6 to 323 (39%, see Table 2-B). The number of degrees awarded has increased from 100 to 160, an easy-to-calculate 60% increase.

It is notable that enrollment is driven both by majors and, as noted above, by GE enrollments. The GE course offerings constitute roughly half of our sections in any given semester -- as a rule of thumb, we offer roughly 150-180 sections per semester and roughly half of those are A1 General Education courses, HCOM 100 and HCOM 102. Campus-wide advisement efforts encourage students to complete their A1 General Education requirements in the first year. Thus, the instability in freshman enrollments creates marked instability in our ability to predict enrollments, serve students, and meet targets. For example, after a fairly steady period of around 4,400 first-time freshman enrollments between 2012 and 2018, the figure jumped to 4,778 in the fall of 2019, jumped by around another 600 to 5,425 in the fall of 2020, and then dropped by a full 1,200 students to 4,219 in the Fall of 2021.<sup>11</sup> A swing of 1,200 students is roughly 48 sections of 25 students each.

Overall HCOM enrollments are thus highly sensitive to the size of the freshman class and how the students are advised.<sup>12</sup> A special issue has been that when higher enrollments occur and sections are added to accommodate demand in the fall, the fall-to-spring drop-off (roughly a 10% campus-wide decline in enrollments between semesters) becomes especially pronounced. The expansion and contraction of our HCOM100 and HCOM102 sections creates lecturer entitlements in years of large enrollment and makes it difficult or impossible to meet those entitlements in leaner semesters or years. This impacts our ability to recruit and retain excellent and diverse faculty (see section IV).

Confusion over naming within the College continues to pose a challenge to major recruitment. Potential majors have trouble finding our program or distinguishing it from other programs within the College. One department, Communications (which includes journalism, PR, advertising, and entertainment studies), bears the same name as the College, Communications, which is, in and of itself, confusing. In addition, potential majors are confused by the term "Human" in the department's name, Human Communication Studies. It takes some diligence for prospective majors to figure out that Communication Studies is one degree program within the department of Human Communication Studies. At present the degree name is simply "Communication Studies" and changing the department name to match the degree would considerably improve things. Any such resolution must occur at the college level. We continue to seek to work with all relevant parties to resolve this issue.

#### **D. SHORT-TERM CURRICULAR PLANS**

First, we intend to implement our new major requirements which re-structure the required number of units and the categories those units fall in. This should provide students with a more comprehensive

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<sup>11</sup> <http://www.fullerton.edu/data/institutionalresearch/student/newstudents/newstudentsnapshot.php>

<sup>12</sup> For a period the "yellow box" required students to enroll in A1 or A2 but not both during their freshman semesters. The yellow box was revoked but another requirement was added that both required registration and disallowed section switching. At present it appears that students are simply advised to take A1 or A2 in their first semester.

program of study and stabilize upper-division enrollments while providing a good deal of flexibility and maintaining our excellent track record on time-to-graduation.

Second, following the pandemic it is now clear that there is substantial student demand for, and more faculty interest in, extensive online offerings. Prior to the pandemic only one of approximately sixty courses was eligible for online offering. In the fall of 2021 the department has approved an additional 17 courses for online offering, which can become a regular part of our rotation in fall, 2022. This coming spring Dr. Sutko has been given an assigned time to lead a working group that will create a plan for which sections of approved courses will be offered as well as a scheme for staffing online courses.

Third, as part of our ongoing self-governance process the curriculum committee will study courses to be added and dropped and any necessary changes to the requirements.

Fourth, we will continue to monitor the developments of AB928, advocate for oral communication vigorously, and work with campus leadership to address the potentially devastating impacts on our department.

These changes should go a long way toward stabilizing or growing major enrollments, offering students and faculty additional flexibility, and addressing the space issues identified in the 2014 PPR. They have limited ability to address swings in first-time freshman enrollment and its impact on our program.

#### **E. SPECIAL SESSIONS AND SELF-SUPPORT PROGRAMS**

We support no such programs.

### **III. DOCUMENTATION OF STUDENT ACADEMIC ACHIEVEMENT AND ASSESSMENT OF STUDENT LEARNING OUTCOMES**

The department maintains a list of student learning outcomes and assess one a year (see Appendix I.1). For each year of this review period our learning outcomes have been assessed and met. The HCOM assessment efforts have been recognized as exemplary by the Office of Assessment and Educational Effectiveness (OAE) and presented as exemplars for others to follow.<sup>13</sup>

A common feature of group behavior is that some means of pursuing goals can become unintentionally counter-productive, and thus the department has established principles for assessment that expand on and define those proffered by the OAE. The department thus maintains a White Paper on assessment (Appendix G.4), which notes pitfalls, limitations, and dangers involved with poorly-executed assessment plans or assessment efforts with improperly conceived values.

The Communication Studies area believes that assessment should be as rigorous as other peer-reviewed and published research (although we realize such research serves different purposes). As such, we seek to measure our learning goals with reliable, validated measurement instruments that are current in the field, in common use, and well-established. In short, our curriculum derives from the broader field of

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<sup>13</sup> For example, Dr. Javette Hayes will present her assessment report “communication studies students’ communication competence” as one of two “best practices” presentations at the library noon-time talks in the spring of 2022.

theory and research about Communication Studies, and we turn to that literature to inform our decisions about what to measure and how to measure it. At instructor discretion, less well-established measures may be incorporated into examinations, course grades, or course materials, so long as the measures are consistent with established learning goals.

In addition, we have identified two “super-assessed” areas where so much peer-reviewed empirical research data exists that it is unnecessary to divert time and energy from other assessment priorities. The first of these is participation in intercollegiate forensics. Over 643 published articles validate the value of teaching critical thinking via argumentation and especially via intercollegiate debate,<sup>13</sup> including a meta-analysis documenting that students who receive traditional argumentation and debate curricula demonstrate a 44% increase in critical thinking scores.<sup>14</sup> A recently completed 8-year longitudinal study demonstrates that students exposed to intercollegiate debate were more likely to graduate on time, be accepted to graduate school, maintain at least a 3.5 GPA in graduate work, and earn higher scores on the LSAT and GRE examinations<sup>15</sup>. The same study found that college debaters were more likely to receive job offers in their major upon graduation, more likely to be promoted, more likely to receive pay raises, and more likely to garner positive job evaluations than their counterparts who did not compete. This finding held even if non-forensics respondents participated in corollary activities, such as student government or mock trial.

The second super-assessed area is class size; overwhelming empirical evidence clearly points to the conclusion that small classes produce better outcomes. For example, Kokkelenberg, Dillon & Christy (2008) used a sample of over 760,000 observations and found negative effects for class sizes “for a variety of specifications and subsets of the data, as well as for the whole data set from this school. The specifications tested hold constant for academic department, peer effects (relative ability in class), student ability, level of student, level of course, gender, minority status, and other factors.”<sup>19</sup> Similar results were obtained by Dillon & Kokkelenberg (2002) in a separate study with 360,000 observations<sup>20</sup>, and a 10-year longitudinal study involving over 5,000 modules and 250,000 student grades.<sup>21</sup> Contrary findings are sparse and generally explained by a failure to control for instructor- or student-specific variability or due to an aggregation of incomparable class sizes. And, as noted above, the value of smaller classes is codified in the Collective Bargaining Agreement Article 20.34.

We thus take as already established the value of Forensics Program and smaller classes, and in particular the relationships between those two practices and valued student learning outcomes.

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<sup>13</sup> Rogers, J. E. (2002). Longitudinal outcome assessment for forensics: Does participation in intercollegiate, competitive forensics contribute to measureable differences in positive student outcomes? Contemporary Argumentation and Debate, 23, 1-27.

<sup>14</sup> Allen, M., Berkowitz, S., Hunt, S. & Loudon, A. (1999). A meta-analysis of the impact of forensics on communication education and critical thinking. Communication Education, 48, 18-40.

<sup>15</sup> Rogers, J. E. (2005). Graduate school, professional, and life choices; An outcome assessment confirmation study measuring positive student outcomes beyond student experiences for participants in competitive intercollegiate forensics. Contemporary Argumentation and Debate, 26, 13-40.

<sup>19</sup> Kokkelenberg, C., Dillon, M. and Christy, S. (2008). ‘The Effects of Class Size on Student Grades at a Public University’, *Economics of Education Review*, Vol. 27, pp. 221–233

<sup>20</sup> Dillon, M, & Kokkelenberg, E. C. (2002). The effect of class size on student achievement in higher education: Applying an earning function. Paper presented at the 42nd annual conference of the AIR in Toronto, ON.

<sup>21</sup> Gibbs, G., Lucas, L., Simonite, V. (1996). Class size and student performance: 1984-94.

The Strategic Plan commits to “Provide a transformative educational experience and environment for all students.” (Goal #1) We view these areas of “super-assessed” practices as a necessary addition toward the fulfillment of Strategic Goal #1.

Although UPS 300.022, which governs assessment, states that “faculty workload shall be both supported and recognized” the university provides no support for the collection or analysis of assessment data nor any additional resources to implement any recommendations. The department has no resources to invest in such activities (see section VI). Assessment thus arrives in the department as an unfunded mandate and additional uncompensated faculty workload. The lack of resources creates a substantial limit to what can be accomplished with assessment.

## **IV. FACULTY**

We should note that, challenges aside, the performance of both the full-time and part-time faculty has been outstanding. Although SOQ data are notoriously subject to sexist and racist biases, these are factors that should lower student ratings. Despite this downward pressure, student ratings are remarkably high and largely unchanged by the pandemic (see Table 11).

Faculty are productive researchers; a review of the VITAE summarized in Table 12 reveal 126 peer-reviewed publications, 157 convention papers and an additional 16 convention presentations on Top Paper panels, 40 book chapters, and 180 other scholarly products including panel presentations, invited manuscripts, etc. These should not be read as exact counts but provide an overall index; the clear conclusion is that the department is highly productive.

### **A. FTEF CHANGES**

Table 9 documents FTEF allocations to the department. Since the Fall of 2017 (when the Communicative Disorders department separated) there were 17 tenure-track lines and three full-time lecturers. In the Fall of 2020 there were 18 tenure-track FTEF and 4 full-time lecturers (the lecturer line was the conversion of contract status for a lecturer who had already been teaching 30 units a year and is not an additional hire). There has thus been very little growth in the number of full-time faculty since 2017; during this same time FTES has grown by 20% and majors by 60% (see Section II-D). Simply put, the number of students served by the department has grown sharply but the number of faculty has not.

Following the PPR 2017 the Dean’s office approved a three-course scheme that successfully addressed faculty workload without changing the number of FTES taught by full-time faculty (see Appendix G.6). That program was discontinued by the Dean’s office following the spring of 2019 and beginning the fall of 2019.

### **B. PRIORITIES FOR FACULTY HIRES**

Since our last review we have added three new tenure-track faculty in the areas of forensics, health communication, and organizational communication. During the pandemic hiring priorities were not reviewed and the Dean’s office has announced there will be no requests for tenure line hires for AY22-23. The department will return to a consideration of areas for future hire in the spring of 2022. Although the area for hire has not yet been prioritized the need for additional tenure-track faculty is

evident by the growth in the major and FTES; our hiring priorities will be driven by the trends identified in Section II-B.

### C. ROLE OF CONTINGENT LECTURER FACULTY

Contingent lecturing faculty are a crucial and valued component of our department. In the spring of 2022 the department will have seven faculty on three-year contracts, fifteen faculty on 1-year contracts, and one faculty member on a semester contract (who has taught 9 or more units each fall since 2017). There are sixteen graduate Teaching Fellows who will teach at least one section of the introductory courses.

Goal #3 of the Strategic Plan is to “Recruit and retain high-quality and diverse faculty.” This notion is further codified in UPS 100.007 which states “All personnel processes shall be conducted with the goal of eliminating explicit and implicit biases and addressing past and current inequities.”

We wholly embrace this goal and additionally note that instructors of color make a difference, and while research demonstrates that all students benefit from excellent faculty of color they are especially important to students of color. Because the hiring and promotion cycle is much faster for lecturers than tenure-track faculty changes to the composition of the lecturing faculty have the greatest impact on Strategic Plan Goal #3 (see Appendix C.1). Indeed, while the faculty of the department show diversity overall, racial diversity is most evident in the lecturing faculty. Lecturing employment is crucial to advance the goal of a diverse faculty.

Equally crucial and articulated in Strategic Plan Goal #3 is the ability to *retain* lecturing faculty. The combined pressures of enrollment swings and chronic under-funding of the part-time budget (see sections II and VI) mean that lecturing faculty employment is constantly unstable and contingent. Advancement for lecturers generally means growing entitlements and the outside pressures make entitlement growth difficult to offer and sometimes impossible to sustain. Improvements to the part-time budget and enrollment processes are crucial to attaining Strategic Plan Goal #3.

This point cannot be emphasized enough: Our ability to recruit and retain high-quality and diverse lecturing faculty, and address the past and current inequities they face, hinges primarily on our ability to offer these lecturers work, which hinges on first-time freshman enrollment and appropriate SFR funding levels.

### D. SPECIAL SESSIONS AND SELF SUPPORT

The Communication Studies area has no self-support programs.

## V. STUDENT SUPPORT AND ADVISING

### A. BRIEF DESCRIPTION

Since the last review graduation requirement advising has largely shifted to the college-wide Student Success center. Degree requirement checklists and course pathways are readily available; given the flexibility of our curricula there are no bottleneck courses and set pathways (although available) are not generally necessary for students to complete their degrees on time. Put plainly, students can get the courses they need to graduate even without careful planning due to the rhizomatic nature of the field.



One undergraduate advisor receives assigned time to staff orientation sessions, respond to major-specific advisement inquiries, and interface with the Student Success Center on questions that require faculty permission, oversight, and insight.

Graduate students select a 3-member committee within their first two semesters, designating one as chair. The students complete a study plan with the chair and consent of the committee. With roughly 40 to 60 active graduate students at any one time, there are thus approximately 120 committee assignments to be divided between the roughly 12 tenure-track/tenured faculty members. Although the department seeks to grant assigned time on the basis of graduate committees successfully chaired, this too is funded out of the part-time faculty budget line. The advising requirements create a substantial faculty workload as was identified in the 2007 and 2014 PPR.

The department maintains a graduate advisor who chairs the Graduate Committee and is in charge of maintaining the graduate handbook, keeping the website up to date, overseeing admissions, working with the Chair and Basic Course Director on teaching assignments, tracking committee compositions and student progress toward completion, and interfacing with the university Graduate Office on all matters pertaining to the graduate program.

#### **B. HONORS, RESEARCH, INTERNSHIPS, AND SERVICE LEARNING**

The department maintains a chapter of Lambda Pi Eta, the communication studies honor society, advised Dr. Erika Thomas.

Undergraduate students may enroll in independent study courses to work with faculty on research projects. It is not atypical for one to three students in a given year to participate in research that is presented at an academic conference.

Any undergraduate may substitute an internship (HCOM 495) for one of the four breath requirement options (see section II-A above). Internships are coordinated by the College of Communications internship coordinator, Pam Caldwell.

Graduate students may select a thesis as an exit option. They may enroll in independent study courses or work informally with a faculty member on a research project. It is typical that two to five graduate students present research at professional conferences in a given year.

Students and graduate students frequently collaborate with faculty on research projects and as the faculty VITA section indicates, frequently produce convention papers or peer-reviewed journal articles together. The presence of HEERF funds in the fall of 2022 allowed many students to work directly with faculty on instructional and research projects. On-campus Junior and Senior grants allow faculty to request funding for undergraduate students, where appropriate. Some faculty have converted assigned time allocations into funds placed into department accounts that can be used for research assistantships. Broadly speaking, the department has been very active producing scholarship that is possible to create without extensive resource support and we now have fledgling efforts to create funded research opportunities for students and graduate students.

We offer one larger section of HCOM100 each semester and staff it with a core group of 4-to-6 high-performing undergraduate students who serve as “lab directors” and enroll in HCOM496 (student-to-



student tutorial). This is an accelerated program and many former lab directors become graduate students and future HCOM100 instructors.

## VI. RESOURCES AND FACILITIES

The HCOM budget must be understood against the background of system-wide campus underfunding, university-wide college underfunding, and budget fluidity.

The budget of the department comes in the context of a university budgeting environment. The campus receives a per-student amount of funding from state allocations; the CSUF campus has historically received the lowest per-student funding of any campus in the system.<sup>14</sup> Campus funding is then divided across divisions, and with the Division of Academic Affairs colleges receive different per-student allocations based on an SFR-to-FTEF model. The College of Communications receives the least amount of per-student funding of any of the eight colleges other than Humanities and Social Sciences. These SFR figures were set prior to the review period; they appear to be inadequate since the College expenses have exceeded allocations for as far back as reliable records are kept. As a commonly used number, College expenses generally run about \$12m but allocations are roughly \$10m. For each year for roughly the past decade the difference has been covered with “back-fills” or reallocations from other Academic Affairs budget areas.

In the past year, the department SFR has been increased from 23.1 to 24.5.

It is extremely important to note that the process is highly fluid. The immediately prior CFO removed from the publicly-facing website all prior year financial information due to concerns about accuracy. The campus-wide FTEF funding amounts change each year, and so even without a change in FTEF allocation budgets available can vary considerably. The extent to which “back fills” are considered a normal process or an irresponsible overspending of funds has varied with personnel in various administrative offices. At various times, budget officials have announced significant plans such as linking of as much as 20% of a college budget to assessment outcomes or periods of zero enrollment growth; these plans seem ephemeral or do not materialize into codified programs.

The replacement costs of faculty assigned times have recently been recognized as inadequate and have been adjusted, but it is very difficult to precisely identify what the true costs for replacement faculty are and how much is lost by offering them. The true costs of faculty employment are spread across multiple different budgets, and thus actions by one entity (say, a department) can produce costs or savings in another entity’s budget (say, the benefits costs) which makes tracking true costs difficult and budgeting incentives confusing. Timing is an issue; schedules are set two semesters in advance before enrollments are known or even predicted, but 100% of the budgets are linked to enrollment. Given the timing of the fiscal year budget allocations are often not announced until well after spending decisions need to be made.

There are positive trends. The system-wide budget trends are generally positive. The per-campus allocations are now being made with adjusted formulas that can only benefit the worst-funded campus. There is a growing recognition that the campus SFR allocations and formulas need to be adjusted. All of these patterns are cause for great optimism, but these processes too are fluid.

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<sup>14</sup> See the campus budget website annual reports.

## A. ITEMIZED RESOURCES

The primary budget line for the department is faculty costs. These are divided between full-time costs and part-time faculty costs. Full-time costs are funded separately and are neither controlled by nor reported to the department. A part-time faculty budget is allocated to the department, however, that has been in some years based on a replacement cost that has recently been raised from \$4,747 to \$6,055 a figure that is not related to actual faculty salary or costs.<sup>15</sup> The allocation itself has been historically well short of need, even within the closed terms of the calculation. Prior to the arrival of Dean Sha it was not always the case that a formal budget was presented to the department. As is true for all departments at CSUF, the budget allocations are not released until midway through the fall semester when all expenses have already been incurred and the spring schedule has already been set.

Because the full-time salaries are set and guaranteed, and since faculty salary constitutes the major expense of the department (and college), budget shortfalls are almost always addressed by raising class sizes to meet the same enrollment targets by offering fewer sections. This compromises the quality of instruction (see CBA Article 20.34) and also means, in a very direct way, that part-time faculty lose employment. This frustrates the goal of recruiting and retaining excellent and diverse faculty. The problem is acute; moving from our current staffing process to one that balanced out the budget would require eliminating every single lecturer position.<sup>16</sup>

This is the single most significant diversity challenge the department faces. Quite plainly, when enrollments drop and SFR allocations are raised, the only tool available at the department level is to raise classes (which lowers quality) which only saves money by firing lecturers. Since the lecturing pool is highly diverse, this means the loss of high-quality and diverse faculty and extends rather than relieves historical oppression, exclusion, and marginalization. Students lose exposure to excellent faculty of color, which has a special negative impact on students of color. It is not possible to attain Strategic Plan Goal #1 of a transformative educational experience, nor Strategic Plan Goal #3 of recruiting and retaining high-quality and diverse faculty, so long as lecturer employment is damaged by enrollment swings and SFR increases. Faculty of color are disproportionately impacted by every section removed from the curriculum.

The entire department budget has been calculated at roughly \$2.8m,<sup>17</sup> and of that all but roughly \$100,000 of that are faculty expenses funded by state-support funds including the full-time and part-time salary budgets. Table 10 in the Appendix includes the budget data for the past five years as well as faculty salary data.

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<sup>15</sup> Current budgets calculate part-time funding allocations on the basis of replacement cost, which is an accurate figure for assigned time expenses. However, most part-time employment is not based on assigned time replacements, and that is funded at the actual college-wide lecturer salary average, although this figure has not been included in any part-time budget allocation.

<sup>16</sup> Assuming a \$2m cut college-wide to adjust to the \$12m to \$10m change, 330 sections would need to be cut at a \$6,055 replacement rate. Even imagining savings from non-PTF sources and HCOM absorbing only a third of those cuts (the actual percentage of CCOM FTES is higher) that would require a cut of 100 sections. HCOM has traditionally offered 150-180 sections depending on enrollment.

<sup>17</sup> See Table 10, 2014 PPR.

Remaining budget buckets include the Operating Expenses and Equipment (OE&E), CCF, TADCP, Philanthropic (CSFPF) accounts, and carry-forward funds.

The OE&E budget is used for all department copier and office supply expenses, to hire student assistants to staff the main office, and for all other faculty equipment needs and travel. It is roughly \$25,000-\$30,000 per year. Campus-wide the OE&E rate is generally recognized as inadequate for all departments. For instance, if all faculty attended one conference a year and the OE&E funds are used to cover their travel, the amount is roughly \$27,000 or the entirety of the OE&E budget. The budget has been manageable only because covid restrictions have halted all faculty travel.

The CCF funds are generated on a per-student enrollment basis. The allowable expenses are under constant modification, but they can generally be spent on facility improvement, classroom instructional enhancement such as specialized software, and recently on student travel. These funds have proven to be both adequate and indispensable and have funded the renovation of the Anderson Research Library, the creation of the video lab in CP 425, and the renovation to CP 470. They have provided honoraria support for distinguished speakers (such as Olympian Tommie Smith) and will be used to support student attendance at academic conferences.

TADCP funds are generated by summer enrollments on a per-student basis. They have generally been used to supplement OE&E expenses. Of late they have been generally unavailable for department allocation. In the spring of 2020 they were awarded and charged against previous expenses in the same day; they have not been allocated for AY21-22 as of December, 2021. Although they are undoubtedly being charged against valid needs and expenses it is very difficult for the department to approach these funds strategically. Changes to summer enrollment policies and trends present a constant challenge to this source of funds.

The Philanthropic fund now generally exceeds \$10,000 and can be allocated to a variety of purposes as jointly decided by the Chair and the Executive Committee. These funds support special projects and needs or are used to cover expenses that are disallowed from other sources. The funds are frequently used to augment scholarship amounts. Since the last review the college has retained a stable if small development workforce. Development efforts have generally improved although the efforts overall result in fairly modest amounts going to directed efforts (such as the forensics scholarship fund).

Work on grants has exclusively been with foundations that disallow overhead, although they have supported the individual projects they were intended to fund. There are no self-support programs. Faculty are encouraged to pursue externally funded research but returned overhead is not likely to be even a nominal contribution to budgeting.

The debate team maintains several CSFPF accounts, including an endowment account, and all funds are devoted to student scholarships or forensics team support, with the vast majority including travel. The majority of the travel budget for the Forensics Program comes from the Associated Students as allocated through the Instructionally Related Activities (IRA) budget. Since the last review the IRA process has generally stabilized (there is, for example, now a written governance document and published minutes), although it remains the case that in any given year lower committee ratings can result in cuts to or even elimination of all IRA funding. Efforts are underway to reform the process to stabilize funding for forensics and other Education-Code designated programs (see Appendix J), and we continue to seek the support of the Dean and Provost in these efforts.

## B. FACILITIES AND SPACE

In the 2014 PRR we identified that “Our future needs include (a) a modernization of the computers in the Andersen Research Center (b) a well-maintained laptop cart since we do not have regular access to computer lab space sufficient for our needs (c) the acquisition of additional space to house archived research materials, Master’s Theses, and other research material.” We have accomplished all three goals; the ARL is modernized, there is currently a laptop cart we have access to, and having gained exclusive use of the ARL we can house our graduate student work appropriately.

The department maintains the Andersen Research Library (ARL) in CP 420-12. Since the last review this space is no longer shared with the Communicative Disorders department, who in turn has first scheduling rights to CP 420-9. The ARL houses a variety of Master’s Theses, volumes of historical interest, and some archived data. It has been designated as primarily for graduate student use (see Appendix G.7) and is the only facility the department controls that for research support. CP 425 now houses one faculty office, a reception area used by undergraduates for peer-to-peer tutorials and the Lambda Pi Eta chapter, and a room that has been equipped for higher-end video recording. The video recording space has been used for pilot projects in the Fall of 2022 and will seek expanded use in the immediate future. It seeks to fill the gap between studio-quality production and individual-device production and might be thought of as a well-equipped podcasting or YouTube studio. It has been used to produce, for example, videos championing the community engagement activities of our faculty and students.

Other space includes 3 storage closets with some of that space is shared with other departments. The department shares a mail and copier room with the Communications department. We maintain some small mobile technology items for specific use, such as department laptops and presentation projectors.

All computer lab space is controlled by the college and is insufficient for our needs. For example, the HCOM308 course requires computer lab space so the students could have access to the SPSS software to complete data-analysis activities during class time. Although we request space every semester those spaces are not always provided. The college maintains a mobile cart with apple laptops, although for the start of the spring 2022 semester the cart is being used exclusively by other departments and the machines are now somewhat dated.

Classroom space of any sort is not sufficient to support our course offerings. The classrooms available through the Scheduling office have increasingly shifted to less and less desirable times in relation to student demand. For example, we may be given 3-4 classrooms for the basic course on Mon/Wed/Fri at 7 AM or 8 AM, but student demand for those courses is not strong and the sections only fill when students have no other choices. In contrast, 3-4 classrooms in the Tues/Thur 10AM-2PM timeslots would fill. In any given semester 20-30 of our room requests are not filled. This has a direct effect on our ability to meet or target enrollment. It is obviously not possible to meet increased targets and if we continue to lack access to classrooms.

The online conversion has obvious implications for this, however, it is unclear to the department whether the university seeks a return to a primarily in-person experience for students or whether we are directed to address room shortages with online offerings. We seek to work with planning divisions on these questions.

Our deepest needs are classroom and computer lab space, although since neither are controlled by the department is not clear to us what action can be taken to address these needs.

A recent space reallocation allowed faculty offices to be moved from various other locations into the College Park building, and as part of the overall process the college recently received a net gain of roughly 6,000-SqFt. Of that, approximately 811 went HCOM. At present, HCOM has the least amount of dedicate space of any of the four departments despite being the second-largest department; we have roughly one-fourth the amount of space allocated to COMMS. While our space needs may not be as acute as some of those faced by other departments (we generally, for example, do not extensive production facilities) there is also a chicken-and-egg element to the situation, where growth is limited by space. Even something as simple as expanded access to dedicated classrooms, for instance, would allow us to schedule courses at times that would increase enrollment. Ultimately, the department controls 4,500-SqFt of space for around 60 instructors including graduate students, which is about 75-SqFt per instructor for all activities.

Generally, tenure-track faculty have their own offices on the fourth floor, lecturers are assigned shared offices on the second floor, and graduate students are assigned shared cubicle space. It is fair to say that current office space is adequate but cannot sustain additional growth, and space needs will depend greatly on future online offerings and policies (such as office hours).

Our current need is for the creation of an integrated plan that intentionally links office and classroom space needs with online offerings and policies. Our CCF support generally allows us to upgrade the space we have as necessary and augment materials for advanced instructional use. As post-pandemic needs become more clear we will continue to use CCF funds to support our space maintenance and upgrades.

### **C. LIBRARY RESOURCES**

We have no special needs other than access to journals in our field. It is not yet clear whether the loss of various online databases will significantly impact access to these journals. We intend to monitor the situation in the next several years. We maintain an excellent relationship with the library and are grateful for their highly professional service.

## **VII. LONG-TERM PLAN**

### **A. PLAN SUMMARY AND DEFINITION**

First, we will implement our current slate of programmatic changes, which include (a) changes to the degree requirements, (b) an expansion of online offerings, and (c) substantial changes to the Department Personnel Guidelines. These are significant tasks that will take years to develop, implement, and assess, and all are currently in process.

Second, we will work with the university to explain the difficulties of enrollment management swings on our department, stabilize our course offerings to meet major and general education demands, and more proactively manage our major numbers in conjunction with coming major-specific admissions. Most broadly, the biggest impacts on our enrollments and thus staffing and budgets are the size of the incoming classes and growth in majors, and both are largely beyond our direct control. We seek to work with university partners on these issues and we emphasize that collaboration will require considerable

effort to coordinate the tasks of admission, enrollment, advisement, and finally the department's task of staffing course offerings. Accomplishment of this task is part and parcel of recruiting and retaining excellent and diverse faculty. Our most specific and immediate resource need is an SFR funding level that is adequate to the demands of diversity and quality; precise calculations would require exact costs but given current calculations 20.0 appears to meet the actual need.

Third, we will work to more proactively recruit graduate students. This program is very important to our overall scholarly productivity and the staffing of our general education courses. In relative terms it is also very small, so that while a swing of 10 or more students in the undergraduate major would have no discernible impact on our undergraduate programs the same number would make an enormous difference in graduate course offerings and introductory course staffing.

Fourth, we seek to maintain our position as the most research-oriented department in the College, and in our own department, as evidenced by peer-reviewed articles, competitive papers, and book chapters. We also aspire to improve upon our scholarly output, even though we are already regarded highly based on CIOS rankings.

Fifth, we continue to seek a department name that accurately reflects our curricula and mission. This has repeatedly frustrated our attempts to develop current and dynamic curricula for our students. We seek to, minimally, change the name of the department and ideally participate in a more semantically accurate nomenclature for the college.

Sixth, we will eliminate the achievement gap in our course offerings. Retaining excellent and diverse lecturing corps is key to this goal. We seek resources to support this goal but are under no illusions that they are forthcoming, however, this goal is so central to our mission we will pursue and attain it. Re-instituting the CBSRS program should go a long way toward achieving this goal. Any action taken will occur within the shared governance context and likely through the curriculum committee.

Seventh and finally, there are coming and profound changes to university budgeting process occasioned both by internal process (such as major-specific enrollment and a re-assessment of university budgeting) and external processes (such as AB928 and the newly agreed-to Collective Bargaining Agreement minted in December of 2021). These processes may considerably stabilize our department with more predictable enrollments. Similarly, instructionally-based tenure processes for lecturers might offer a structural way to recruit and retain excellent and diverse lecturing faculty. Alternatively, these processes might slash us into a hollow shell of our former selves (if, for example, AB 928 eliminates oral communication as a golden four general education requirement). The department seeks to be deeply involved in these coming patterns and notes we will need those administrators we work with to advocate for research-driven decisions.

While the department recognizes that it can participate in these decisions, it is objectively the case that these changes are so large and so profound they can easily become the events that overcome our planning in this document. We also note that our opportunity for input is fairly limited. We noted in the 2014 PPR: "changes to university-wide administration impacts our department far more than departments less oriented toward GE service. The question of how we will plan (for example) classroom space is not relevant to our strategic processes since we do not have decision-making authority on such questions. However, the question of our relationship to those entities that make decisions about room scheduling is central. The key to our area's long-term success is its ability to develop tighter connections

with university- and college-wide support entities. This is a crucial step but, by itself, will not guarantee success if those entities are unable or unwilling to provide minimally necessary resources and information.” This statement pertained to classroom space but the point is general, applies to a wider range of issues than it did in 2014, and is more pressing than ever.

## **B. LONG-TERM PLAN AND ITS RELATION TO UNIVERSITY STRATEGIES**

Department Goal #1 is the accomplishment of a set of administrative changes to our program. This aligns with Strategic Plan Goal #1, to provide a “transformation educational experience and environment for all students.” The expansion of the health communication curricula, digital media literacy, intercultural communication, and happiness courses can “create, enhance, and communicate programs and policies to narrow gaps in basic student health and well-being.” More broadly, at a time when incivility is on the rise and the republic is literally threatened by misinformation, our argumentation and rhetoric courses respond to the most immediate cultural needs of the day.

Department Goal #2 is enrollment stability to provide educational quality and employment stability for our lecturers. This aligns with Strategic Plan Goal #1 strategies, including “develop and expand inter/multidisciplinary curricular programs” and “increased access to and participation in immersive learning experiences,” in particular smaller sections, research-oriented courses, and the forensics program. It is crucial to Strategic Plan goal #3, “recruit and retain a high-quality and diverse faculty and staff.” This goal is central to Strategic Plan Goal #2, “strengthen opportunities for student completion and graduation.” Stabilized enrollment will allow us to serve the general education needs of students and to offer a regular rotation of courses for majors. It is foundational to Strategic Plan Goal #2, “Strengthen opportunities for student completion and graduation.”

Department Goal #3 is graduate recruitment. This is consistent with Strategic Plan Goal #1 and the Strategic Plan Goal #2 strategy to “articulate benchmarks” for graduate education.

Department Goal #4 is scholarly productivity. This affords students opportunities for participation in research (Strategic Plan Goal #1) and advances the value of “scholarly and creative activities.”

Department Goal #5 is a public change to the department name. This is foundational for appropriate “holistic student advisement and support,” by more clearly identifying the department as the generalist degree within the college. Most broadly this goal helps the program better achieve its mission by helping advisors and students more clearly understand the purpose of the department.

Department Goal #6 is the elimination of the achievement gap. This aligns directly with Strategic Plan Goal #3 and in particular the strategy to “support retention efforts, including focus on equity and opportunity gaps.”

Department Goal #7 is not measurable, but success in this area will be evident in all other measures.

## **C. EVIDENCE TO MEASURE THE SUCCESS OF THE LONG-TERM PLAN**

Department Goal #1 is the accomplishment of a set of administrative changes to our program. We will succeed if new degree guidelines, new department personnel standards, new online offering and staffing policies are successfully drafted, passed by the department, and approved. We anticipate all such documents will be in established and operating by the next PPR period.

Department Goal #2 is enrollment stability. We will track enrollments through existing processes of semester planning. Consistent with CBA 20.34, we will track average class sizes and overall student-to-faculty ratios to identify whether course quality has been maintained. We will further continue our assessment plan to track specific learning outcomes. We will track and maintain the composition of our faculty by classification. We will track student completion rates.

Department Goal #3 is graduate recruitment. It can easily be tracked by monitoring the number of graduate students and their rate of completion.

Department Goal #4 is scholarly productivity. We will regularize our reports of research activity annually to count the total number of publications for faculty and graduate students as well as track the number of collaborative projects.

Department Goal #5 is a public change to the department name. It will be accomplished if the name is changed.

Department Goal #6 is the elimination of the achievement gap. We will disaggregate success rates by URM and preparation status with data readily available from the OAEE.

Department Goal #7 is not measurable, but success in this area will be evident in all other measures.

#### **D. BUDGET PLAN**

External funding is not a viable option for our needs. External funders are extremely reluctant to provide funding for what are viewed as core and essential activities. Given overhead funding formulas, we would need to receive two awards of over \$100,000 each to be able to offer a single additional course section. The largest award any member in our department has ever received is ~\$150,000, and that was from a foundation that disallowed overhead charges. We can and will seek external support for specific projects, but these efforts will not meaningfully address our core resource deficiencies.

Given the extreme paucity of the department budget internal reallocations are simply not a viable option for attaining any of our goals in any meaningful way. We seek cross-campus SFR equity. Simply put, the largest single portion of our FTES is devoted to teaching face-to-face communication, and that curricula cannot be effectively delivered in a large-lecture or online format. We are a department focused on excellent classroom instruction and the service of general education student needs, and the overwhelmingly most significant resource is a funding level that allows us to provide high-quality instruction.



**VIII. APPENDICES**

## Appendices Table of Contents

### **Appendix A – Undergraduate degree programs (all provided by OAIE)**

Table 1A – FTF apps, adms, appts

Table 1B -- UD transfers, same

Tables 2A – FTES by AY

Table 2B – FES by major

Table 3A – graduate rates & equity gap, FTF

Table 3 – UD transfers, grad rates

Table 4 – degrees awards

### **Appendix B – Graduate degree programs (all provided by OAIE)**

Table 5 – apps, adms, enr1

Table 6 – grad headcount FTES

Table 7A – grad rates for grad program

Table 8 – degrees awarded

### **Appendix C – faculty**

Table 9 – FTEF, TT

Table 10 – budget data

Table 11 – dept SOQ data.

Table 12 – faculty publications

C.1 – diversity

### **Appendix D – Process documents**

D.1 – UPS 410.200

### **Appendix E – Curricular and advisement documents**

E.1 – course roadmap

E.2 – course rotation schedule

### **Appendix F – Forensics program statements**

F.1. – Statement on George Floyd

### **Appendix G – Department documents.**

G.1. – Department governance document

G.2 – DPS

G.3 – Assessment white paper

G.4 – course rotation schedule (see E1)

G.5 –FRAMP documentation

G.6 – three course load document

G.7 -- ARL policies

G.8 – Space allocations F21

### **Appendix H – graduation and equity gap figures**

*Figures 1-9*

### **Appendix I – assessment.**

I.1 – assessment plan and citations

### **Appendix J**

IRA funding equity statement

### **Appendix K**

Faculty VITA

# 2021-2022 PPR Tables: Communication Studies (BA & MA)

Office of Assessment & Institutional Effectiveness

## APPENDIX A. UNDERGRADUATE DEGREE PROGRAMS

### Table 1. Undergraduate Program Applications, Admissions, and Enrollments

Table 1-A. First-Time Freshmen: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	88	36	5
2017	118	44	8
2018	119	50	11
2019	110	37	4
2020	107	52	7

Table 1-B. Upper-Division Transfers: Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	371	150	65
2017	524	180	63
2018	614	203	73
2019	595	237	84
2020	658	366	125

### Table 2. Undergraduate Program Enrollment in FTES

Table 2-A. Undergraduate Program Enrollment by Course-Based FTES

Academic Year (Annualized)	Enrollment in FTES		
	Lower-Division FTES <sup>1</sup>	Upper-Division FTES <sup>2</sup>	Total FTES
2016-2017	461.8	441.2	903.0
2017-2018	441.3	239.3	680.6
2018-2019	425.5	239.7	665.1
2019-2020	451.2	279.8	731.0
2020-2021	504.4	312.9	817.3

<sup>1</sup> All students' FTES enrolled in lower-division courses of the program, regardless of student major.

<sup>2</sup> All students' FTES enrolled in upper-division courses of the program, regardless of student major.

Table 2-B. Undergraduate Program Enrollment (Headcount & FTES by Major Only)

Academic Year (Annualized)	Majors						
	Lower-Division		Upper-Division (Including Post-Bac & 2 <sup>nd</sup> Bac)		Total		
	Headcount	FTES <sup>1</sup>	Headcount	FTES <sup>2</sup>	Headcount	FTES <sup>3</sup>	FTES per Headcount
2016-2017	22	18.8	263	213.8	285	232.6	0.82
2017-2018	26	22.8	303	251.1	329	273.9	0.83
2018-2019	30	26.4	320	257.3	350	283.6	0.81
2019-2020	25	22.5	334	280.3	358	302.8	0.85
2020-2021	20	17.4	375	305.6	394	323.0	0.82

<sup>1</sup> FTES of the lower division students who are majoring in the program.

<sup>2</sup> FTES of the upper division students who are majoring in the program.

<sup>3</sup> FTES of all students who are majoring in the program.

Table 3. Graduation Rates for Degree Program

Table 3-A. First-Time, Full-Time Freshmen Graduation Rates

Entered in Fall	Cohort	% Graduated			Equity Gap*	
		In 4 Years	In 5 Years	In 6 Years	By Pell Status	By UR Status
2013	11	18.2%	63.6%	81.8%	3.3%	-25.0%
2014	6	33.3%	66.7%	83.3%	33.3%	20.0%
2015	8	50.0%	62.5%	75.0%	-85.7%	-85.7%
2016	5	80.0%	80.0%	N/A	N/A	N/A
2017	8	37.5%	N/A	N/A	N/A	N/A

\*Note: Equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2013 non-UR six-year graduation rate – 2013 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.

Table 3-B. Transfer Student Graduation Rates

Entered in Fall	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	63	54.0%	81.0%	82.5%
2016	65	56.9%	81.5%	87.7%
2017	64	71.9%	87.5%	90.6%
2018	73	64.4%	76.7%	N/A
2019	84	69.0%	N/A	N/A

Table 4. Degrees Awarded

Table 4. Degrees Awarded

College Year	Degrees Awarded
2016-2017	100
2017-2018	115
2018-2019	150
2019-2020	128
2020-2021	160

## APPENDIX B. GRADUATE DEGREE PROGRAMS

Table 5. Graduate Program Applications, Admissions, and Enrollments

Table 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2016	30	8	6
2017	32	16	13
2018	34	18	15
2019	27	15	10
2020	33	15	11

Table 6. Graduate Program Enrollment by Headcount and FTES

Table 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per Headcount
2016-2017	30	17.3	0.59
2017-2018	34	18.3	0.54
2018-2019	43	25.5	0.59
2019-2020	44	23.5	0.53
2020-2021	33	18.5	0.56

Table 7. Graduate Student Graduation Rates

Table 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated		
		In 2 Years	In 3 Years	In 4 Years
2015	8	37.5%	62.5%	75.0%
2016	6	66.7%	66.7%	66.7%
2017	13	38.5%	84.6%	84.6%
2018	15	40.0%	60.0%	N/A
2019	10	60.0%	N/A	N/A

Table 8. Master's Degrees Awarded

Table 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2016-2017	13
2017-2018	10
2018-2019	14
2019-2020	20
2020-2021	11

## APPENDIX C. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

Table 9. Faculty Composition<sup>1</sup>

Fall	Tenured	Tenure-Track	Sabbaticals at 0.5	FERP at 0.5	Full-Time Lecturers <sup>2</sup>	Actual FTEF
2016	18	9	0.0	2.0	6	30.8
2017	11	6	0.0	0.5	3/6	22.5
2018	11	5	0.0	0.5	3/6	22.0
2019	12	6	0.5	0.5	3/5	23.0
2020	15	3	1.0	1.0	4/11	28.5

<sup>1</sup> Headcount of tenured, tenure-track, sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. Headcount of lecturers only includes full-time faculty.

<sup>2</sup> IPEDS data counts the number of lecturers teaching 15 units in the fall and does not speak to faculty contract status. The number before the slash mark indicates the number of contracted, full-time lecturers.

Table 10. Budget Data

Date: 12.31.2021	Allocated/Budgeted				
	Fiscal Years				
Funding Source	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CCF	\$ 31,975.00	\$ 29,368.91	\$ 36,210.23	\$ 30,579.00	\$ 25,735.00
OE and E	\$ 32,218.00	\$ 39,418.00	\$ 49,377.76	\$ 39,156.24	\$ 35,946.13
TADCP	\$ -	\$ 7,797.00	\$ -	\$ -	\$ -
HEERF				\$ 30,000.00	\$ 24,000.00
	Expenses (Actuals)				
	Fiscal Years				
	2017-2018	2018-2019	2019-2020	2020-2021	
	\$ 17,423.52	\$ 28,324.50	\$ 34,654.29	\$ 24,345.79	
	\$ 57,204.32	\$ 83,511.13	\$ 64,823.01	\$ 35,493.01	
		\$ 7,771.58	\$ -	\$ -	
			\$ (3,737.30)	\$ 17,113.23	
*OEE excludes program codes					
**2020-2021 - 19-20 TADCP/OE Swap					
***2020-2021 - HEERF Round I and II					
**** 2021-2022- Spring '22 based on expected FTES targets					
final allocation subject to change if target not met					
Fiscal Years End Balances					

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
CSFPF ( Department Primary Account; 60204)	\$ 20,812.92	\$ 11,489.55	\$ 18,569.24	\$ 15,308.74	\$ 14,564.74
**** 2021-2022 - balances as of 12.31.2021					

FTES Addenda	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
FTES from Table 2-A	680.60	665.10	731.00	817.30	
OEE-TADCP-CCF total	\$ 64,193.00	\$ 76,583.91	\$ 85,587.99	\$ 69,735.24	
\$ per FTES	\$ 94.32	\$ 115.15	\$ 117.08	\$ 85.32	
OEE+TADCP per FTES\$	\$ 94.32	\$ 103.42	\$ 117.08	\$ 85.32	
(FTES addenda completed by department)					

## Salary Data

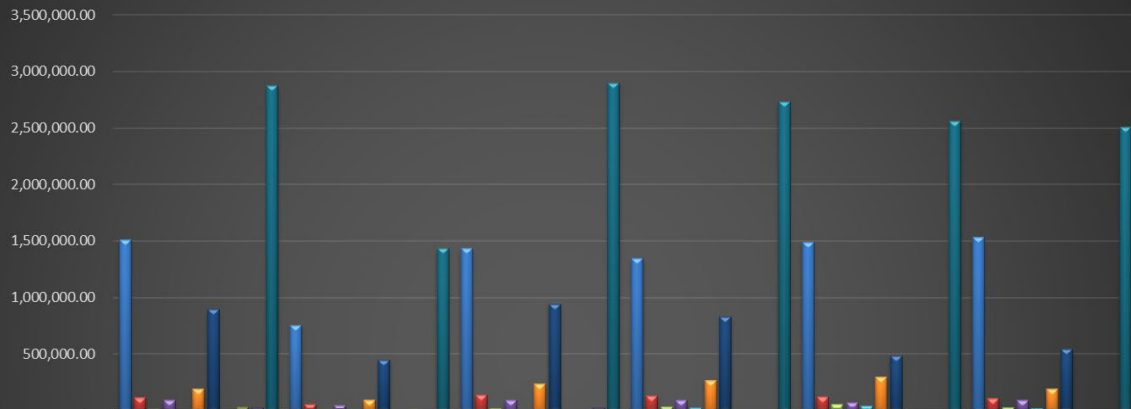
### 5-Year Salaries HCOM

<b>Description</b>	<b>Projections 2021-2022 Year-End</b>	<b>2021-2022* Actuals to Date as of January 29, 2022</b>	<b>2021-2020</b>	<b>2020-2019</b>	<b>2019-2018</b>	<b>2018-2017</b>
Academic Salaries	1,510,948.48	755,474.24	1,433,310.91	1,346,723.60	1,490,294.00	1,530,707.37
Department Chair	114,284.26	57,142.13	141,550.45	131,772.00	120,605.62	107,339.71
Graduate Assistants	14,562.00	7,281.00	18,086.50	34,665.00	53,295.00	29,961.25
Support Staff Salaries	93,503.24	46,751.62	93,971.76	94,052.91	73,535.56	90,672.52
Student Assistants	-	0.00	7,761.60	24,810.90	39,829.50	19,500.45
Teaching Associates	189,893.18	94,946.59	236,556.10	269,796.80	299,356.40	190,124.00
Lecturers	895,567.28	447,783.64	941,826.85	830,920.75	483,192.24	542,187.60
Summer Session Faculty	-	0.00	0.00	0.00	0.00	0.00
Instructional Student Assistants	30,702.00	15,351.00				
Work-Study On-Campus	23,128.80	11,564.40	24,973.50	1,930.50	3,621.00	
<b>Total Salaries:</b>	<b>2,872,589.24</b>	1,436,294.62	2,898,037.67	2,734,672.46	2,563,729.32	2,510,492.90

\* As of January 29, 2022



## 5-Year Salaries-HCOM 2022-2018



	Projections 2021-2022 Year-End	2021-2022* Actuals to Date as of January 29, 2022	2021-2020	2020-2019	2019-2018	2018-2017
Academic Salaries	1,510,948.48	755,474.24	1,433,310.91	1,346,723.60	1,490,294.00	1,530,707.37
Department Chair	114,284.26	57,142.13	141,550.45	131,772.00	120,605.62	107,339.71
Graduate Assistants	14,562.00	7,281.00	18,086.50	34,665.00	53,295.00	29,961.25
Support Staff Salaries	93,503.24	46,751.62	93,971.76	94,052.91	73,535.56	90,672.52
Student Assistants	-	0.00	7,761.60	24,810.90	39,829.50	19,500.45
Teaching Associates	189,893.18	94,946.59	236,556.10	269,796.80	299,356.40	190,124.00
Lecturers	895,567.28	447,783.64	941,826.85	830,920.75	483,192.24	542,187.60
Summer Session Faculty	-	0.00	0.00	0.00	0.00	0.00
Instructional Student Assistants	30,702.00	15,351.00				
Work-Study On-Campus	23,128.80	11,564.40	24,973.50	1,930.50	3,621.00	
<b>Total Salaries:</b>	<b>2,872,589.24</b>	<b>1,436,294.62</b>	<b>2,898,037.67</b>	<b>2,734,672.46</b>	<b>2,563,729.32</b>	<b>2,510,492.90</b>

- Academic Salaries
- Department Chair
- Graduate Assistants
- Support Staff Salaries
- Student Assistants
- Teaching Associates
- Lecturers
- Summer Session Faculty
- Instructional Student Assistants
- Work-Study On-Campus
- Total Salaries:

Table 11. Student Opinion Questionnaire Data

Term	Responses	Average
Fall 2016	61,005	3.57
Spring 2017	46,498	3.61
Fall 2017	45,948	3.58
Spring 2018	35,567	3.64
Fall 2018	43,773	3.59
Spring 2019	35,155	3.54
Fall 2019	46,457	3.56
Spring 2020	25,008	3.59
Fall 2020	30,100	3.58
Spring 2021	17,899	3.66

Table 12. Faculty Publications

**SUMMARY TABLE OF FACULTY SCHOLARLY OUTPUT**

Categorization of some items proved challenging, and pieces completed in the late 2014/early 2015 period were difficult to cleanly identify as present only in the Current review period. This table should be read as an approximate index of total faculty output. Further, this is not intended as being comparative, and many faculty make significant contributions to the department that are not measured in scholarly output

<b>Faculty</b>	<b>Publications</b>	<b>Convention Paper</b>	<b>Top Paper</b>	<b>Book chapters/reviews</b>	<b>Other</b>
Bruschke	4	3	1	0	0
Dorjee	8	14	0	9	21
Evans-Zepeda	12	25	1		23
Hayes	1	0	0	0	0
Johnson	20	24	6	1	13
Malone	0	0	0	0	0
Martin	5	5	1	0	0
Matz	1	3	0	0	7
Samek	6	4	1	4	17
Sutko	5	13	0	5	7
Suwinyattichaiporn	15	22	1	2	27
Teven	1	3	1	5	7
Thomas	3	11		7	12
Seiter	7	13	1	1	0
Ting-Toomey	26	9	2	4	10
Kamrath	11	8	1	0	36
Reid-Brinkley	1	0	0	2	0
Totals:	126	157	16	40	180

## **Appendix C.1. Faculty Diversity**

(Taken from a Sept 15, 2020 memo)

This memo is designed to document the impact of instructional budget cuts on diversity in the HCOM department.

As is well established, cuts to instructional budgets in the forms of the elimination of assigned time and larger classes save funds by depriving lecturers of work. Per the CBA Article 12, there is an order of appointment system so that, roughly, the most recently hired lecturers are the first to lose work.

Campus-wide, lecturers are less likely to be male (47% vs. 51%) and less likely to be white males (28% vs. 31%) than are tenure-track faculty as of S20 per the AIE website. In my view, this is an instance of structural racism that AS 20-76 has charged us with eliminating. Faculty who are not white males are more likely to be lecturers and, based on the way we have structured our instructional budgeting, they are therefore the least likely to be retained. The students lose the perspectives and role-modeling these faculty bring to the classroom and the faculty themselves are put in the least-valued instructional positions.

This pattern is especially pronounced in HCOM, where although 2/3rds of our tenure-track faculty are female, 76% are white compared to 59% of all lecturers and 43% of our part-time, non-entitled lecturers. Given the order of assignment, our first five lecturers to lose work would include two Latinas, two Black males, and one White female (racial categories and nomenclature taken from the AIE reports). The entire group of seven non-entitled lecturers includes an additional White male and White female.

Instructional cuts and rolling back recent lecturer hires, therefore, will disproportionately impact females and people of color. Longer and more sustained instructional cuts will have a similar impact since our entire lecturer pool is 17 percentage points more diverse than our tenure-track faculty.

## APPENDIX D. GOVERNANCE DOCUMENTS



# CALIFORNIA STATE UNIVERSITY, FULLERTON

## University Policy Statement

### UPS 410.200

## PROGRAM PERFORMANCE REVIEW POLICY

### I. PRINCIPLES

- A. Program Performance Review (PPR) serves as a reflective assessment and provides a forward-looking evidence-based planning tool. Each academic program shall submit a PPR every seven years.
- B. PPR shall be submitted every seventh year by all academic programs (all degree programs, including joint degree programs, and the General Education program).
- C. PPR examines the total operation of academic units, including any participation in joint degree programs. When a degree program is university-wide or involves more than one college, each participating academic unit shall participate in the review.
- D. The review process shall be interactive between the faculty, the program chair (or head of the academic unit), and the respective dean.

### II. PROCEDURES FOR PROGRAM PERFORMANCE REVIEW

- A. Initiating the PPR
  - 1. The PPR process shall be initiated by the Dean. Each dean, in consultation with each program chair (or head of the academic unit) and any academic unit review committee, shall designate a team consisting of internal and external reviewers. Internal reviewers are defined as faculty from within the university but outside the department. External reviewers are defined as any faculty or individuals with commensurate disciplinary experience from outside the university. Reviewers

shall be selected based on their qualifications and ability to objectively and credibly participate in the review process.

2. Each dean shall call a general orientation meeting of all chairs (or heads of the academic unit) of academic units undergoing review to present the procedures and deadlines for the review process.
3. The topics to be included in the report shall be communicated to the academic unit under review by the Office of the Provost and Vice President for Academic Affairs.

## B. Preparation of the Report

1. The academic unit under review shall prepare a self-study following the current Guidelines and Procedures provided by the Office of the Provost and Vice President for Academic Affairs.
2. Statistical data for inclusion in the self-study shall be provided to the academic unit by the University and CSU.
3. The team of internal and external reviewers with reference to the Guidelines and Procedures provided by the Office of the Provost and Vice President for Academic Affairs reviews the self-study, evaluates the academic unit, and prepares a report. This report is submitted to the Chair (or Head of the academic unit), the respective dean, and the Provost and Vice President for Academic Affairs.
4. The Chair (or Head of the academic unit), in consultation with relevant academic unit review committee(s) and with faculty, shall provide a written response to the report of the team of internal and external reviewers.

## C. Review of the Report

1. The Dean (and any other reviewers) shall read the report and write recommendations for the academic unit. The Dean shall meet with the Chair (or Head of the academic unit) to discuss the recommendations.
2. The Dean shall write a summary of the major findings and recommendations and send it to the office of the Provost and Vice President for Academic Affairs and the Chair (or Head of the academic unit), attaching the self-study, the report of the internal and external reviewers, and the Chair's (or Head of the academic unit's) response.
3. The Provost and Vice President for Academic Affairs convenes a culmination meeting consisting of the respective dean, the Chair (or Head of the academic unit), the faculty of the program, and the Associate Vice President for Institutional Effectiveness.
4. The Provost and Vice President for Academic Affairs or designee sends follow-up comments in the form of a culmination meeting memo to the Chair (or Head of the academic unit), copying the respective dean.

5. Recommendations should consider resource availability when recommendations require additional resource support. Educational quality is a function of the number and quality of faculty resources.



### III. SUBSTITUTION OF AN ACCREDITATION REPORT

- A. Any currently accredited academic unit subject to PPR may request, with the approval of the Dean, to substitute an accreditation report for a PPR.
- B. The Provost and Vice President for Academic Affairs (or designee) may accept an accrediting report in lieu of a PPR if the accreditation materials sufficiently address the University PPR requirement.
- C. If only one degree, for example the bachelor's, is accredited in an academic unit that offers several programs or degrees, the academic unit must submit a PPR for the non-accredited programs or degrees.
- D. The Provost and Vice President for Academic Affairs (or designee), in agreeing to accept an accreditation report in lieu of a review, may require that certain questions unique to the PPR be answered and submitted with the accreditation report. For example, the campus may require that reports include sections on educational effectiveness.
- E. If accreditation is granted for more than seven years, the interval may not exceed the Chancellor's Office standards, which are currently 10 years.
- F. The accreditation report shall be reviewed per II. C. above.

Source: Curriculum Committee

**EFFECTIVE DATE: April 6,  
2021**

Supersedes: UPS 410.200 dated 7-11-11  
and ASD 11-128

## **Appendix E. Curricular and Advisement Documents**

### **Item E.1. Course Roadmap**

#### **HCOM roadmaps -- Freshman**

Note that HCOM has tremendous flexibility – you will complete all GE and major requirements and still have at least 7 additional courses to take in any area of growth you wish. You may take additional HCOM classes, explore other interests, or take a minor. HCOM requires 7 courses in the core, 4 courses that may be selected from a list of breadth areas (listed below), and 4 elective courses. HCOM100, 102, 235, 320, and 340 will double-count for GE credit.

<b><i>Semester 1</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
HCOM102	Core	3
HCOM100/A1	GE	3
B4	GE	3
C1	GE	3
Other HCOM		3
<b>Total</b>		<b>15</b>

<b><i>Semester 2</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
ENGL 100/A2	GE	3
B2	GE	3
Other HCOM		3
HCOM235	GE/A3/core	3
C2	GE	3
<b>Total</b>		<b>15</b>

<b><i>Semester 3</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
HCOM304	Core	3
HCOM320*	GE/D4	3
D2	GE	3
B1	GE	3
C3	GE	3
<b>Total</b>		<b>15</b>

<b><i>Semester 4</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
D1	GE	3
D3	GE	3
B3	GE	3
B5*	GE	3
HCOM305/E	GE	3
<b>Total</b>		<b>15</b>

<b><i>Semester 5</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
HCOM300	Core	3
Area 1	Breadth	3
Area 2	Breadth	3
Elective	Elective	3
C4*	GE	3
<b>Total</b>		<b>15</b>

<b><i>Semester 6</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
HCOM308	Core	3
Area 3	Breadth	3
Area 4	Breadth	3
HCOM	Elective	3
Other HCOM		3
<b>Total</b>		<b>15</b>

<b><i>Semester 7</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
HCOM300	Core	3
HCOM340	Area Z	3
Other HCOM		3
Elective	Elective	3
Other HCOM		3
<b>Total</b>		<b>15</b>

<b><i>Semester 8</i></b>		
<b>Course</b>	<b>Requirement</b>	<b>Units</b>
HCOM308	Core	3
Other HCOM		3
Other HCOM		3
HCOM	Elective	3
Other HCOM		3
<b>Total</b>		<b>15</b>

Area 1	HCOM330, 332, 334, 335, 337 ,342, or305
Area 2	HCOM220, 310, 313, 318, 331, or 305
Area 3	HCOM320, 321, 360, or 305
Area 4	HCOM324, 325, 326, 333, or 305
Asterisk designates upper-division requirement	

### HCOM roadmaps – Transfer students

Note that HCOM has tremendous flexibility – you will complete all GE and major requirements and still have at least 7 additional courses to take in any area of growth you wish. You may take additional HCOM classes, explore other interests, or take a minor. HCOM requires 7 courses Requirement in the core, 4 courses that may be selected from a list of breadth areas (listed below), and 4 elective courses. HCOM100, 102, 235, 320, and 340 will double-count for GE credit.

Many students will transfer in having taken HCOM102 (public speaking) or HCOM235 (argumentation); those who have not should take these courses as their fifth course in Semester 5 or Semester 6.

#### *Semester 5*

#### *Semester 6*

Course	Requirement	Units		Course	Requirement	Units
HCOM 300	Core	3		HCOM308	Core	3
HCOM 304	Core	3		HCOM 307	Core	3
Area 1	Breadth	3		Area 3	Breadth	3
Area 2	Breadth	3		Area 4	Breadth	3
Other/GE		3		Other/GE		3
Total		15		Total		15

#### *Semester 7*

#### *Semester 8*

Course	Requirement	Units		Course	Requirement	Units
HCOM420	Core	3		HCOM Elective	Elective	3
HCOM Elective	Elective	3		HCOM Elective	Elective	3
HCOM Elective	Elective	3		Other		3
Other		3		Other		3
Other		3		Other		3
Total		15		Total		15

Area 1	HCOM330, 332, 334, 335, 337 ,342, or305
Area 2	HCOM220, 310, 313, 318, 331, or 305
Area 3	HCOM320, 321, 360, or 305
Area 4	HCOM324, 325, 326, 333, or 305
Asterisk designates upper-division requirement	



## Item E.2. Course Rotation Schedule

Course Number	Course Title	F 2020	S 2021	F 2021	S 2022	F 2022	S 2023	F 2023	S 2024	F 2024	S 2025	F 2025	S 2026	F 2026	S 2027	F 2027	S 2028	F 2028	F 2029
<b>HCOM 100(GE)</b>	Introduction to Human Comm	73	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55
<b>HCOM 102(GE)</b>	Public Speaking	21	15	20	15	20	15	20	15	15	20	15	20	15	20	15	15	20	20
<b>HCOM 138</b>	Forensics	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 220</b>	Interpersonal Conflict Management	2 (4)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 235(GE)</b>	Essentials of Argumentation	18	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
<b>HCOM 300</b>	Introduction to Research in Comm	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
<b>HCOM 304</b>	Human Comm	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>HCOM 305</b>	Digital Media Literacy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 307</b>	Intro to Comm and Critical/Cultural Studies	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>HCOM 308</b>	Quantitative Research Methods	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
<b>HCOM 310</b>	Sex Comm		2		1		1		1	2		1		1		1	1		
<b>HCOM 313</b>	Interpersonal Comm Theory	1		1		1		1			1		1		1			1	1
<b>HCOM 315</b>	Social Media & Comm	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 318</b>	Family Comm		1		1		1		1	1		1		1		1	1		
<b>HCOM 320</b>	Intercultural Comm	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
<b>HCOM 321</b>	Hispanic Intercultural	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 324</b>	Comm in Teams & Groups	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 325</b>	Interviewing: Principles and Practic	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 326</b>	Organizational Comm Dynamics	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 330</b>	Rhetoric of Popular Culture	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 331</b>	Sex and Gender in Comm	1		1		1		1		1		1		1		1		1	1
<b>HCOM 332</b>	Processes of Social Influence	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Course Number	Course Title	F 2020	S 2021	F 2021	S 2022	F 2022	S 2023	F 2023	S 2024	F 2024	S 2025	F 2025	S 2026	F 2026	S 2027	F 2027	S 2028	F 2028	F 2029
<b>HCOM 333</b>	Comm in Business and the Professions	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 334</b>	Persuasive Speaking	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 335</b>	Advanced Argumentation		1		1		1		1		1		1		1		1		
<b>HCOM 337</b>	Comm in the Legal Arena		1		1		1		1		1		1		1		1		
<b>HCOM 338</b>	Forensics	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 342 (GE)</b>	America Speaks		1		1		1		1		1		1		1		1		
<b>HCOM 360</b>	Nonverbal Comm	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
<b>HCOM 370</b>	Sport Comm	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	2
<b>HCOM 413</b>	Comm in Interpersonal Relationships		1		1		1		1		1		1		1		1		
<b>HCOM 415</b>	Sem Digital Media & Culture	1		1		1		1		1		1		1		1		1	1
<b>HCOM 420</b>	Comm Theory	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
<b>HCOM 422</b>	Applications of Intercultural Comm			1			1			1				1				1	
<b>HCOM 425</b>	Health Comm	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 426</b>	Directing Forensics	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 432</b>	Contemporary Rhetoric		1		1		1		1		1		1		1		1		
<b>HCOM 433</b>	Training & Development		1			1			1			1			1				1
<b>HCOM 435</b>	Comm in Community Building				1				1				1				1		
<b>HCOM 440</b>	The Dark Side of Interpersonal Comm	1			1			1			1				1			1	
<b>HCOM 445</b>	Leadership: Toxic and Intoxicating		1		1		1		1		1		1		1		1		
<b>HCOM 456</b>	Intercultural Conflict: Theory & Practice		1			1			1			1			1				1
<b>HCOM 469</b>	Intergroup Communication			1				1				1				1			1
<b>HCOM 492T</b>	Proseminar in Comm Studies (variable topics)																		
<b>HCOM 495</b>	Internship	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 499</b>	Independent Study	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Course Number	Course Title	F 2020	S 2021	F 2021	S 2022	F 2022	S 2023	F 2023	S 2024	F 2024	S 2025	F 2025	S 2026	F 2026	S 2027	F 2027	S 2028	F 2028	F 2029
<b>HCOM 500</b>	Research in Speech Comm	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
<b>HCOM 507</b>	Seminar in Comm & Critical/Cultural Studies		1		1		1		1		1		1		1		1		
<b>HCOM 509</b>	Qualitative Research Methods	1		1		1		1		1		1		1		1		1	1
<b>HCOM 510</b>	Seminar in Interpersonal & Relational Comm			1			1			1			1			1			
<b>HCOM 520</b>	Seminar in Group Comm	1			1			1			1			1			1		1
<b>HCOM 522</b>	Seminar in Intercultural Comm	1			1			1			1			1			1		1
<b>HCOM 525</b>	Seminar in Organizational Comm	0	1			1			1			1			1			1	
<b>HCOM 530</b>	Seminar in Rhetorical Theory & Criticism		1			1			1			1			1			1	
<b>HCOM 535</b>	Seminar in Argumentation and Persuasion			1				1			1			1			1		1
<b>HCOM 536</b>	Seminar in Comm & Rhetorical Theory	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

## Appendix F. Forensics Program Statement on Racial Justice

The CSUF Speech and Debate team supports Black Lives Matter and the movement addressing systemic antiblack violence. We seek justice for Breonna Taylor, George Floyd, Atatiana Jefferson, Ahmaud Arbery, and the countless black victims of police brutality.

Historically, the Cal State Fullerton Speech and Debate team has committed support to the black speech and debate community in various ways. From the Louisville Project to the current moment of white flight at national tournaments, we are engaged in seeing through change for black and brown participants across the country. We will continue to voice our strong opposition to antiblackness both 'inside' and 'outside' the activities our team is involved in.

Moving forward:

- Members of the team will work on increasing our presence on campus to advocate for racial and social justice in CSUF, the CSU system, Orange County, and Southern California. As students and faculty within the California public education system, we are responsible for being involved in the politics that makes our team possible.
- We will follow the lead of the campus Black Student Union and other black organizations already deeply involved in addressing injustices for black students on campus. We support all demands being made against CSUF, the CSU system, President Virjee, and all relevant administrators in seeking reconciliation for racial injustices made against our fellow students.
- Our social media and campus outreach positions will be responsible for identifying and sharing resources for black students and other marginalized groups.
- Our speech and debate team is committed to refuting and eliminating arguments and speeches made in defense of the institutions that perpetuate violence in the status quo.
- We are committed to supporting all incoming and prospective black and POC low income students to the best of our ability.

The team has not been perfect in carving out a space for black students and other students of color, but we are committed to bettering ourselves. We are committed to uplifting and supporting black students and faculty, which our team is undoubtedly indebted to. We encourage all past, present, and potential nonblack members of the team to educate themselves on antiblackness and to refuse moving towards innocence when it comes to racial justice.

Written by the students of the Cal State Fullerton Speech and Debate team with the full support of our Coaches and Directors.

#BlackLivesMatter #TitansforBlackLiberation #CSUF #CalStateFullerton



## **Appendix G. Department Documents**

### **Item G.1. Department Governance Document**

#### I. Premises

- A. Consistent with the campus tradition of self-governance, governance within the Department of Human Communication Studies is the responsibility of the chair and the full-time faculty. The chair shall work closely with program directors, committee chairs, individual faculty, and student groups to ensure that the mission and goals of the department are carried out. Standing committees and individual faculty members may initiate, review, and/or recommend for approval various department programs, policies, and procedures. Although the chair is vested with the final authority for all departmental activities, maximum faculty and staff participation in decision-making and governance shall be encouraged.
- B. The department is divided into functional subunits to facilitate the orderly consideration of issues requiring decisions.
- C. No action taken or policy statement drafted by a subunit has official status until approved by the department faculty, unless final approval has been delegated to that subunit.

#### II. Department Structure

- A. The Department of Human Communication Studies is comprised of faculty, professional staff, and clerical staff. Hereafter, except where noted professional staff shall be included wherever the term faculty is specified except where otherwise dictated by University Policy Statements or the Collective Bargaining Agreement.
- B. The department structure includes department committees, faculties, coordinators, advisers, directors, committees, and curricular support programs. The subunits of the department are defined throughout the course of this document.

#### III. Functions of Committees

- A. The department faculty will assign business items to standing committees, create ad hoc committees, receive and consider recommendations from committees, and delegate authority to faculties or committees. All committees will be composed of 3 members unless otherwise specified below.
- B. Standing committees of the department include:

1. Curriculum Committee. The Curriculum Committee will generate or consider proposals to alter curricular offerings, including courses, course descriptions (including pre- or co-requisites), catalog copy, etc. All course revisions and proposals should receive review by the entire committee prior to making recommendations to the department faculty.
2. Executive Committee. The Executive Committee shall recommend procedures for allocating resources and develop policy statements regarding matters assigned to it by the department faculty or chair. It shall be comprised of three faculty members and the chair.
3. Graduate Committee. The Graduate Committee shall 1) consider and recommend applicants for admission to the department's graduate program; 2) recommend approval of the Graduate Study Plan (GSP) to the office of Graduate Studies; 3) specify comprehensive examination areas for candidates; 4) consider petitions from students relative to matters of graduate policies and make recommendations to the Graduate Program Adviser; and 5) make recommendations to the department concerning procedures for the department's graduate degree program. The Graduate Program Adviser shall serve as ex-officio chair of the committee and the committee shall have two other members.
4. The Personnel Committee. The committee shall conduct the university and department mandated evaluations and recommendations associated with retention, tenure, and promotion of faculty. It shall also recommend procedures and criteria governing such actions and evaluate applicants for instructional and professional staff positions (including full-time instructors or lecturers, and professional staff employees) and recommend appropriate appointments. The committee shall be composed of three tenured faculty members.
5. Awards Committee. The Awards Committee shall administer awards, and 1) publicize the availability of such awards to students; 2) set criteria for selection of recipients; 3) plan awards ceremonies; and 4) provide a historical record of winners.

IV. Functions and Responsibilities of Advisers and Directors

A. The Department Graduate Program Adviser is responsible for the coordination of advisement for all graduate students seeking an M.A. Degree. Working closely with the office of Graduate Studies the adviser shall serve as ex-officio chair of the department Graduate Committees, maintain department records of Master's candidates, supervise the conduct of M.A. comprehensive examinations, and certify completion of the requirements for the department's graduate degrees.

B. The Department of Human Communication Studies has two departmental directors who supervise the conduct of various department curricular support functions.

1. The Director of Basic Courses shall supervise teaching associates assigned to HCOM 100 or 102. Upon request from the department chair, the director shall prepare an evaluative report for the Personnel Committee and department chair relative to the performance of teaching associates. The director shall consult with the department chair regarding the assignment of individuals approved by the Personnel Committee as instructors in the basic course program.

2. The Director of Forensics shall supervise the operations of the Forensics Program. Upon request from the department chair, the Director shall supervise the part-time instructors and graduate assistants assigned to the Forensics Program and shall provide an evaluative report for the Personnel Committee and department chair relative to the performance of part-time instructors. The Director shall consult with the department chair regarding the assignment of individuals approved by the Personnel Committee as part-time instructors in forensics.

V. Ad Hoc Committees. Ad Hoc Committees shall perform whatever tasks are assigned to them and shall report recommendations to the department faculty or other entity as specified in their instructions.

VI. Levels of Recommendation and Decision Making

A. The role of the chair should be exercised in a manner consistent with collegial consultation and participatory governance. It is the responsibility of the chair to encourage the use of democratic procedures embodied in this document and in the tradition of California State University, Fullerton. The chair is the administrative executive officer of the department, appointed by the university president and empowered with specified legal and contractual authority.

- B. The chair is responsible for implementing departmental and school policies. The department as a whole shall determine its own organization and provide policies for the development and governance of its curriculum, its personnel, its department budget, its office administration and management, and its student and community relations.
- C. With the exception of the Personnel Committee, each department committee recommends policies and procedures to the department faculty as a whole. Committee recommendations should be brought to the chair for placement on the department's agenda.
- D. The Department Graduate Adviser is appointed by the chair upon to the recommendation of the faculty via departmental election.
- E. The Director of the Basic Courses is appointed by the chair upon the recommendation of the faculty via election procedures.
- F. Final authority for some decisions may be given to committees at the direction of the faculty in departmental meetings.

VIII. Curricular Support Programs

Preamble

The faculty and staff of the department are utilized as a collective whole in order to maximize academic excellence. Thus it is that the larger lower division and service courses of the department provide balance for the lower enrollment courses appropriate to senior and graduate level courses and curricular support programs. In order to facilitate assigned units, graduate assistants, and other department needs, some members of the faculty carry higher SFRs in their courses as a means of contributing to the overall health of the department's various programs. Curricular support programs, such as the Forensics Program, are enhanced from the allocation of resources, distribution of teaching and advisement responsibilities, and staff appointments within the department.

A. The Forensics Program

The Forensics Program is designed to provide students with additional speaking experiences beyond those traditionally available in the classroom via participation in intercollegiate debate and individual events competition. The Forensics Program is an integral part of the curricular offerings of the Department of Human Communication Studies, although the program serves the needs of students from a number of other majors. HCOM 138, 338 and 426 are the curricular vehicles of the Forensics program. The Director of Forensics receives no additional compensation

for serving in that capacity and all funds (including department, Associated Students, Instructionally Related Activities, and tournament receipts) are utilized to defray the cost of travel and expenses appropriate to the operation of the Forensics Program.

B. Other Programs may be considered in this section as the department evolves and at the discretion of the faculty.

IX. Election Procedures and Terms of Office

A. Committees

1. All elections for standing committees shall be conducted by written preferential ballot by the faculty, unless special procedures are approved by the department faculty in specific cases. The ballot shall be drawn for all committees to include all eligible faculty members except those who request omission from no more than two committees.
2. No faculty member shall serve on more than two department standing committees without his/her consent. Election to Personnel Committee shall take precedence over election to other committees. Should faculty members be elected to more than two committees and decline to serve on more than two, runner-up candidates shall be elected (taking into account the right of these candidates to decline serving on more than two committees).
3. Committee chairs shall be elected by vote of the committee members with the exception of the Executive Committee where the Department Chair shall serve as ex-officio chair, and the Graduate Committee where the department Graduate Program Adviser shall serve as ex-officio chair.
4. Summary of committee membership and terms of office – Fall Elections.
  - a. Curriculum Committee: three members, elected each year for two-year terms.
  - b. Executive Committee: three member with the one-year terms of office plus the Department Chair.
  - c. Graduate Committee: three members, one-year terms of office.
  - d. Personnel Committee: three tenured members, one-year terms of office.
  - e. Awards Committee: three members, two-year terms.

5. Committee elections and terms of office – Spring Elections.

- a. Department Graduate Program Advisers: election by the faculty to a three-year term of office.
- b. Director of Basic Courses: election by Faculty to a three-year term of office.

Revised in wake of Communicative Disorders departure, approved unanimously by Communication Studies area on 3-8-17, to take effect 7-1-17.

Retyped as is even though the typist wanted to make grammatical and stylistic changes: October 23, 2001

Updated version: October 18, 1988

Effective date: September 18, 1985

Supersedes committee sections of DGD dated May 18, 1984

Item G.2. Department Personnel Standards

**DEPARTMENT PERSONNEL STANDARDS**

DEPARTMENT OF HUMAN COMMUNICATION STUDIES

Department approved: 18 October 2017  
College approved: 30 October 2017  
Provost approved: 15 December 2017

The guidelines and procedures contained in this document apply to the faculty of the Human Communication Studies Department for use in determining recommendations for retention, tenure, and/or promotion. The Department Personnel Committee (DPC) is elected annually by the tenured and tenure-track faculty and consists of three tenured Associate or Full Professors within the Department plus one tenured Associate or Full Professor within the Department to serve as an alternate as needed.

Each faculty member under review is responsible for preparing a Portfolio ensuring that the file is consistent with the most recent UPS 210.000.

Table of Contents

I. Prospectus..... 02  
II. Teaching..... 03  
III. Scholarly and Creative Activity ..... 06  
IV. Service and Professional Activity ..... 09  
V. Criteria for Tenure and Promotion ..... 12  
VI. Criteria for Early Tenure or Early Promotion ..... 12  
VII. Appendix I: Expected Grade Distributions..... 13

## I. Prospectus

Probationary faculty make progress toward retention, tenure, and promotion according to the Department Personnel Standards, UPS 210.000, and a Prospectus as described below.

### **Prospectus**

Probationary faculty will prepare a Prospectus during their first year of employment, as prescribed in UPS 210.000, III-A. The Prospectus shall include narratives for teaching, scholarly and creative activities, and service, not to exceed 500 words each. The narratives identify the faculty member's professional goals, teaching and research interests, resources required, and expectations in each of the three areas to meet the approved Department Personnel Standards and/or UPS 210.000 for retention, tenure, and promotion. The due date for the Prospectus is set by the University per UPS 210.000. The Prospectus has no formal approval process but is reviewed by the Department Chair and the Dean who will each provide written feedback prior to May 1.

The Prospectus shall be included in the faculty member's Portfolio for all Full Performance Reviews. The Prospectus is in addition to and separate from retrospective, self-assessment narratives that are part of the Portfolio. In subsequent years, the Prospectus may be revised to reflect changes and professional growth that will normally occur during the probationary period.

### **Faculty Mentor**

It is recommended, but not required, that a probationary faculty member, in consultation with the Chair, choose a faculty member to serve as a mentor to the probationary faculty member in writing the Prospectus. The mentor and/or the chair may offer informal advice regarding the RTP process. A new faculty mentor can be chosen at any time if the probationary faculty member makes such a request.

### **Evaluation and Recommendation**

Each faculty member shall be evaluated in each of the three categories prescribed by UPS 210.000 (Teaching; Scholarly and Creative Activities; and Professional, University, and Community Service). When an accomplishment could conceivably fit in multiple evaluation categories, the faculty member is expected to submit the accomplishment under one category only and make the case for that category (i.e., no double-dipping). It is the faculty member's responsibility to make a clear, convincing case for retention, tenure, or promotion. The faculty member shall provide sufficient reasons, evidence, and documentation of her or his accomplishments during the review period. The DPC will evaluate the Portfolio and make a recommendation with clear and specific reference to the approved department guidelines. Evaluators may make qualitative judgments whenever appropriate in each category. All evaluators will focus on the narratives provided by the faculty member and will evaluate the congruence of claims with the data provided as support. Evaluations and recommendations shall follow the requirements in UPS 210.000 IV-A.

## II. Teaching



Teaching is the most important activity of faculty and, therefore, the most important criterion for retention, tenure, and/or promotion (UPS 210.000, II-A.-1.-c). Each faculty member is responsible for including the following materials in the Portfolio or the Review File: (1) a concise narrative, not to exceed 1,000 words, addressing teaching performance and an explicit articulation of pedagogical approach and methods; (2) evaluators' comments from classroom visitation(s) of teaching; (3) statistical summaries of all responses on Student Opinion Questionnaire (SOQ) forms administered to classes taught during the review period; (4) statistical summaries of grade distributions for all classes taught during the review period; and (5) other materials that provide evidence of teaching performance (these materials should be referenced in the narrative and included in an appendix). All materials used as evidence in support of teaching performance should be summarized in the narrative.

Classroom peer visitations should be completed on a regular basis by a faculty peer (at least two classroom visitations every full performance review period). Evaluators' comments should address issues such as the following: (1) course content, e.g., relationship of class session to course syllabi and assigned readings; the degree to which the content of the presentation is relevant to the subject, reflects current thinking in the discipline, and includes relevant viewpoints; appropriate level of difficulty of the material presented; (2) organization of the presentation, e.g., logical sequence of topics; pace of presentation, inclusion of summaries and syntheses, effective time management; (3) clarity of presentation, e.g., explains ideas and information clearly, provides relevant examples and illustrations, answers students' questions clearly; (4) style of teaching, e.g., stimulates students' critical thinking, engages students in problem solving, demonstrates professional and ethical behavior; and (5) instructor-student interaction, e.g., engages class members in interaction, creates a healthy and stimulating classroom atmosphere, allows students to respond to each other, and creates an atmosphere in which mutual respect is demonstrated.

### **Mandatory Indicators for Evaluation of Teaching Performance**

1. Course Content
  - a. Most current syllabus for each different course taught during the review period, including learning objectives, assignments and requirements, and grading criteria.
  - b. Selected examples of assignments, handouts, reading lists, exams, and quizzes.
2. Classroom Teaching
  - a. All Student Opinion Questionnaires (SOQs), including the statistical summaries, collated qualitative comments, and raw data forms.
  - b. Reports of classroom visitations by department colleagues.
3. Grading Practices
  - a. Statistical summary of grade distributions from all classes taught at CSUF during the review period.
  - b. Rationale for grading practices in accordance with expected department grade distributions (see Appendix I).
4. Non-Classroom Teaching: evidence of involvement in student advising and formal or informal mentoring.

### **Optional Indicators for Measuring Teaching Effectiveness**

1. Classroom Teaching: materials such as teaching awards; unsolicited, signed student letters; attendance at professional development seminars; and/or receipt of certifications specifically related to teaching.
2. Teaching Innovations
  - a. Information regarding instructional grants.
  - b. Specific tools, instruments, devices, workbooks, and methods of instruction implemented in the classroom.
  - c. New course proposals.
3. Non-Classroom Instruction
  - a. Information regarding involvement with Master's theses and/or graduate-level directed research.
  - b. Information regarding directed independent studies.

### **Criteria for Evaluating Teaching Performance**

Evaluation of teaching shall be based upon the total evidence reflected by Student Opinion Questionnaires and other mandatory and optional indicators. The reviewers shall render a composite rating of teaching effectiveness as either: "Superior," "Excellent," "Satisfactory," or "Unsatisfactory." The composite rating shall incorporate both SOQs and qualitative measures. In the assessment of qualitative and quantitative information, qualitative information will be given primacy. Faculty members' teaching performance is evaluated as a composite of all standards listed below.

1. Qualitative indicators of instruction: All teaching indicators (mandatory and optional) shall be qualitatively assessed and evaluators shall render a rating of "Superior," "Excellent," "Satisfactory," or "Unsatisfactory" using the criteria below:
  - a. Course content is of appropriate depth and breadth for the course level and topic, and the content reflects recent trends in the discipline.
  - b. Teaching strategies are effective, and there is evidence of significant successful effort to continuously improve teaching effectiveness.
  - c. Students' comments, questions, and concerns expressed in SOQs are addressed as appropriate.
  - d. Evaluation of student learning is both rigorous and valid, and in accordance with expected department grade distributions (see Appendix I).
  - e. Breadth is shown through the ability to teach a variety of courses.
2. Student Opinion Questionnaires (SOQ). Department-approved student opinion questionnaires utilize a five-point rating scale ranging from "A" (4) to "E" (0). Student ratings of instruction contribute to the evaluation of faculty members' teaching effectiveness but shall not be used as the sole measure. Overall patterns for the duration of the evaluation period shall be considered more informative than isolated course evaluations. The following table will be used to evaluate instructor effectiveness based on the statistical summaries:

Overall Rating	Overall Mean SOQ	Overall Percentages
Superior	4.0 or higher	A's or B's with at least 50% A's
Excellent	3.20–3.49	70% A's and B's
Satisfactory	2.90–3.19	50% A's and B's
Dissatisfactory	Below 2.90	Fewer than 50% A's and B's

**This rating system is used as a guideline:** written student comments included on the rating forms will be used as an aid to interpret quantitative reports of student opinions. The evaluation shall take into consideration factors such as the number of different courses taught, the number of new preparations assigned to the faculty member, and the characteristics of the classes taught (size, mode, and level, required or elective, experimental vs. traditional pedagogy, major vs. G.E., etc.). The evaluation shall also take into account the faculty member's overall level of experience and his or her efforts to improve teaching performance.

### **III. Scholarly and Creative Activity**

Scholarly and creative activity is the second most important criterion for evaluating faculty for purposes of retention, promotion, and/or tenure. It is expected that all tenure-track and tenured faculty will actively engage in an ongoing, systematic program of scholarly research that makes a meaningful contribution to their discipline. Faculty members shall demonstrate ongoing development in scholarly and creative activities in two ways: (1) evidence of a systematic research program, and (2) progression from third-level and second-level activities to first-level scholarly and creative activities as described below. Scholarly activities may encompass a variety of approaches and methods.

Scholarly/creative efforts may be published in traditional print form or equivalent electronic publication format. Scholarly activities that are published or presented digitally, online, or in open access journals will be evaluated in the same way as traditional publication outlets. Foreign-language publications count toward retention, tenure, and promotion. English translations of works published in non-English outlets must be included in the Appendix. Documentation of the quality, rigor, and prestige of non-English publications should be provided just as for English-language publications.

Faculty members shall provide evidence of the value or importance of their scholarly and creative contributions to the field by including the following indicators as available and appropriate: (1) relative prestige of journals in which one's work appears; (2) acceptance/rejection rates of journals, paper panels, or interest groups at conferences; (3) competitive rankings of work accepted for publication or presentation, where such rankings are available; (4) honors or awards bestowed on one's work; (5) frequency with which one's work is cited by other scholars; (6) book reviews of one's work; (7) letters from journal editors or associate editors acknowledging the value of one's work; (8) affiliation with a national scholarly or professional organization; (9) circulation relative to other journals; (10) quality/prestige of editorial board; and (11) other relevant indicators of quality. These indicators should be used by the faculty member to support the case for assigning each activity to the 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> level.

The Department also recognizes the value of creative scholarly activities, provided such activities contribute to the development or application of knowledge in the field and are directly related to the study of communication theory and process. Self-published works, vanity publications, and/or publications in pseudo-journals or predatory journals (i.e., where all publication costs are borne by the author and/or require payment in exchange for publication with little or no peer review) do not count as scholarly activity. Credible journals with reasonable publication fees are not considered predatory. The faculty member has a responsibility to evaluate the credibility and legitimacy of any publication outlet before submitting a manuscript.

Each faculty member shall include a concise narrative of creative and scholarly activity and how the work contributes to a systematic program of research. The narrative, which shall not exceed 1,000 words, should include: (1) a list of work that has been published, presented, or accepted during the review period (see UPS 210.000, II-B-2-b-1); (2) a written evaluation of each work; and (3) a description of work in progress. In the case of multiple authors, the faculty member's

evaluation of the work shall include an assessment of her or his contribution and/or the faculty member shall submit the multiple author forms or their equivalents (via a co-author disclosure form). It is expected that the faculty member's narrative will summarize her or his scholarly and creative activity agenda(s). The common theme(s) running through the faculty member's work shall be identified in the narrative. The narrative must be organized according to first-level, second-level, and third-level activities. Each faculty member shall clearly delineate under which level an activity is categorized.

### **First-Level Scholarly Activities**

1. Peer-reviewed scholarly journal article ("accepted" for publication).
2. Scholarly book or monograph that presents original theories, models, or research (in press or accepted for publication, not under revision or review; in a university press or scholarly publisher).
3. Externally-funded research grant that advances knowledge in the field, makes a meaningful contribution to society, or enhances the department's prestige. The grant must be open to public scrutiny (funded/accepted; not under evaluation).
4. Published scholarly works that receive significant honors or awards from professional associations (not including doctoral dissertations).
5. Editor of a scholarly book or editor of a special issue of a scholarly journal.
6. Peer-reviewed paper presented on a top-paper panel at a professional conference (presented during the review period).
7. Book chapter, encyclopedia chapter, or reference work competitively selected and reviewed by the editor(s) or referees (in press or accepted for publication in a university press or from a scholarly publisher).

### **Second-Level Scholarly Activities**

1. Peer-reviewed article that does not meet the criteria for a first-level publication, based on the criteria set forth in the prologue to this section ("accepted" for publication).
2. Peer-reviewed (by editor, board, or panel) article in a published conference proceeding ("accepted" for publication).
3. Textbook that offers an original perspective or includes original research, and is not purely derivative in nature.
4. Competitive conference paper or poster presentation (via selection process).
5. Invited book chapter, encyclopedia chapter, or reference work ("accepted" for publication).
6. A published academic, scholarly journal forum piece, roundtable, interview, or similar.
7. Intramural or internally-funded grants.
8. Competitively-selected research fellowship.

### **Third-Level Scholarly Activities**

1. Book reviews.
2. Panel participant or invited paper or poster presentation at a conference.
3. Invited lecture or presentation of scholarly activity.
4. Hosting a town hall or public forum discussion.

5. Public communication that promotes civic engagement or community involvement.
6. Published commentary, critique, or opinion piece that is discipline-related.
7. Completion of data collection for a research project (interviews, surveys, transcripts, archival materials, etc.).
8. Material completed but not yet submitted for publication.
9. Submitted externally-funded research grant proposal (under review or rejected).

### **Evaluation of Scholarly Activity**

A faculty member should not assume the value of her/his research contribution is self-evident. It is expected that a faculty member will make a case for the significance of her/his scholarly contributions. The evaluation of scholarly activity will be based on both the quality and quantity of research activity. For all non-refereed works, the faculty member must indicate how the work was selected (for example, by invitation), whether there was any editorial scrutiny or review, and provide evidence of the importance of the work to the discipline.

### **Criteria for Evaluating Scholarly and Creative Activity**

Using the scale of ratings “Superior,” “Excellent,” “Satisfactory,” and “Unsatisfactory,” scholarly and creative activities shall be evaluated using the three criteria listed below. Overall performance in scholarly and creative activities shall be based on a composite of the following individual ratings: (1) continuous and systematic progression of activity from one level to the next (e.g., conference papers to publications, grant proposals to funded grants); (2) achievement that includes high quality, peer-reviewed scholarly publications; and (3) evidence that scholarly and creative activities contribute to the discipline.

A rating of “**Superior**” shall be given for 10 first-level and/or second-level activities during the RTP review period. These activities must include at least five first-level activities, at least three of which are first authorship on peer-reviewed journal articles.

A rating of “**Excellent**” shall be given for seven first-level and/or second-level activities during the RTP review period. These activities must include at least three first-level activities, at least two of which are first authorship on peer-reviewed journal articles.

A rating of “**Satisfactory**” shall be given for five first-level and/or second-level activities. These activities must include first authorship on at least two peer-reviewed journal articles.

A rating of “**Unsatisfactory**” shall be given for scholarly activity judged to be of insufficient quality and/or quantity.

## IV. Service and Professional Activity

Faculty members shall demonstrate continuous service. Some of the indicators of the level of involvement include: (1) the amount of time devoted to professional organizations and committee assignments; (2) the amount of responsibility or degree of prestige associated with service; and (3) the degree of visibility afforded the individual, the department, the college, or the university through the faculty member's service; and (4) the amount of leadership or initiative involved in service activities.

The faculty member under review shall prepare a concise narrative, not to exceed 1,000 words, that evaluates and summarizes service, including a complete listing of service activities and the level at which each activity belongs. The narrative should include a careful presentation of evidence for assigning activities to the first-level and second-level. The narrative must be organized according to first-level, second-level, and third-level activities. Each faculty member shall clearly delineate under which level an activity is categorized.

The narrative should summarize how service and professional activities contribute to the faculty member's professional growth and to professional organization(s). As part of the narrative, a complete list of activities with accompanying dates and places should be provided. Documentation of the amount of time and effort devoted to each activity and the quality of the activity should be included wherever possible.

Service activity falls into one of three levels depending on the amount of time and effort, the level of skill or leadership, and the degree of benefit to the department, school, university, profession, or community. Faculty may emphasize one or more domains of service (e.g., community, department, college, university, or disciplinary). Faculty may also choose how to balance their on-campus service activities among the department, college, or university.

### First-Level Service Activities

An activity at the first-level generally requires more time, responsibility, visibility, or leadership than does an activity at the second-level. Such activities bring exceptional benefits and/or prestige to the department, college, university, profession, or community. Community service that brings more recognition or other benefits to the department, college, or university than to the faculty member (e.g., organizing conferences, elected chair of a university committee) is at the first-level. Listed below are selected examples of first-level service:

1. Elected office holder in a professional association (high time, effort, responsibility).
2. Editor of an international, national or regional first-level or second-level scholarly journal (as defined in the prologue to section III).
3. Chairing or leading a program performance review.
4. Receiving an honor or an award from a professional association (high prestige).
5. Keynote address, plenary speaker, or other high-profile presentation.
6. Election to an active university committee.
7. Member or chair of a tenure-track or administrative search committee.

8. Chair of a lecturer search committee.
9. Developing, administrating, and/or contributing to outreach effort that serves the community through application of knowledge of the discipline (e.g., holding town hall meetings, hosting on-campus speech and debate tournaments).
10. Any external grant for activities construed as service.
11. Professional service: organizing conferences and conference sessions, program planning, serving on elected organizational boards and committees, being a respondent to presented papers.
12. Chairing an active, ad-hoc, or standing department or college-level committee.
13. Serving on Academic Senate.
14. Serving on a university committee (high time, effort, responsibility).
15. National/international task force, commission, or selected board.
16. Peer-reviewing research article or book for scholarly journal or publisher.
17. Peer-reviewing proposal for national or international external grantor.
18. Serving as Director of Forensics will count as two first-level activities.
19. Participation in external program performance review (e.g., for another institution).

### **Second-Level Service Activities**

An activity at the second-level generally requires more time than does an activity at the third-level or involves significantly more responsibility and leadership. Community service that brings more recognition to the individual faculty member than to the Department, College, or University (e.g., public lecture or public office) is at the second-level. Listed below are selected examples of second-level service:

1. Serving on an active, ad-hoc, or standing department or college-level committee.
2. Serving on a university committee (moderate time, effort, responsibility).
3. Member of a lecturer search committee.
4. Peer-reviewing for conference.
5. Program performance review participant.
6. Hosting short course or preconference at conference.
7. Invited speech, lecture, or presentation.
8. Statewide/regional task force, commission, or selected board.
9. Advising student group.
10. Producing non-scholarly publication (e.g., for public affairs, university advancement, development or fundraising).
11. Pro-bono consulting with community or private group.
12. Developing digital or online media designed to increase the department's presence or outreach.
13. Recruitment effort to attract and retain majors and minors.
14. Providing testimony to governmental or regulatory body.
15. Editorial board member or Associate Editor for a scholarly journal.



### **Third-Level Service Activities**

Third-level activities typically involve membership or service on committees; but not leadership positions. Listed below are selected examples of third-level service:

1. Participation on department, college, or university committee.
2. Attendance at professional meeting, workshop, or other professional development.
3. Association committee member.
4. Association member.
5. Subject of mass media interview regarding the field and its applications.
6. Attendance at faculty meetings.

### **Criteria for Evaluating Service**

A rating of **“Superior”** shall be given for exemplary performance in depth and/or breadth of service: generally, at least 10 first-level and/or second-level activities during the RTP review period. The activities must include at least three first-level activities and sustained involvement in third-level activities. For associate professors, superior service should include participation in University-wide service.

A rating of **“Excellent”** shall be given for a sufficient amount of service judged to be of high quality: generally, at least six first-level and/or second-level activities during the RTP review period. The activities must include at least two first-level activities and sustained involvement in third-level activities.

A rating of **“Satisfactory”** shall be given for a sufficient amount of service judged to be of satisfactory quality: generally, at least four first-level and/or second-level activities during the RTP review period. The activities must include at least one first-level activity and sustained involvement in third-level activities.

A rating of **“Unsatisfactory”** shall be given for service activity judged to be of insufficient quality and/or quantity.

## **V. Criteria for Tenure and Promotion**

Faculty members shall normally be considered for tenure during their sixth probationary year, regardless of the rank at which they were appointed. Assistant Professors shall normally be considered for promotion to Associate Professor during their sixth probationary year. Associate Professors shall normally be considered for promotion to Professor after their fourth year in rank. For promotion and/or the granting of tenure, a faculty member must be evaluated as “Excellent” or “Superior” in both Teaching and Scholarly and Creative Activity and at least “Satisfactory” in Service. Accomplishments documented for the promotion to Associate Professor shall not count again for promotion to Professor.

## **VI. Criteria for Early Tenure or Early Promotion**

Probationary faculty members may apply for tenure at any time after their first year of appointment. Early tenure refers to the granting of tenure prior to a faculty member’s sixth probationary year, regardless of the rank at which she or he was appointed. Early promotion refers to promotion prior to an Assistant Professor’s sixth year in rank, or prior to an Associate Professor’s fifth year in rank. Early tenure and early promotion are separate decisions and the DPC will vote on each action separately. Probationary faculty who do not receive early tenure may be reappointed to probationary status. Accomplishments documented for the promotion to Associate Professor shall not count again for promotion to Professor.

### **The following criteria are established for early tenure or early promotion to the rank of Associate Professor:**

A faculty member must be rated “Superior” in scholarly and creative activities or teaching performance and at least “Excellent” in all other categories. Performance in all categories shall have ample evidence to suggest that the ratings are reliable.

### **The following criteria are established for early tenure for untenured Associate Professors or Professors:**

A faculty member must be rated “Superior” in scholarly and creative activities or teaching performance and at least “Excellent” in all other categories. Performance in all categories shall have ample evidence to suggest that the ratings are reliable.

### **The following criteria are established for early promotion for a tenured Associate Professor to the rank of Professor:**

A faculty member must be rated “Superior” in scholarly and creative activities or teaching performance and at least “Excellent” in all other categories. Performance in all categories shall have ample evidence to suggest that the ratings are reliable.

## Appendix I: Expected Grade Distributions

The Department of Human Communication Studies reaffirms its commitment to the principles of consistent grading practices among members of its faculty.

Grade Point Averages that fall within the following ranges will be considered normal practice for courses in the department:

<b>Course</b>	<b>GPA</b>
lower-division	2.30—2.70
300-level	2.55—2.95
400-level	2.55—3.15
500-level	3.25—3.65

These guidelines for grade distribution recognize three assumptions:

1. The process of natural selection will account for students in graduate courses earning higher grades than students enrolled in upper-division courses; it also will account for students in upper-division courses earning higher grades than students enrolled in lower-division courses.
2. No single class can be assumed to represent perfectly the abilities and motivation levels of the general student population, but most classes will approximate those characteristics among students enrolled in similar courses at similar levels.
3. Although the application of consistent grading practices will produce some variation from class to class, such differences will be within fairly narrow limits (we regard .40 as a reasonable range) except when special identifiable circumstances cause a departure from normal practice.

Faculty members will be asked to explain why their grading practices fall outside these ranges whenever they submit a file for retention, promotion, or review of tenured faculty.

On a semester-by-semester basis the Department Chair will counsel with faculty members who exceed the upper limit of these ranges.

## **Assessment: A white paper on history and context with implications for CSUF campus policy**

### **Purpose of this document**

Assessment is a much-used word and often-referenced concept; institutions of higher education are being encouraged to adopt assessment not simply as a practice but as a “culture.” The wide use of the term has not come with a shared understanding concerning its precise definition or what implications such a system would have. The purpose of this document is lay out the history and context of the assessment impetus and review the criticisms of the approach in the hopes of better understanding its dangers as well as its potential benefits. This document does seek to present an objective viewpoint, however, it is not a side-by-side comparison of the positives and negatives of assessment. It is presumed that there is already base of support for assessment based on an administrative perspective. This document is offered as a corrective and approaches the topic from a critical/humanistic perspective.

Unless we understand the causes of the past failures of assessment we are likely to repeat them. As the review below will demonstrate, assessment programs have failed more often than they have succeeded. It is hoped that this understanding can form a more coherent policy, and a serious consideration of the perspective offered here will necessitate a substantial change to the CSUF approach to assessment.

### **Political context**

The seminal document advancing the assessment movement is the “Commission on the Future of Higher Education,” lead by Education Secretary Margaret Spellings. Spellings was a George Bush appointee and loyalist and key author of the No Child Left Behind (NCLB) approach that linked funding to standardized test results at the secondary level. The Spellings report is largely a call to replicate the NCLB at the higher education level. It is generally understood as a push towards a corporate model for higher education, and indeed the majority of commission members represented corporate entities.<sup>1</sup>

The end goal of the assessment movement is to link funding decisions to standardized test results at the institutional and departmental levels. In particular, the Spellings report speaks in glowing terms of the CLA, a machine-graded essay task that purports to measure critical thinking.<sup>2</sup> It openly calls for the primacy of assessment data over any other factor by accreditation agencies.<sup>3</sup> In addition to these explicit calls for funding linked to assessments, others have noted that non-explicit pressures are an inevitable outcome.<sup>4</sup> Indeed, the draft report for sustainability commissioned by the Chancellor’s Office recommends performance-based funding linked to assessment results.<sup>5</sup>

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<sup>1</sup> King, 2008: <http://web.mit.edu/fnl/volume/204/king.html>

<sup>2</sup> <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>

<sup>3</sup> <http://www2.ed.gov/about/bdscomm/list/hiedfuture/reports/final-report.pdf>, p. 25.

<sup>4</sup> AAUP, <http://www.aaup.org/report/mandated-assessment-educational-outcomes>

<sup>5</sup> [https://communities.fullerton.edu/pluginfile.php/603174/mod\\_resource/content/1/8-24-5%20Draft%20Report%20of%20the%20CSU%20Sustainable%20Financial%20Model%20Task%20Force.pdf](https://communities.fullerton.edu/pluginfile.php/603174/mod_resource/content/1/8-24-5%20Draft%20Report%20of%20the%20CSU%20Sustainable%20Financial%20Model%20Task%20Force.pdf)

As a footnote, Spellings is a virulent opponent of LGBT advancement and has recently come under criticism for explicitly resisting already-approved diversity initiatives in her role as university President.<sup>6</sup>

### **Inherent failure built into the assessment approach**

#### **Funding questions and misplaced priorities**

Rather than start by asking whether public institutions of higher education have sufficient resources to meet their mission, the assessment approach assumes inefficiency and seeks resource-intensive data collections prior to any funding commitments. Deep and painful budget cuts are thus presumed to be justified, and, following logic that is twisted at best, institutions must show that they are excelling despite the cuts to have funding restored. It is therefore not surprising that most analysts view the assessment movement as thinly-veiled means to de-fund or privatize higher education rather than improve it.<sup>7</sup>

Most disturbingly, the assessments themselves are administration and resource-intensive and thus actively contribute to the national trend of shifting funding away from instruction and toward administrative units. Scholars have noted that calls for accountability serve more as ways of deflecting attention away from the core needs of underserved students.<sup>8</sup>

The entire logic of this approach is entirely backwards, as research demonstrates that the best way to improve student learning outcomes, and in particular to close the achievement gap, is to re-invest in instruction and high-quality instructors and cut administrative costs.<sup>9</sup>

#### **De-valuation of a Liberal/Humanistic Education**

Broadly speaking, some fields of study tend to be technical, require professional certifications, and easily lend themselves to quantitative measurement. Other fields pursue open questions, involve non-economic fulfillment of human potential, are valued in qualitative terms, and do not lend themselves to quantitative measurement. At a healthy university each approach is valued and supported. The roughly 24-century history of the university validates this approach; indeed, the liberal education was long valued more than the technical education since the former was necessary for an invigorated citizenry.

A large number of observers have identified that the assessment focus privileges technical modes of education over all others – especially the arts and humanities. At a broad level, this means the university produces docile workers rather than active citizens,<sup>10</sup> and at a more specific level this serves as a direct threat to the humanities. That which is measured is valued and receives resource support; those things less measureable are devalued and lose resource support.

The overall movement to a corporatized higher education has been vigorously discussed and roundly rebuffed in many on-campus events, such as the “Comprehensive University in a Corporate Age” symposium. Many authors seek a tight link between the assessment agenda and a corporatized university.<sup>11</sup>

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<sup>6</sup> [http://www.slate.com/blogs/outward/2015/10/27/margaret\\_spellings\\_new\\_unc\\_president\\_is\\_anti\\_gay.html](http://www.slate.com/blogs/outward/2015/10/27/margaret_spellings_new_unc_president_is_anti_gay.html)

<sup>7</sup> King, 2008: <http://web.mit.edu/fnl/volume/204/king.html>. Magliaro,

<sup>8</sup> Koyama & Kania,

<sup>9</sup> [https://www.insidehighered.com/news/2015/11/02/study-suggests-instructional-spending-leads-better-student-employment-outcomes?utm\\_content=buffer4c325&utm\\_medium=social&utm\\_source=facebook&utm\\_campaign=IHEbuffer](https://www.insidehighered.com/news/2015/11/02/study-suggests-instructional-spending-leads-better-student-employment-outcomes?utm_content=buffer4c325&utm_medium=social&utm_source=facebook&utm_campaign=IHEbuffer)

<sup>10</sup> Tanner, 2014. Goldman, 2015

<sup>11</sup> Ward, 2012.

In addition to the inherent bias against the arts and humanities in any assessment system favoring quantification, several of the criteria used in specific assessment systems – such as salaries of recent graduates – has the explicit effect of favoring technical fields.

### **Track record of the NCLB and the harm to underserved students**

The NCLB has been a disaster for secondary education; in particular, teacher morale has plummeted and underserved students are worse off.<sup>12</sup> It is less a reform movement than a hostile attack on public education.<sup>13</sup>

### **Accountability**

While assessment and accountability are often conflated, they are in fact separate issues. Nobody questions the need to assess student learning. The important questions are who should control that process and what should be done with the data.

In terms of accountability, overwhelming evidence suggests the value of a college degree, and study after study demonstrates the economic advantage of a college education. It is not necessary to cite all such evidence here to allude to the truism. Strikingly, there is little reason to suspect the value of the education is dropping, or that there is a systematic problem with the quality of education. Similarly, overwhelming evidence shows that state investment in higher education produces a positive and high return on investment at roughly a 5:1 ratio.<sup>14</sup>

As the Schilling and Schilling<sup>15</sup> report documents, a major flaw in assessment systems is that they lose credibility when extant data is not related to rational decision-making. Simply put, there is no reason for faculty to expect that new assessment data will be used productively when existing data is simply ignored. When administrators and policymakers simply ignore the existing corpus of evidence and demand more assessment data it leaves faculty with little reason to believe the new results will be given any more consideration than the existing data. If assessment simply means a process of curricular improvement this is not problematic; if assessment is assumed to be synonymous with accountability the treatment of existing data is foolish to ignore.

The fact that all available data demonstrates that institutions of higher education generally – and the CSU specifically – are in fact being excellent stewards of state money, and that this obvious fact is so roundly ignored, sows the seeds of assessment failure. Public universities are now, and have always been, more than able to account for themselves as valuable institutions to both the economy and the citizenry.

### **Assessing Assessment**

To be sure, there are some instances where assessment has been positively incorporated in some circumstances. However, isolated anecdotes are obviously insufficient; if an anecdote or isolated success were sufficient to demonstrate success, assessment wouldn't be necessary in the first place. Universities could simply point to isolated success cases. Consider this report from the Schilling and Schilling report:

“Having assembled 165 case studies based on some of the best assessment taking place at campuses across the country, I must say that the number of these cases containing concrete

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<sup>12</sup> Smyth, 2008. Ravitch, 2011.

<sup>13</sup> Gibbony, 2008.

<sup>14</sup> <https://www.calstate.edu/impact/state/impacts.html>

<sup>15</sup> 1998, pp. 67-68.

evidence that student performance has improved as a result of assessment is very small (Banta et al. 1996, p. 343).”<sup>16</sup>

In short, assessment fails its own test, and there is not sufficient evidence to demonstrate that the cost of assessment is worth its promised benefits.

### **The CSUF response: Concerns with university policy**

How, then, should CSU respond to a project that has regressive roots, has produced negative outcomes, has damaged minorities, and is led by people actively resisting diversity efforts? How should we respond to a system that encourages corporatization of public institutions, reduces rich and complex experiences to standard numbers, and systematically devalues the arts and humanities? In a word, cautiously. Here are some guiding principles that might be prudent:

1. Assessment data should be separated from the personnel review process. This is especially true for adjunct faculty.
2. Assessment should be programmatic, and as such should not be linked to individual courses or instructors.
3. Assessment expenditures, offices, hires, infrastructure, and resource consumption should follow rather than precede re-investment in faculty and instruction. The trend to administrative at the expense of educational spending should be reversed prior to the installation of assessment bureaucracies.
4. Assessment data should not be linked to budget decisions. A well-established issue is that doing so has damaged many institutions, and for good reasons programs are reluctant to share information that will cast them in a negative light.<sup>17</sup> Successful assessment must encourage innovation, and linking budget outcomes to assessment results discourages such behavior.
5. Assessment policies should be clear and specific; they should clarify who has final control over the nature of assessment instruments and content; what will be done with and who has access to results; and which entity is responsible for covering the costs of assessments.
6. Departments should not be forced to cover assessment expenses from their threadbare resources since such demands will lower the quality of education that assessment is supposed to be assisting. Replicating the failure of increased administrative expenses at the cost of educational investment will replicate the failure of prior assessment efforts.
7. We must de-link assessment efforts from a broader political agenda and define them specifically. Calls to embrace a “culture of assessment” are indistinguishable from calls to embrace the assessment in its broader context, which is a call for a corporate model at a university.

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<sup>16</sup> P. 67

<sup>17</sup> Schilling and Schilling, p. 68.

8. Assessment policy must be approved by the units adopting it to have force; a small committee may recommend but should not be able to develop policies that dictate practices to academic programs. For example, it is well beyond the purview of the A&EEC to specify formats for individual assessments, to dictate that “qualitative” data collection must be essays graded with rubrics, or to dictate that departments must develop “capacity.” Such is a vast over-stretch for any university committee.
9. The university mission should affirm the value of a liberal education, and that commitment should be expressly reaffirmed in any assessment policy. Assessment protocols should ensure that qualitative educational experiences are valued.
10. Discussions and documents concerning assessment should be de-linked from questions of accountability. Overwhelming accountability data already exist.

The purpose of this document is not to propose specific changes to assessment policy, but a serious consideration of the perspective considered here would necessitate substantial changes to both UPS 300.022 and the “Assessment and Educational Effectiveness Plan.”<sup>18</sup>

A useful starting point would be to return to the documents produced by the ad hoc assessment committee created prior to the creation of the current A&EEC

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<sup>18</sup> [http://www.fullerton.edu/assessment/assessment\\_at\\_csuf/AEEP\\_Version043014.pdf](http://www.fullerton.edu/assessment/assessment_at_csuf/AEEP_Version043014.pdf)



Item G.4. Assessment White Paper

Course rotation schedule: See appendix E2

## Item G.5. Success of the Curriculum-Based Student Retention Program

### 2019 – 2020 GI2025 INNOVATION GRANT EVALUATION REPORT

1. OUTCOMES ASSESSMENT		
1A. EXPECTED OUTCOMES (Restated from Proposal)	1B. ACTUAL OUTCOMES (Discussion on Expected 1-Year Outcomes Achievement)	1C. DISCUSSION - PROJECT IMPACT (Discussion on Project Impact on Advancing Campus GI2025 Goals)
<p>The one-year goals of the project were to significantly reduce or eliminate (a) The gap between URM and non-URM students in repeatable grades (b) The gap between URM and non-URM students in fall-to-spring retention, and (c) The gap between URM and non-URM students in grade point average. The multi-year goals of the project are to significantly reduce or eliminate (a) The gap between URM and non-URM students in 4-year graduation rates (b) The gap between URM and non-URM students in 6-year graduations (c) The gap between URM and non-URM students in grade point average at graduation.</p>	<p>Yes, the achievement gap was assessed with institutional data. Specifically, the outcomes were assessed with grades, GPA, and persistence from the fall of 2019 to spring 2020.</p> <p>An independent sample t-test revealed a significant difference between students who are double at risk and those not doubly at risk regarding their HCOM 100 grades (<math>t(1488.13) = -6.3, p &lt; .000</math>). A closer examination of the means indicates that double at risk students did somewhat worse (<math>n = 781, M = 2.59, SD = .72</math>) than those students who were not doubly at risk (<math>n = 714, M = 2.82, SD = .7</math>).</p> <p>An independent sample t-test revealed a significant difference between students who are double at risk and those not doubly at risk regarding their Fall 2019 GPAs (<math>t(1516) = -6.87, p &lt; .001</math>). A closer examination of the means indicates that that double at risk students do somewhat worse (<math>n = 795, M = 2.7, SD = .84</math>) than those students not doubly at risk (<math>n = 723, M = 2.99, SD = .79</math>).</p> <p>A chi-square test of difference indicates no significant difference between double at risk students and non-double at risk students regarding their persistent to and enrollment in the Spring 2020 semester (<math>\chi^2(1) = .01, p = .93</math>) with 95% of double at risk students returning for the spring semester, and 95% of non-double at risk students returning for the spring semester.</p>	<ul style="list-style-type: none"> <li>• How did the outcomes advance/impact GI2025 objectives as proposed?</li> </ul> <p>The project worked to address equity and achievement gaps. The program utilized faculty and instructor intervention to address issues of student learning and performance in general education classes. This project is replicable on system-wide and nation-wide scale.</p> <ul style="list-style-type: none"> <li>• If outcomes were realized how can this project be scaled up/institutionalized to continue its impact?</li> </ul> <p>This project could easily be scaled to other institutions. The faculty members who worked with instructors to identify student issues created unique protocols and provided instruction on pedagogical strategies to address potential student issues. These tools and course materials are easily transferable especially within the CSU. Where similar issues are faced system-wide.</p>

## 2. PROJECT SUCCESSES AND/OR CHALLENGES

2A. MAJOR PROJECT SUCCESSES	2B. MAJOR PROJECT CHALLENGES	2C. DISCUSSION – LESSONS LEARNED
<p>While grading issues did not reveal significant statistical differences between non-at-risk students and double underrepresented students a closer examination of the institutional data in consideration of letter grades reveals that both non-at risk students and double at-risk students received an average of B-/C+. Which indicates that the achievement gap closes with targeted relational communication. Further, data indicate that there was no difference between non-at-risk students and double underrepresented students in persistence from Fall 2019 to Spring 2020. Simply put, students cannot learn when they are not enrolled and the fact that students of both groups persisted opens the opportunity for continued opportunity to close the achievement gap and the corresponding inequities.</p>	<ul style="list-style-type: none"> <li>• What were the challenges, if any, that impacted achievement of the project's objectives?</li> </ul> <p>The challenges were providing instructors with counsel and direction as to how to deal with double under represented students. However, this did not unduly affect the outcomes of the intervention. Other challenges include issues related to double under represented students who did poorly based on their lack of attendance or preparation.</p>	<ul style="list-style-type: none"> <li>• What changes in approach etc. could/should have been taken in retrospect?</li> </ul> <p>When moving the project forward it would be beneficial to work even more closely and directly with instructors to provide them with pedagogical strategies that will support under represented students and double-underrepresented students. Further, it would benefit students to have cross department collaboration with specific respect to first-year general education courses. Further, perhaps one instructor could serve as a clearinghouse for all potential student issues identified by instructors.</p>

3. BUDGET UTILIZATION		
3A. AWARD AMOUNT	3B. AWARD BALANCE TO DATE	3C. DISCUSSION – BUDGET
2 course buy outs at the university standard of \$4747 for a total of \$9494.	Zero.	<ul style="list-style-type: none"> <li>• How did the budget influence the successes or challenges of executing the project activities?</li> </ul> <p>The budget was sufficient to support the project activities as it was able to provide faculty time and energy to work with instructors and provide new GTAs with instruction on how to successfully support underrepresented students.</p> <ul style="list-style-type: none"> <li>• How would the grant funds be reprogrammed, if at all, in retrospect to enhance achievement of the project’s expected outcomes?</li> </ul> <p>The grant funds would be used in the same way.</p>

## Item G.6. Report on Three-Course Load

### **A PROPOSAL FOR A 3-COURSE TEACHING LOAD PER SEMESTER FOR THE DEPARTMENT OF COMMUNICATION STUDIES**

The Communication Studies area (soon to be department) pursues a schema for a 3-course teaching load for all tenured and tenure-track faculty (TT). This proposal follows campus-wide trends and is consistent with nation-wide concerns, system-level mandates, campus-wide assessment recommendations, and department-level strengths. Many directives from many levels indicate that measures should be taken to address faculty teaching loads. The guiding principles are: (a) non-tenure-track faculty should not absorb a greater share of the FTES load, (b) students should have a sufficient variety of courses available to meet graduation requirements.

#### **The multi-level call to address teaching loads**

Many reports acknowledge that CSU faculty workload is unsustainable.<sup>19</sup> In response the CSU Advisory Committee on workload has recommended increased support for faculty.<sup>20</sup> The COACHE data, archived on the IRAS website, identifies that on the CSUF campus (compared to other similar institutions) teaching workloads are excessive and time for faculty to invest in research is inadequate<sup>21</sup>. In the area's most recent PPR the insider reviewer commented that "the department and university should be concerned with the heavy teaching loads of these professors " and "over and over again, I heard the desire and solid arguments for reducing the heavy teaching load ... [this] must be made a priority for the department, the college, and the university." Similarly, the outside reviewers stated that "we also found a department that was significantly overworked and under resourced. Faculty teaching loads are punishingly heavy."<sup>22</sup> One strategy that has been successfully pursued across the campus is the shift to a 3-course teaching load through a variety of mechanisms. The College of Business is on a college-wide scheme, a majority of departments in the very operationally diverse H&SS College now have 3-course loads, and in other areas of the campus tenure-track faculty rarely teach 4 courses per semester. These schemes vary in scope and mechanics, but generally they involve some measure of FTES adjustment. The Communication Studies area seeks to follow these campus trends toward 3-course solutions as a response to the well-documented excessive teaching load. In particular, a mission of Communication Studies that truly sets it apart as a program of excellence is the focus on research and student involvement in research. As was also recognized by both the inside and outside reviewers during the PPR process, our Master's program is especially vital and MA students frequently publish working in conjunction with faculty. Although other exit options are available, the program is designed to support MA student research and especially faculty-student research collaborations. The faculty themselves are very active publishers. To continue to support this area of excellence it is only reasonable to explore workload reallocations from other areas. It goes without saying that faculty research is a

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<sup>19</sup> For data from the CSU generally and the conclusion that CSU workload is higher than comparable institutions, see <http://www.calstate.edu/acadres/docs/CFW-Report-Final.pdf>. This is part of a national trend, see [http://www.nea.org/assets/img/PubThoughtAndAction/TAA\\_02\\_11.pdf](http://www.nea.org/assets/img/PubThoughtAndAction/TAA_02_11.pdf).

<sup>20</sup> See [http://www.calstate.edu/acadres/docs/FINAL\\_Findings\\_Rec.pdf](http://www.calstate.edu/acadres/docs/FINAL_Findings_Rec.pdf)

<sup>21</sup> [http://www.fullerton.edu/analyticalstudies/resources/pdfs/CSUF\\_COACHE20102011\\_CoreReport.pdf](http://www.fullerton.edu/analyticalstudies/resources/pdfs/CSUF_COACHE20102011_CoreReport.pdf), see p. 3.

<sup>22</sup> 2014-15 Program Performance Review, on file and available upon request.

necessary precursor to student involvement in research which is a recognized high-impact practice.

### **The context of staffing patterns**

Generally, the department offers lower-level general education courses and upper-division major courses. The lower-division sections are typically covered by Teaching Fellows and Adjunct instructors while the upper-division and graduate sections are covered by tenure-track faculty. While financial considerations are central to staffing decisions the process is as much art as science. FTES targets are not linked via formulae to a set number of sections, targets are annualized, cost savings from large sections are not counted toward a department allocation in a systematic way, and late additions of highly enrolled sections and late cancellations of under-enrolled sections are inevitable. These factors and several others introduce inherent uncertainty into section staffing that requires organizational flexibility. All told, in any given semester the number of sections that are in flux spans in the range of 20 to 30. Inherent uncertainties that are beyond department control include these factors:

- Overall university enrollment, which directly affects HCOM 100/102 (10% increase in admissions adds 10% to HCOM 100 need, which is about 6 classes)
- Classroom space; requesting the same number of rooms in the same number of timeslots has not guaranteed rooms at those times. This changes the number of courses that make and thus the number of sections that need staffing.
- The status of FERP faculty; because faculty can choose whether to FERP, and once FERP can choose whether they will teach both semesters or only one. This obviously affects how many courses we have staffing for in any given semester.
- Semester enrollment patterns. Typically, the number of 100/102 sections that make in the spring is 20 lower than in the fall. Presumably this is because of how students are being advised, although the department has received no communication about the matter.
- Assigned time and other teaching assignments; HCOM faculty are called upon to teach in other departments or in other programs (such as the honors program) and can receive sabbatical leave. Even if the number of TT faculty is fixed the number of sections available for assignment is not.
- Future enrollments and major totals are not predictable (the department has, for example, seen a sharp increase in the number of majors in recent years), nor is the number TT faculty necessarily linked to either FTES or number of majors.

Due to these uncertainties and their very large impact on section staffing, the department has become quite adept at adjusting course assignments to meet the various demands that come from a litany of circumstances and demands. This has two implications.

First, it would be unreasonable to ask that this, or any other proposal, be able to map out in precise terms exact course and staffing rotations. No group would be happier than the Communication Studies faculty to be able to know in advance how many sections should be offered or how many tenure-track faculty spots are available to staff the upper-division courses.

But the absence of such certainty is a fact of scheduling at present, and thus its presence should not be a barrier to progressive scheduling practices.

Second, the number of sections that require accommodation in this proposal is well within the limits of our normal scheduling challenges and as such can be managed within FTES targets.

Finally, it should be noted that as a demographic question a large number of faculty who have been on early-career course releases are transitioning now, or will soon, into full-time loads. This should add roughly 4-8 additional sections of upper-division tenure-track instruction availability. This considerably eases the scheduling challenges present with 3-course assignments and makes the fluid staffing process more manageable.

We note in conclusion that it is possible for the college to substantially reformat the approach to section staffing such that each department is given an FTES target and a set number of sections to attain that target. Under such a scheme (that does not exist now) it would be possible to specify in exact terms how a 3-course load would be achieved. Such considerations are considered in the appendix. In the present scheme, however, it is the firm belief of the department that the 3-course load can be managed along with all the other factors that go into staffing every semester.

#### **Context about the degree program**

The degree program requires 42 units grouped into 3 units that includes a core, breadth, and emphasis (soon to be elective) areas. The courses in the core and breadth areas are either required or present rather limited to student choice. They are offered every semester and always fill. If student demand is excessive additional sections can be added. These courses are available to students in every semester, the frequency of their offering is not impacted by a 3-course load, and they do not pose a barrier to student graduation.

As of January, 2017, the Communication Studies faculty have voted to allow much greater student flexibility in the selection of emphasis units. In the past there has been a requirement for 12 units in one of four emphasis areas, and that has been revised to allow any 12 units of upper-division elective. Practically, this means that no student should find themselves needing a single class to graduate. Students facing specific challenges can have their issues resolved with exceptions negotiated with individual advisors.

#### **The Staffing Proposal**

As noted above, inherent uncertainty makes it impossible to specify an exact number of sections to be offered with a specified budget. Given this, the most fruitful approach is to evaluate historical patterns of course offerings and plan for section staffing accordingly. Such an approach is described here.

1. As a guiding principle, the 3-course load will be cost-neutral in terms of FTES, that is, we will serve the same number of FTES with the same number of faculty members.
2. As a guiding principle, the 3-course load will not result in larger courses for lecturers or teaching fellows.
3. The department chair is full-time assignment with a 1-course load and the chair position is unaffected by this proposal.

4. Newly hired faculty who receive release time as part of their hiring arrangement are not affected by this proposal.
5. Regardless of any other work effort or assigned time from any other area, as a general rule no TT faculty member will teach fewer than 2 courses in a given semester. Exceptions to this general rule will be negotiated between individual TT faculty members and the department chair. Where exceptions are granted and a faculty member teaches fewer than 2 courses, it is expected that such an exception will not extend over multiple semesters.
6. Fundamental calculations
  - a. Over the past 6 semesters, Communication Studies offerings have accounted for 74% of the HCOM FTES
  - b. Over the past 6 semesters, tenured and tenure-track faculty have accounted for 32% of the Communication Studies FTES.
  - c. While scheduling courses for any given semester the chair or area coordinator will:
    - i. Calculate the FTES to be served by TT faculty by taking the Communication Studies FTES target and multiplying by .32 (the TT/FTES target).
    - ii. Calculate the number of sections to be served by TT faculty by taking the number of TT lines (including new hires and the chair) and multiplying by 3.
    - iii. The tenure track FTES target described in 6-c-i will be met with the number of sections calculated in section 6-c-ii. Assigned times (for example, for chair or area coordinator duties or other course buy-outs) will be covered by lecturers.
    - iv. Class target SFRs will be calculated by dividing the TT/FTES target as described in 6-c-i by the number of sections to be served by TT faculty as calculated in 6-c-ii. Enrollments will be monitored to ensure that the TT/FTES target is being met in any given semester.
  - d. Following the model of other university departments, the department chair will complete FAD forms documenting faculty activity to satisfy the .8 assigned time requirement. Such activities could include extensive university or academic organization service, advisement of graduate students, research, work with HIP programs, work with extra-curricular programs, etc.
  - e. The course rotation will be re-evaluated at the January, 2017 area retreat to accommodate the teaching loads described herein.

### **Conclusion**

This 3-course proposal is a positive response to well-documented workload issues and is consistent with other efforts on the campus. The Communication Studies area looks forward to



providing a high-quality and high-impact education to our students with more manageable workloads.

### **Appendix**

A fully fleshed-out staffing system that would allow line-item budgeting for individual sections would have many components. It is beyond the scope of this document to propose such a system but this appendix does attempt to lay out some of the components that would be included in a fully developed scheme. At its most basic level, it would seem that a department's true budget includes a total TT and part-time salaries plus OE&E, and a "cost per section" unit could be calculated by dividing those expenses by the total number of sections staffed. Such a calculation would produce a true "cost per section" that would allow transparent comparisons of efficiency across departments. Alternatively, FTES rather than sections could be treated as the denominator. Either calculation would allow a fair comparison of costs of instruction and cross-unit equities could be evaluated. Contrariwise, we are deeply skeptical of budgeting assumptions predicated on the different "needs" of different academic units. Expenditures on quality are always scalable, and more resources can always be invested into more valuable educational experiences.

Beyond the basic budgeting calculations for staffing costs, there are several other issues that are crucial to such a scheme should it be developed. They include:

The relation of FTES to tenure-track lines. It is unclear at present how the number of FTES served by a department should relate to the number of tenure-track lines. For the Communication Studies area this, in turn, effects the number of upper-division sections that can be offered and the size of the graduate program.

How FTES savings are credited. For example, if a department offers a K2 section and enrolls 150 students, which is the equivalent of 6 sections of 25-student enrollment, those FTES units are essentially instructed at no additional cost. How those savings are allocated, and whether that calculation is transparently available, are unclear at present.

How non-major enrollment is figured into tenure-track line allocation. The issue has repeatedly come up in the college but it is not clear if any governance rule makes transparent how serving non-major FTES are valued and whether those should be counted differently than major FTES units.

These issues are only presented here because they relate to how FTES cost savings might play out. As mentioned previously, due to the uncertain nature of these issues it is impossible for this proposal – or any other – do demonstrate cost neutrality in absolute terms. It is possible to demonstrate that the same number of faculty can serve the same number of FTES units in historical terms, which is what this proposal has done.

Should a more line-item oriented budget process be developed the Communication Studies area welcomes its participation in the process.

## **ANDERSEN RESEARCH LIBRARY And GRADUATE STUDY ROOM**

### **Policies**

- 1) **The room is generally open 10am to 4pm.** If it is locked and you need access please see the office staff in CP 420-1.
- 2) **The study space is for graduate students.** Please do not use this space if you are not a graduate student.
- 3) If the room is scheduled by a department for another activity, the **department scheduling takes precedence.** Please leave the room quickly and quietly when asked to do so.
- 4) **The room is for quiet study.** Normal conversations are fine; peals of laughter down the hallway are not. Please be respectful of others using the room and try not to disrupt them.
- 5) **Please accommodate all users;** if you have been using the space for 2 hours or more and others need to study, please consider moving to another area.
- 6) **Do not remove books, journals, theses, or other materials.** Especially do not mess with the anatomy pieces. Do not try to open locked cabinets. Do not go through file cabinets or closed boxes.
- 7) **Food and drink rules are the same as Pollock library.** Closed liquid containers (thermos with a sealed lid, water bottle with cap) are fine; open mugs or cups are NOT. We have no ability to clean a spill and carpet shampooing is infrequent. We MUST do all we can to prevent spills. No food – please use the first floor outdoor spaces to eat.
- 8) Learn lots of important things, share ideas with your classmates, and gain knowledge.
- 9) The computers on the North wall near the window are for your use; the computer on the south wall by the phone is not connected to the internet and should only be used for running scantrons.

## Item G.8. Space allocations Fall 2021

### College of Communication Square Footage by Area/Suite

Location/Suite	Approximate Square Footage	Current Occupant
CP Suite 210 <sup>23</sup>	~ 1210 (+)	Advising/Student Success Center (July 2019)
CP Suite 250 <sup>24</sup>	~ 2897 (+)	Student Community Center
CP Suite 275 <sup>25</sup>	~ 2741 (+)	Lecturer Lounge and Community Center
CP Suite 285 <sup>3</sup>	~ 785 (+)	COMD Department Office (May 2021)
CP Suite 260 <sup>26</sup>	~1388 (+)	Development/shared/annex (June 2021)
CP Suite 650 <sup>27</sup>	~ 754 (+/-)	PTF COMM & CTVA (assigned to CTVA PTF/Internship/Conf. Room)
LH Offices Released	~1941 (-)	n/a – released to IT
PRAD Irvine	~ 800 (-)	n/a - closed
<b>College Net Gain:</b>	<b>~6280 sq ft</b>	

#### Department Space Use (prior to Fall 2021 shifts and allocations):

COMD	HCOM	COMM	CTVA	Dean's Office	SSC	
~ 5,649		~ 3,738	~16,676	~7,889	~1539	~754
		(14170 CP + 2506 PLS)	(2371CP + 5518 PLS)			

#### Department Space Use (after Fall 2021 shifts and allocations):

COMD	HCOM	COMM	CTVA	Dean's Office	SSC	PTF	Shared/Flex
~ 5916	~ 4549	~17,696	~8,643	~1539		~774	~2741 ~2039
		(15190 CP + 2506 PLS)	(3125 CP + 5518 PLS)				

<sup>23</sup> New space acquired in 2018/2019

<sup>24</sup> New space acquired in 2018/2019

<sup>25</sup> New space acquired in exchange for space in LH in fall 2018/2019

<sup>26</sup> New space acquired due to closing of Irvine Center in spring 2021

<sup>27</sup> Former advising center temporarily assigned for shared PTF space in spring 2019 and held through spring 2021

## Appendix H. Equity Gap figures

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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Trends of Repeatable Grade Rates: UR vs. non-UR Students

Repeatable Grades include grades of C- thru F, including WU and NC

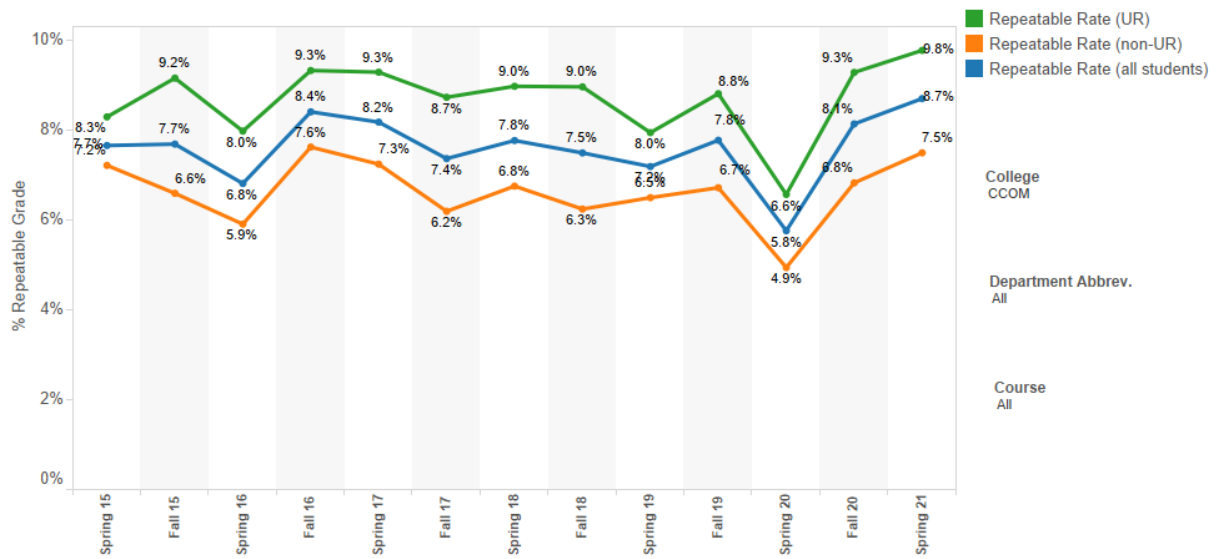


Figure 1. College of Communication

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

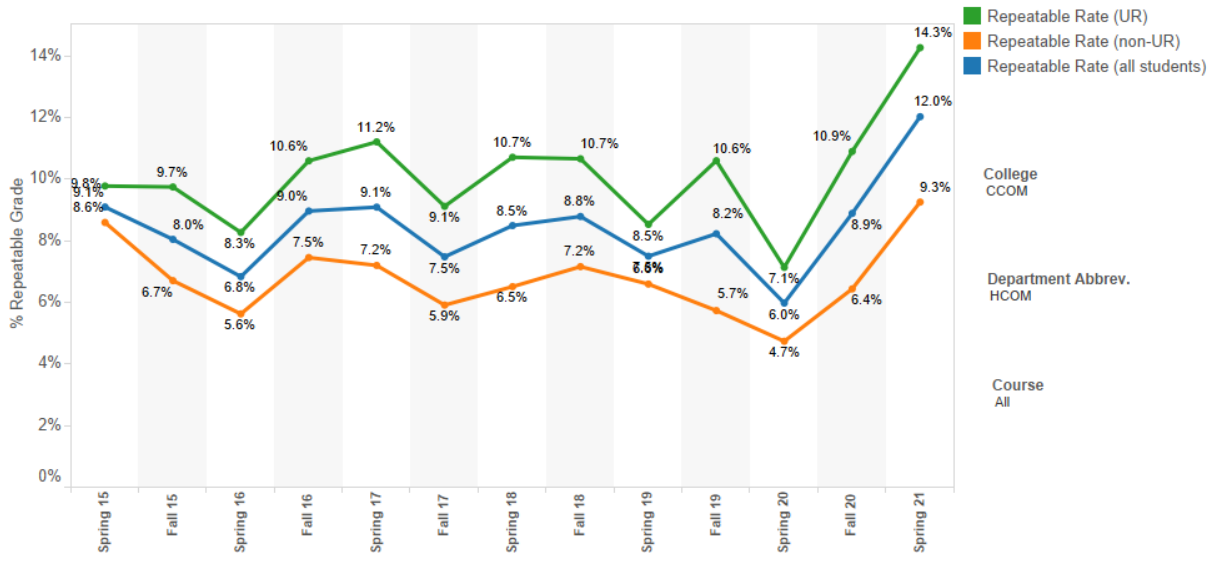


Figure 2. All of HCOM

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

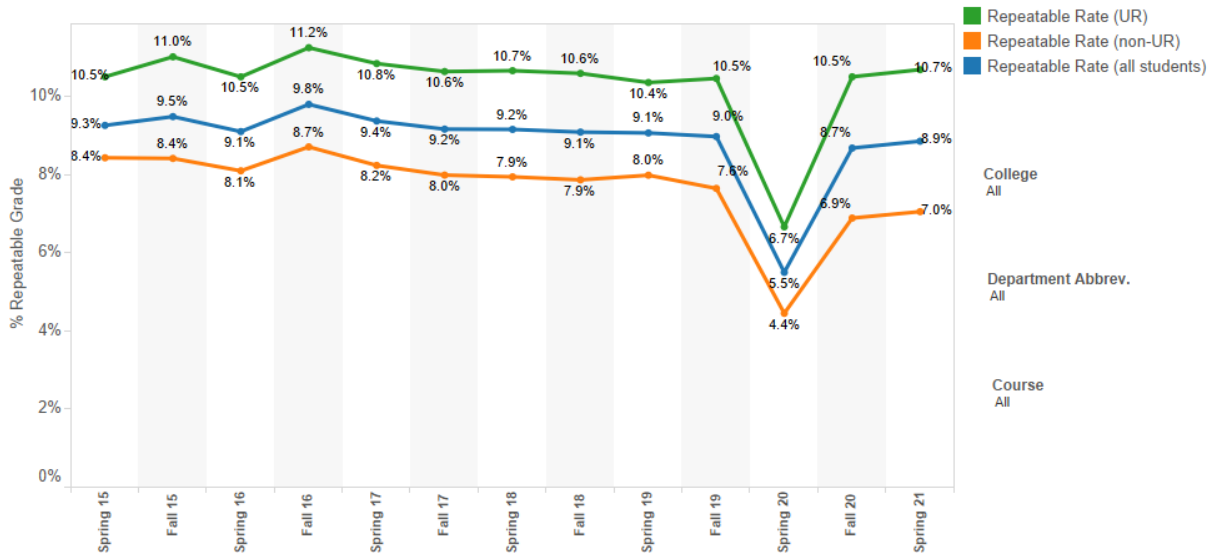


Figure 3. All University (all CSUF)

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

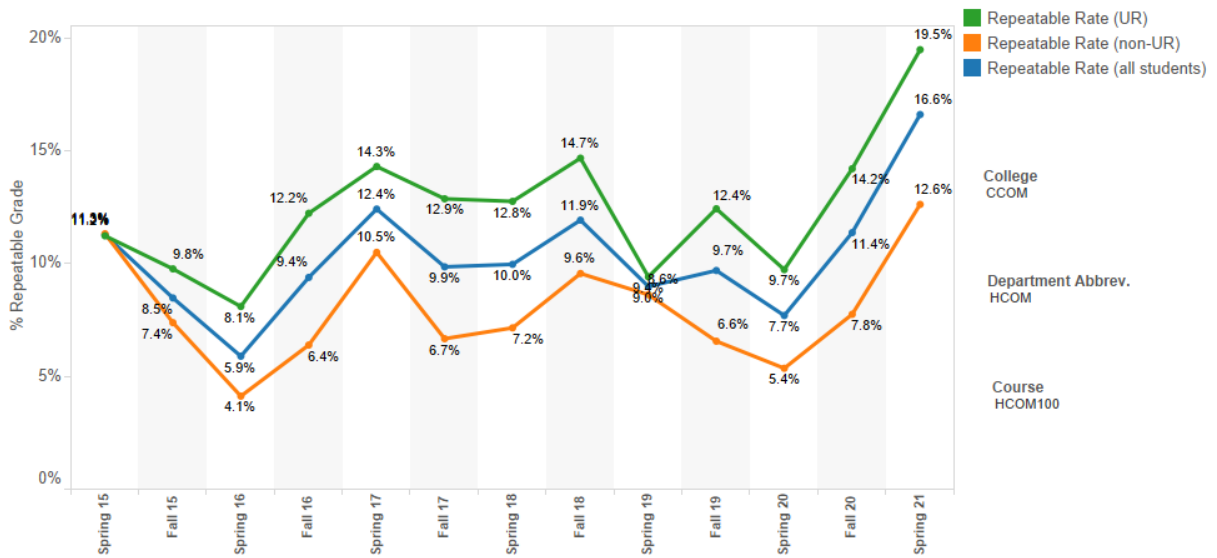


Figure 4. HCOM 100

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

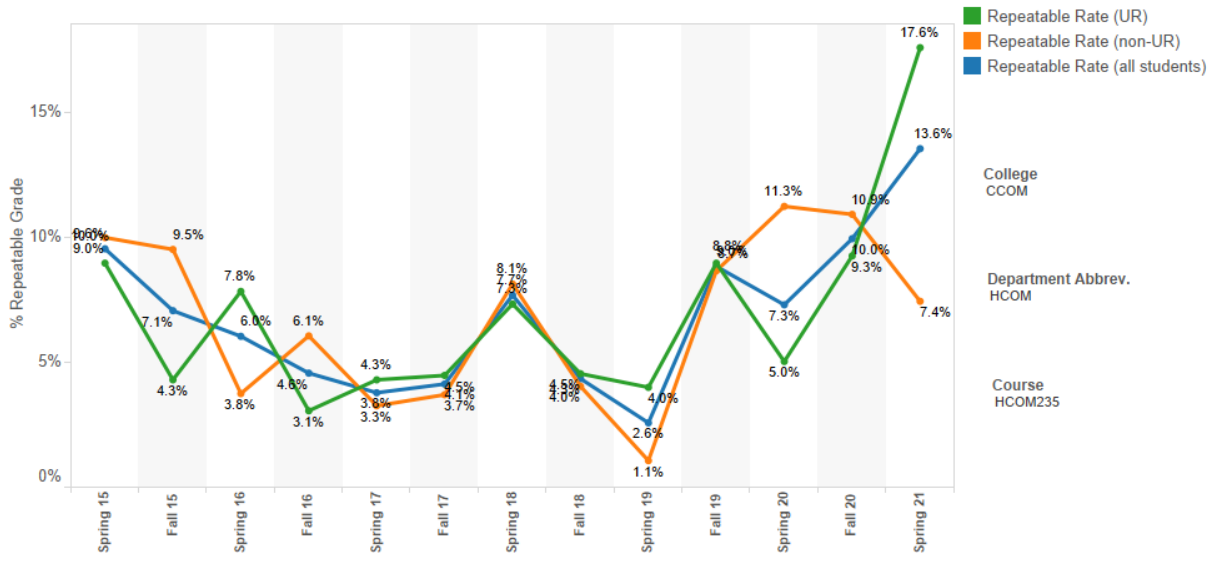


Figure 5. HCOM 235



Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

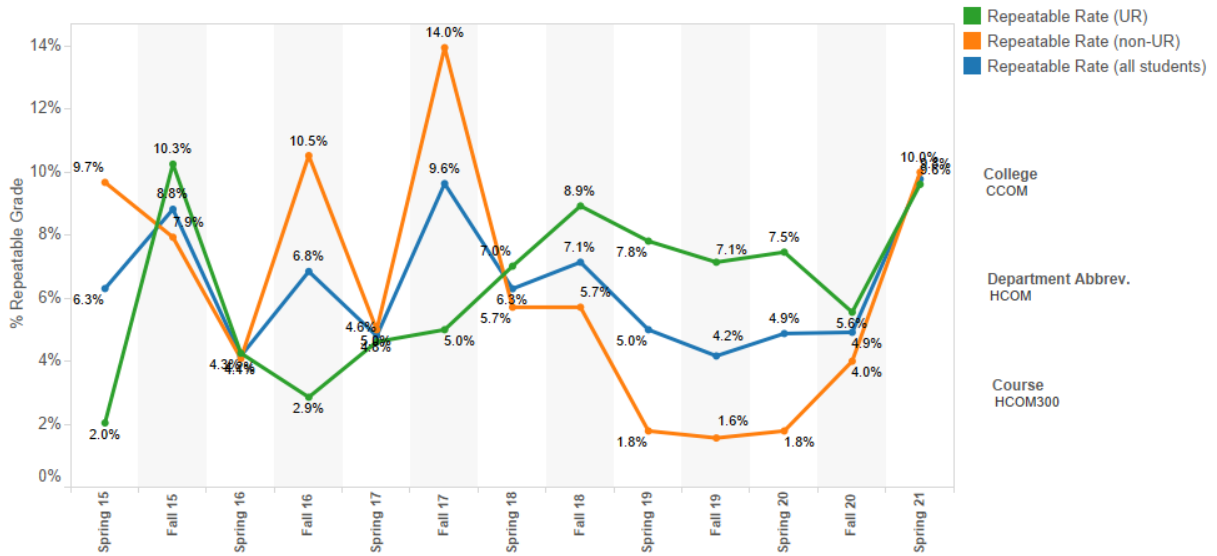


Figure 6. HCOM 300

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

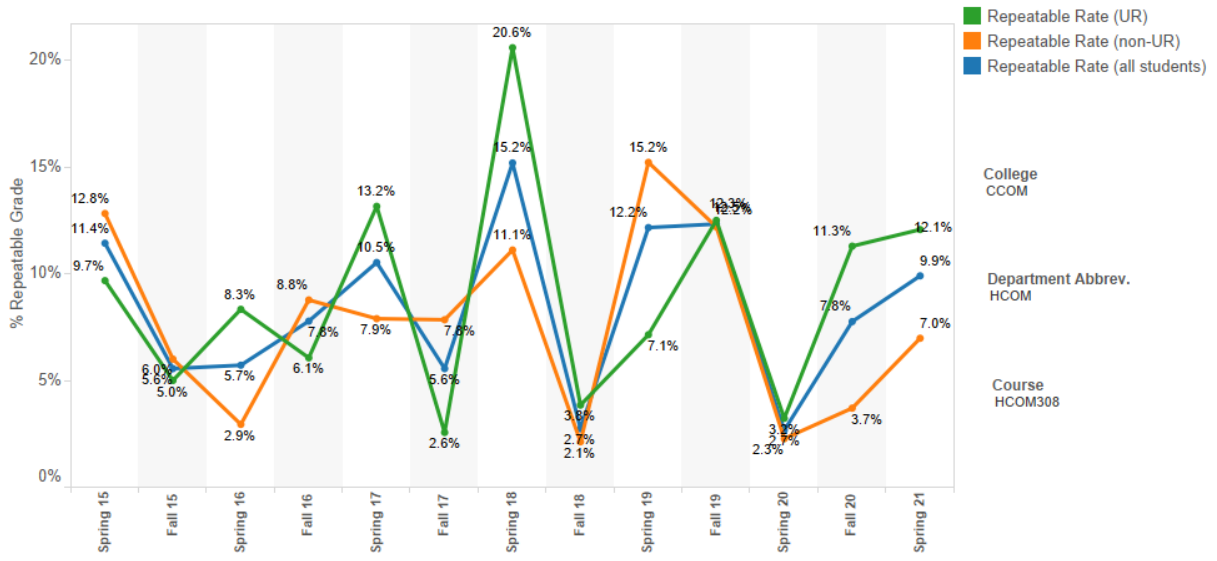


Figure 7. HCOM 308

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

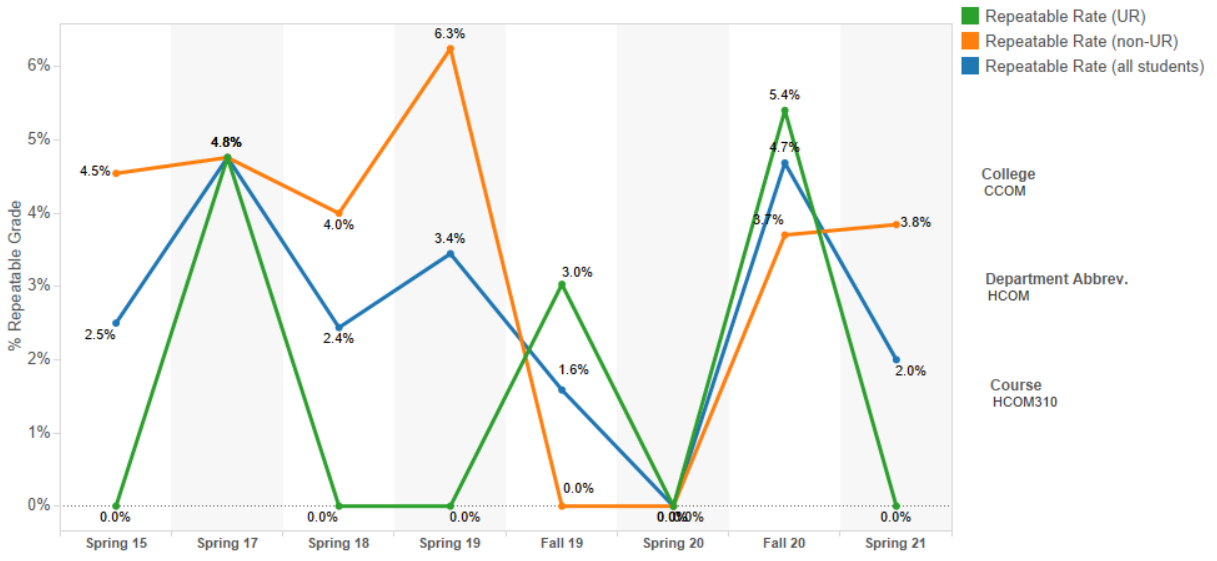


Figure 8. HCOM 310

Repeatable Grades & Course Enrollments	Trend of Course Repeatable Grades vs. Avg. Course Section Enrollment	Trend of Repeatable Grades: UR vs. non-UR Students
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**Trends of Repeatable Grade Rates: UR vs. non-UR Students**

*Repeatable Grades include grades of C- thru F, including WU and NC*

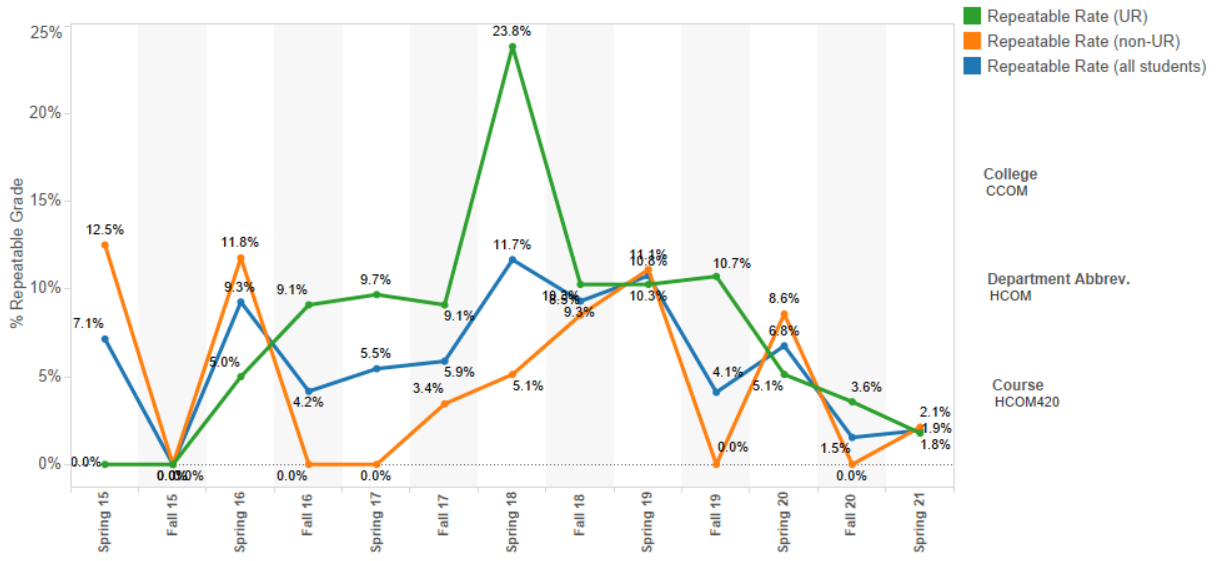


Figure 9. HCOM 420

## **Appendix I. Assessment**

### **Item I.1. Department Assessment Document**

CSUF UPS 300.022 defines assessment as “the systematic collection, review, and use of qualitative and quantitative data to improve student learning and development.” This university policy statement further asserts that assessment is a collaborative process that is meant to enhance student achievement and should ultimately demonstrate accountability.

However, assessment is a process rife with a variety of issues. Indeed, assessment as a process has routinely been described as flawed<sup>28</sup> particularly in relation to global assessments of engagement relating to learning<sup>29</sup>. Repeatedly in scholarly circles assessment is viewed as something meant to enhance student learning<sup>30</sup>, yet many institutions require assessment beyond that of actual student grades. This despite many scholars pointing to grades as a reliable and valid method of assessing student learning<sup>31</sup>.

#### **Assessing the Assessment or Problems with Review of Assessment**

CSUF assessments are reviewed by a university level committee which holds the assessment produced by a faculty member to standards not outlined in the UPS. Specifically, the assessment of assessment seeks to ascertain whether or not direct or indirect measures are used and whether or not criteria for success are appropriate.

These terms associated with assessment rarely have a common consensus regarding definition. Direct assessment is typically defined as evidence that reflects student performance<sup>32</sup>; this is unsurprising. More problematically, indirect assessment has been used to describe reflections about learning experiences<sup>33</sup> as well as information regarding to institutional characteristics<sup>34</sup>.

However, the university committee does not appear to always adhere to this description. For example, the 2016-2017 assessment utilized student evaluation of communication theories as a marker for satisfaction of programs learning outcome 4: “Communication Studies majors should possess a basic understanding of major theories, models, concepts, principles, and processes of human communication.” Despite the evaluation of these theories requiring an understanding of these ideas (based on Bloom’s taxonomy of learning) the committee noted that the 2016-17

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<sup>28</sup> Possin, K. (2013). A Serious Flaw in the Collegiate Learning Assessment (CLA) Test. *Informal Logic*, 33, 390-405. Doi:10.22329/il.v33i3.3774

<sup>29</sup> Kaniuka & Wynn (2019). Exploring the relationships between collegiate learning assessment, student learning activities, and study behaviors: Implications for college and universities. *Educational Research International*, 2019, 1-11. Doi:10.1155/2019/3648318

<sup>30</sup> Allen, M. J. (2004). *Assessing academic programs in higher education*. San Francisco, CA: Jossey-Bass.

<sup>31</sup> Walvoord, B. E., & Anderson, V. J. (2010). *Effective grading: A tool for learning and assessment in college*. San Francisco, CA: Jossey-Bass.

<sup>32</sup> Klein, S., Benjamin, R., Shavelson, R., & Bolus, R. (2007). The collegiate learning assessment. *Evaluation Review*, 31, 415-439. Doi:10.1177/0193841X07303318; Leskes, A. (2002). Beyond confusion: An assessment glossary. *Peer Review*, 4.

<sup>33</sup> Leskes

<sup>34</sup> Klein et al.

assessment relied on indirect assessment. Further, their evaluation noted that assessment should rely on upper-level courses near graduation, this despite that data for 2016-2017 were collected from a 400 level course.

Regarding the appropriate assessment of student learning UPS 300.022 takes a clear position that faculty should be allowed to assess their courses in the way they best see fit<sup>35</sup>. Certainly, faculty are not above having their work reviewed, but given that UPS 300.022 describes that academic freedom be respected with regards to assessment, having the validity of the assessment rubric called into question seems to violate the spirit of both UPS 300.022 and a collegial atmosphere.

All this does not even address the other inherent problems found within assessment<sup>36</sup>.

### **Assessment Practice**

Despite the claim that assessment should be “a collaborative effort,” administration has made it clear that the process of assessing student learning should fall squarely to the faculty<sup>37</sup> with continually decreased support to engage in the process. This again despite references to support throughout UPS 300.022.

Given that

1. Assessment practices are clearly the responsibility and purview of faculty members
2. These practices are required, yet are unsupported by administration
3. Grades are routinely viewed as clear, direct, and valid measures of student learning

The curriculum committee forwards the following suggestions for practice regarding assessment moving forward.

1. Each year one of the seven PLOs will be assessed. So that at the end of seven years all seven PLOs will have been assessed.
2. The PLOs will be assessed with embedded questions/assignments at the purview of the faculty member teaching the course in question.
3. Faculty members will write a brief report (i.e., less than or equal to one page) describing student learning as a result of the embedded questions, assignments, or measures (e.g., established scales); The instructor will have full discretion as to how the PLO will be assessed. This report will not include a literature review of content or practice related ideas. This paragraph will not include an extended narrative of practices related to the development and evaluation of these questions or assignments.

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<sup>35</sup> UPS 300.022 III.A & B

<sup>36</sup> Shireman, R. (2016). The real value of what students do in college. The Century Foundation.

<sup>37</sup> UPS 300.022

<b>Student Learning Outcome</b>	<b>Core Courses</b>	<b>Last Assessed</b>
1. Self-Awareness of Communication Competence	HCOM 304	2019-20
2. Communication Apprehension	HCOM 304	2015-16
3. Argumentation and Critical Thinking Skills	HCOM 235	2017-18
4. Communication Theories and Models	HCOM 420	2016-17
5. Research Methods	HCOM 308	2018-29
6. Presentation Skills	HCOM 100 or 102	2014-15
7. Appropriate, Responsible Communication	HCOM 304 or 420	

## Program Learning Outcomes

1. **Self-Awareness of Communication Competence:** Communication Studies graduates should display self-awareness of their communication across a variety of communication settings.
2. **Communication Apprehension:** Communication Studies graduates should exhibit lower communication apprehension than non-majors with little to no public speaking experience.
3. **Argumentation and Critical Thinking Skills:** Communication Studies graduates should be able to identify the basic elements of an argument, advance a cogent argument, apply basic tests of evidence, and identify fallacies in reasoning.
4. **Communication Theories and Models:** Communication Studies majors should possess a basic understanding of major theories, models, concepts, principles, and processes of human communication.
5. **Research Methods:** Communication Studies graduates should possess a basic understanding of fundamental principles of research methods and experimental design.
6. **Presentational Skills:** Communication Studies graduates should be able to generate and present clear, coherent messages using appropriate proof and supporting materials, in a variety of communication contexts.
7. **Appropriate, Responsible Communication:** Communication Studies graduates should communicate in ethically appropriate culturally sensitive ways.



## **Appendix J. IRA funding equity statement**

### **Academic/Athletic Equity Proposal**

A request a continuously allocate 38.1% of IRA programs for Section 89230 sections B-G programs

#### **Summary**

This proposal would treat the academic programs identified in Education Code section 89230 (sections B-G) in the same manner as athletic programs identified Education Code section 89230 (section A) by funding section B-G programs prior to committee review.

There is no net increase in cost.

The main advantage to this proposal is that the **stability** afforded athletic programs is extended to academic programs as well. CSU coded memorandum BA 78-13/EPR 78-15 directs “stable and adequate” funding for section 89230 programs. **Stability** is a key component program quality for many reasons. Many programs require multi-year planning; stable funding ensures that planning can be done effectively. Many programs have funding from multiple sources; and so, for example, stable travel budgets can allow programs to focus other priorities (such as raising funds for student scholarships). This stability has served the athletic programs well over the past decade. This proposal affords the academic programs specified in section 89230 the same treatment as athletics.

#### **Detailed Description**

Instructionally-related activity (IRA) fees are governed by Education Code section 89230 (see attached). In sections A-G it designates specific programs that are eligible for funding and in section H it identifies that campuses can add support for additional programs as they see fit. Due to a referendum, section A programs (Athletics) receive their funding as a percentage of the total allocations with no application requirement. Programs in areas B-H submit annual proposals. While this process has recently been reformed consistency of funding is not guaranteed since in any given year the committee might augment, cut, or eliminate existing budgets. This frustrates strategic and long-term planning.

This proposal would grant area academic B-G programs the same treatment afforded area A athletic programs, giving them a stable base of resources to develop their programs. Under this proposal, athletics would continue to receive 36% of funding automatically, areas B-G would receive 38.1% of the overall funds (this figure is arrived at based on a 7-year average), and area H programs would receive the remaining 25.9%. Section B-G programs would continue to submit annual reports and use ASI accounting procedures. Each program would continue to receive its current percentage of that allocation subject to reallocations within the college administering the program via a process designated by the college.

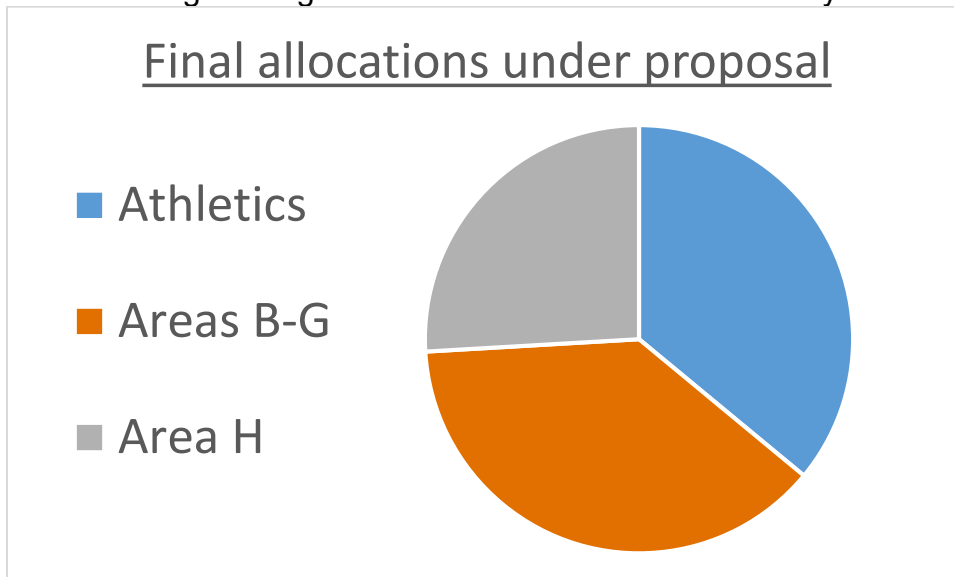
This table shows historical spending patterns for the 7-year period between AY13-14 and AY19-20. Note the totals are cumulative. For example, during the entire 7-year period IRA expended \$13,446,651 after athletics funding allocations. Of that total, \$904,568 went to section B programs, constituting 6.7% of the 7-year total. Cumulatively, Area B-G programs received \$8,000,091 or 59.5% of available IRA funding after the athletics allocation.

**Table 1. Historical allocations for programs in sections B-G.**

<b>Section 89230 area</b>	<b>7-year Total</b>	<b>Pct of Total</b>
<b>All areas B-H</b>	\$13,446,651.00	--
<b>B</b>	\$904,568.00	6.7%
<b>C</b>	\$3,234,393.00	24.1%
<b>D</b>	\$1,349,025.00	10.0%
<b>E</b>	\$1,129,154.00	8.4%
<b>F</b>	\$954,940.00	7.1%
<b>G</b>	\$428,011.00	3.2%
<b>Sum areas B-G:</b>	\$8,000,091.00	59.5%

This scheme is designed to ensure that no new allocations occur as a result of the proposal; this process simply codifies how the funds are currently being spent. A topic of some discussion has been the relative portion of funding for new versus existing programs. That is not relevant to this proposal since many of the programs here are “new” or have only recently come into existence. Additionally, in the same way athletics could choose to change its allocation to fund a new sport or training program academic entities reallocate these funds to support new projects or programs with the section 89230 categories. A complete listing of programs is in Table 2.

The resulting funding allocation can be visualized this way:



**Table 2. Affected programs in sections B-G.**

<b>Program Name</b>	<b>IRA#</b>	<b>Avg</b>	<b>Yrs</b>	<b>Total</b>	<b>Category</b>
Applied Music Vocal	3341	\$25,836.86	7	\$180,858.00	C
Begovich Gallery	3500	\$100,965.71	7	\$706,760.00	E
Clarinet Choir	3362	\$3,791.00	7	\$26,537.00	C
Daily Titan	3201	\$121,922.86	7	\$853,460.00	F
Dance Performance & Repertory	3348	\$22,521.29	7	\$157,649.00	C
Forensics	3305	\$61,144.43	7	\$428,011.00	G
Grand Central Theatre	3514	\$17,839.71	7	\$124,878.00	D
Jazz Ensembles & Combos	3507	\$28,309.00	7	\$198,163.00	C
Musical Theatre	3506	\$46,173.86	7	\$323,217.00	D
New Music Series	3342	\$26,792.00	7	\$187,544.00	C
Opera	3503	\$56,340.00	7	\$394,380.00	D
Pianists in Performance	3332	\$24,434.00	7	\$171,038.00	C
Piano Pedagogy Perspective	3352	\$2,741.43	7	\$19,190.00	C
RTVF 425	3526	\$24,022.29	7	\$168,156.00	B
Symphonic Orchestra	3502	\$108,177.86	7	\$757,245.00	C
Theatre Dance/Arts	3505	\$61,199.00	7	\$428,393.00	D
Choral Programs	3504	\$71,938.67	6	\$431,632.00	C
Performer's NYC Showcase	3354	\$12,864.67	6	\$77,188.00	D
Symphonic Bands	3501	\$50,388.67	6	\$302,332.00	C
Collegium Musicum	3331	\$5,883.60	5	\$29,418.00	C
Flute Ensemble/Applied Flute Program	3528	\$9,820.80	5	\$49,104.00	C
Laguna Art Museum	3530	\$46,837.00	5	\$234,185.00	E
Music Travel	3508	\$75,412.80	5	\$377,064.00	C
Cello Choir	3512	\$12,539.50	4	\$50,158.00	C
Models for Life Drawing	3555	\$12,604.75	4	\$50,419.00	E
Chamber Ensemble Travel	3516	\$25,933.33	3	\$77,800.00	C
CSU Summer Arts	3365	\$19,680.00	3	\$59,040.00	E
Guitar Ensemble	3510	\$12,521.67	3	\$37,565.00	C
Music Production	3525	\$11,608.00	3	\$34,824.00	C
String Chamber Music Ensembles	3207	\$14,363.33	3	\$43,090.00	C
Vocal Jazz Ensemble	3513	\$11,734.00	3	\$35,202.00	C
Chamber Music Ensemble	3539	\$20,725.00	2	\$41,450.00	C
Feature Film Production	3255	\$83,120.00	2	\$166,240.00	B
Instrumental Music Teacher Training	3540	\$13,265.00	2	\$26,530.00	C
Art Exhibit: Philip K. Dick - Here and Now	3565	\$6,500.00	1	\$6,500.00	E
Black Art Series & Symposium	3204	\$36,250.00	1	\$36,250.00	E
Frankenstein Meme Art Show	3256	\$4,500.00	1	\$4,500.00	E
Grand Central Art Center	3515	\$15,750.00	1	\$31,500.00	E
Original Works Phys Theatre, Edinburgh	3546	\$969.00	1	\$969.00	D



## APPENDIX K: Faculty VITAE and output summary

### SUMMARY TABLE OF FACULTY SCHOLARLY OUTPUT

Categorization of some items proved challenging, and pieces completed in the late 2014/early 2015 period were difficult to cleanly identify as present only in the Current review period. This table should be read as an approximate index of total faculty output. Further, this is not intended as being comparative, and many faculty make significant contributions to the

Faculty	Publications	Convention Paper	Top Paper	Book chapters/reviews	Other
Bruschke	4	3	1	0	0
Dorjee	8	14	0	9	21
Evans-Zepeda	12	25	1		23
Hayes	1	0	0	0	0
Johnson	20	24	6	1	13
Malone	0	0	0	0	0
Martin	5	5	1	0	0
Matz	1	3	0	0	7
Samek	6	4	1	4	17
Sutko	5	13	0	5	7
Suwinyattichaiorn	15	22	1	2	27
Teven	1	3	1	5	7
Thomas	3	11		7	12
Seiter	7	13	1	1	0
Ting-Toomey	26	9	2	4	10
Kamrath	11	8	1	0	36
Reid-Brinkley	1	0	0	2	0
<b>Totals:</b>	126	157	16	40	180

## ***CURRICULUM VITAE***

### **Jon Bruschke**

Human Communication Studies  
College of Communications  
California State University, Fullerton  
Box 6868  
Fullerton, CA 92834-6868  
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2435 Balfour Ave.  
Fullerton, CA 92831  
714-223-1838

### **AREAS OF SPECIALIZATION**

Argumentation, Legal Communication, Interpersonal Communication, Quantitative Research Methods

### **EDUCATION**

Ph.D, Department of Communication, University of Utah, Salt Lake City, UT, 1994

Major areas: Interpersonal and Argument  
Minor areas: Research Methods

Dissertation: "Judicial Decision Making: A Quantitative Analysis of Legal Opinions and Arguments"

Dissertation Committee: Edna Rogers (Chair), Richard Rieke, Malcolm Sillars, Connie Bullis, Tom Malloy

M.A., Department of Speech Communication, California State University, Fullerton, Fullerton, CA, 1990

Major Area: Intercultural Communication  
Minor Area: Argument

Thesis: "The Mutual Influence of Face Negotiation, Culture, and Compliance Gaining"

Thesis Advisor: Richard L. Wiseman

B.A., Department of Speech Communication, California State University, Fullerton, Fullerton, CA, 1988

Major Area: Speech Communication

## BOOKS

Bruschke, J. C., & Loges, W. B. (2004). Free Press vs. Fair Trials: Examining publicity's role in trial outcomes. Mahwah, NJ: Lawrence Erlbaum Associates.

## PUBLICATIONS

Andrade, L., & Bruschke, J. (2018). Interrogating traditionally white curriculum and White Savior coaches in debate. In Competition, Community, and Educational Growth: Contemporary perspectives on competitive speech and debate (K. Copeland & G. L. Castleberry, Eds.) pp. 43-56. New York, NY: Peter Lang.

Bruschke, J., & Divine, L. (2017). Debunking Nixon's Radio Victory in the 1960 election: Re-analyzing the historical record and considering currently unexamined polling data. The Social Science Journal, *54*, 67-75. doi: 10.1016/j.soscij.2016.09.007

Bruschke, J., Gonis III, A., Hill, S. A., Fiber-Ostrow, P., & Loges, W. (2016). The influence of heterogeneous exposure and pre-deliberation queries on pretrial publicity effects. Communication Monographs. doi: 10.1080/03637751.2016.1182639

Andrade, L. M., & Bruschke, J. C. (2014). Cultural Pedagogy as motivation and the role of "institutional agents" in intercollegiate debate. In C. Disturbing argument: Selected works from the 18<sup>th</sup> NCA/AFA conference on argumentation (C. H. Palczewski, Ed.) pp. 407-413. New York: Routledge.

Bruschke, J. C. (2012). Argument and Evidence Evaluation: A Call for Scholars to Engage in Contemporary Public Debates. Argumentation and Advocacy: The Journal of the American Forensics Association, *49*, 59-75.

Edwards, R., & Bruschke, J. (2010). Best tournament practices: Recommendations and data. In Navigating Opportunity: Policy debate in the 21<sup>st</sup> century (A. D. Loudon, Ed.). pp. 163-178. New York, NY: International Debate Education Association.

Seiter, J. S., & Bruschke, J. C. (2006). Deception and emotion: The effects of motivation, relationship type, and sex on expected feelings of guilt and shame following acts of deception in United States and Chinese samples. Communication Studies, *58*, 1-16.

Bruschke, J. C. (2006). The intersection of legal practice and social science on the issue of Pretrial Publicity. In A. Reyonlds & B. Barnett (Eds.). Communication and law: Multidisciplinary Approaches to Research (pp. 61-86). Mahway, NJ: Lawrence Erlbaum Associates.

Matz, I., & Bruschke, J. (2006). Gender equity in debate, legal, and business professions. Contemporary Argumentation and Debate, *27*, 29-48.

Bruschke, J. (2004). Toward reviving rationality in argument: Adding pieces to Johnson's puzzle. Argumentation and Advocacy, *40*, 155-172.

Bruschke, J. C., Cunningham, J. C., & Abernathy, G. (2004). How salary communicates: Feedback in the context of major league baseball. Louisiana Communication Association, *6*, 19-42.

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Warner, E. & Bruschke, J. (2001). "'Gone on Debating:' Competitive Academic Debate as a Tool of Empowerment." Contemporary Argumentation and Debate: The Journal of the Cross Examination Debate Association, *22*, 1-21.

- Bruschke, J. C., & Loges, W. B. (1999). The relationship between pretrial publicity and trial outcomes. Journal of Communication, 49, 104-120.
- Bruschke, J. C., & George, M. H. (1999). Verbal skills and the value of scholastic journalism. Journalism and Mass Communication Educator, 54, 66-73.
- Hammer, M. R., Wiseman, R. L., Rasmussen, J. L., & Bruschke, J. C. (1998). A test of anxiety/uncertainty management theory: The intercultural adaptation context. Communication Quarterly, 46, 309-326.
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- Leeper, K. K., & Bruschke, J. C. (1995). The prevalence of the abuse excuse: Media hype or cause for concern? Communications and the Law, 17, 47-66.
- Bruschke, J. C., & Johnson, A., (1994). An examination of differences in NDT success rates due to gender. Argumentation and Advocacy: The Journal of the American Forensics Association, 30, 162-173.
- Johnson, A., & Bruschke, J. C. (1994). Sexism and debate: An examination of the punishment hypothesis. In R.E. McKerrow (Ed.) Proceedings of the Alta Summer Conference on Argumentation (pp. 55-60). Annandale, VA: Speech Communication Association.
- Bruschke, J. C., Gartner, C., & Seiter, J. (1993). The Effectiveness of the Bafa Bafa Intercultural Simulation. Simulation and Gaming, 24, 9-20.
- Bruschke, J. C., & Wiseman, R. L. (1992). Differences in data and warrant selection in international debates. Florida Communication Journal, 20(1), 16- 30.
- Muir, S. A., & Bruschke, J. C. (1992). Community Perspectives on Reforming Policy Debate. Speaker and Gavel, 29, 53-61.
- Bruschke, J. C., & Gartner, C. (1991). Communication in Higher Education. Journal of Applied Communication Research, 19, 197-222.
- Sanders, J. A., Gass, R. H., Wiseman, R. L., & Bruschke, J. C. (1991). An analysis and cross-cultural comparison of argumentativeness, verbal aggressiveness, and need for cognition. Communication Reports, 5, 50-56.

## **CONVENTION PAPERS**

### **Top Papers**

Howat, A., Bruschke, J., & Ocampo, M. (2021, November). Critical Thinking Instruction for the Post-Truth Era. Sponsored by: Cross Examination Debate Association. Paper presented at the meeting of the National Communication Association, Seattle, WA.

Bruschke, J. C. (1998, November). What makes an argument a good argument? Paper presented at the meeting of the National Communication Association, New York, NY.



Bruschke, J. C. (1995). Deconstructive arguments in the legal sphere: An analysis of the Fischl/Massey debate about Critical Legal Studies. Paper presented at the Speech Communication Association Convention, San Antonio, Texas. [Top Three Paper]

Bruschke, J. C. (1993). A critical analysis of objectivity in the legal sphere. Paper presented at the Speech Communication Association Convention, Miami, Florida. [Top Paper]

Bruschke, J. C. (1992). Willard and the postmodern debate: What ground can he stand on? Paper presented at the 1992 Speech Communication Association Convention, Chicago, Illinois. [Top paper]

Bruschke, J. C. (1992). Media and race: An empirical examination of how audiences perceive minority portrayals. Paper presented at the Western Speech Communication Association Convention, Pocatello, Idaho.

Gartner, C., & Bruschke, J. C. (1992). A multi-perspectival analysis of the Hill-Thomas incident. Paper presented at the Speech Communication Association convention, Chicago, Illinois.

Sanders, J. A., Gass, R. H., Wiseman, R. L., & Bruschke, J. C. (1991). An analysis and cross-cultural comparison of argumentativeness, verbal aggressiveness, and need for cognition. Paper presented at Western Speech Communication Association, Phoenix, Arizona.

Ting-Toomey, S., Trubisky, P., Bruschke, J. C., Nadamitsu, Y., Sakai, J., Nishida, T., & Baker, J. (1991). Face and culture: The meaning of face and how it is negotiated. Paper presented at the Western Speech Communication Association, Phoenix, Arizona. [Top paper]

Bruschke, J. C. (1990). Extra-competition as an Alternative to Permutations and Re-planning. Paper presented at the Western Speech Communication Association Convention, Sacramento, California.

Bruschke, J. C., Gartner, C., & Seiter, J. (1990). The Effectiveness of the Bafa Bafa Intercultural Simulation. Paper presented at the Western Speech Communication Association Convention, 1990, Sacramento, California.

### **Competitive Papers**

Bruschke, J., & Perez, I. (2020). Exploring the possibility of pretrial publicity eliminating the biases of individual jurors: Replicating the work of Kovera. Paper presented at the Western States Communication Association Convention in Denver.

Bruschke, J., & Divine, L. (2016). Debunking Nixon's Radio Victory in the 1960 election: Re-analyzing the historical record and considering currently unexamined polling data. Paper presented at the National Communication Association Convention in Philadelphia.

Bruschke, J., & Kasymova, A. (2016). A Replication of Pretrial Publicity Effects on the Zimmerman Case. Paper presented at the Western States Communication Association Convention.

Bruschke, J., Fiber-Ostrow, P., Hill, S., and Loges, W. (2013). The influence of delay, heterogeneous exposure, and pre-deliberation queries on pretrial publicity effects. Paper presented at the Western States Communication Association Convention.

Fiber, P., Bruschke, J., & Hill, S. (2012, April). Pre-trial Publicity, Three Strikes and Jury Deliberations: An experiment. Paper presented at the Midwest Political Science Association Convention.

Nielson, T., & Bruschke, J. (2006, March). Teacher or Chaperone? Urban Debate Community and Sustainability. Paper presented at the Western States Communication Association Convention.

Seiter, J. S., & Bruschke, J. (2004, November). The Effect of Culture, Gender, Motivation, and Relationship on Guilt and Shame Following Deceptive Acts. Paper presented to the Interpersonal Communication Division at the Annual Meeting of the National Communication Association, Chicago, Illinois.

Bruschke, J. (2003, November). The Role of Institutional Constraint in the Success of Debate Outreach. Paper presented at the National Communication Association Convention, Miami, Florida.

Seiter, J.S., & Bruschke, J. (2002, July). When White Lies Go Bad: Perceptions of Deception's Acceptability in Personal, Impersonal, and Working Relationships. Paper presented at the International Conference on Personal Relationships, Halifax, Nova Scotia, Canada.

Bruschke, J., & Choe, M. (2001, February). A critical analysis of the Jerry Springer Show. Paper presented at the meeting of the Western Speech Communication Association, Coeur d'Alene, ID.

Bruschke, J., & Loges, W. E. (2001, February). The Effect Of Pretrial Newspaper Coverage On Federal Murder And Robbery Cases. Paper presented at the meeting of the Western Speech Communication Association, Coeur d'Alene, ID.

Warner, E., & Bruschke, J., (2001, February). Gone On Debating: Competitive Academic Debate As A Tool Of Empowerment For Urban America. Paper presented at the meeting of the Western Speech Communication Association, Coeur d'Alene, ID.

Bruschke, J. (2001, November). On the perils of claiming the sky is falling: Imperfect argument is not verbal aggression. Paper presented at the National Communication Association convention, Atlanta, Georgia.

Seiter, J. S., Bruschke, J. C., & Bai, C. (2000, June). Are Some Lies Worse than Others?: The Reprehensibility of Deception as a Function of Perceivers' Culture, Liars' Intentions, and Relationship Between Deceived and Deceiver. Paper presented to the Interpersonal Communication Division at the Annual Meeting of the International Communication Association, Acapulco, Mexico.

Bruschke, J. C. (1998, November). Appellate court decision making: Comparing political and stylistic factors. Paper to be presented at the meeting of the National Communication Association, New York, NY.

Bruschke, J. C., & Loges, B. (1998, November). The effect of pretrial publicity on trial outcomes. Paper to be presented at the meeting of the National Communication Association, New York, NY.

Bruschke, J. C., Cunningham, J. C., & Abernathy, G. (1998, November). How salary communicates: Feedback in the context of major league baseball. Paper to be presented at the meeting of the National Communication Association, New York, NY.

Bruschke, J. C. (1996). Explaining judicial decision-making: A comparison of argument and political factors. Paper presented at the Speech Communication Association Convention, San Diego, California.

Bruschke, J. C. (1994). Practical applications of dialectical theory. Paper presented at the Speech Communication Association Convention, New Orleans, Louisiana.

Bruschke, J. C. (1994). An argument-theory based re-conception of validity for communication and the social sciences. Paper presented at the Western Speech Communication Association Convention, San Jose, California.

Bruschke, J. C. (1993). Carving intellectual space in the postmodern world: A critical appraisal of deconstruction. Paper presented at the Speech Communication Association Convention, Miami, Florida.

Bruschke, J. C. (1992). Buying Michael Jordan: A narrative ethnography. Paper presented at the Speech Communication Association Convention, Chicago, Illinois.

Bruschke, J. C. (1992). An outline of the important issues of racism and discourse. Paper presented at the Western Speech Communication Association Convention, Pocatello, Idaho.

Bruschke, J. C. (1992). A dialectical re-examination of distance. Paper presented at the Western Speech Communication Association Convention, Pocatello, Idaho.

Bruschke, J. C. (1991). An alternative structure for narrative use. Paper presented at the Speech Communication Association Convention, Atlanta, Georgia.

Bruschke, J. C., & Gartner, C. (1991). Argument as politeness behavior: An analysis of editors' replies to submitted manuscripts. Paper presented at the Speech Communication Association Convention, Atlanta, Georgia.

Bruschke, J.C., & Gudykunst, W. B. (1990). Interpersonal and Intergroup Factors in Determining Communication Behavior. Paper presented at the Speech Communication Association Convention, Chicago, Illinois.

Bruschke, J. C., & Wiseman, R. L., (1990). Differences in data and warrant selection in international debates. Paper presented at the American Forensics Association, Speech Communication Association Convention, Chicago, Illinois.

Gartner, C., Seiter, J., & Bruschke, J.C. (1990). Ethnocentrism as a Function of Ethnic Group Membership. Paper presented at the First Annual Intercultural and International Communication Conference, California State University, Fullerton, Fullerton, CA.

Gass, R. H., Bruschke, J. C., & Congalton, K. J. (1990). Interjudge agreement: An empirical analysis of the 1988 American Forensics Association National Individual Events Tournament. Paper presented at the Speech Communication Association Convention, Chicago, Illinois.

Seiter, J. S., Bruschke, J. C., & Bai, C. (1998, July). Lies and damn lies: The acceptability of deception as a function of perceiver's culture and liars' intentions. Paper presented to the Intercultural Communication Division at the Annual Meeting of the International Communication Association, Jerusalem, Israel.

### **Panels, Invited, and Trade Papers**

Bruschke, J. C. (2007). A manifesto for defensive baseball statistics. Baseball Research Journal, 36, 99-108.

Bruschke, J. C., & Loges, W. E. (2006). Free press vs. fair trials: Examining publicity's role in trial outcomes. The Hennepin Lawyer, 75(1), 20-21.

Bruschke, J. (2005, September). Pretrial publicity: the invisible elephant in the mist: does the press truly influence juries? Orange County Lawyer, 47, 52.

Bruschke, J. C. (2003, November). The role of institutional constraint in the success of debate outreach. Paper presented at the National Communication Association Convention, Miami, Florida.

Bruschke, J. C., & Powers, E. (2003, May 19). Muddying the jury pool. National Law Journal, 25(39), 26.

Bruschke, J. C., & Powers, E. (2003, May 26). Muddying the jury pool. New Jersey Law Journal.

Bruschke, J. C. (2001). Tab room on the PC. Contemporary Argumentation and Debate, 22, 121-129.

Bruschke, J. C. (2001). From a league of their own. The Rostrum, pp. 34-35.

Bruschke, J. C. (1999, Summer). Blame Canada: An Analysis Of Causal Arguments After The Columbine Disaster. Paper presented at the Alta Conference on Argumentation, Salt Lake City, Utah.

Bruschke, J. C. (in press). A reply to Shelton. The Forensic.

Bruschke, J. C., & Leeper, K. K. (1995). An analysis and case study of the influence of public opinion on foreign policy. Paper presented at the Speech Communication Association Convention, San Antonio, Texas.

Bruschke, J. C., & Whalen, S. T. (1991). A comparison of debate tournament formats. Paper presented at the Speech Communication Association Convention, Atlanta, Georgia.

Bruschke, J. C., Congalton, K. J., & Gass, R. H. (1989). Reflections on the first international debates in China. Paper presented at the Western Speech Communication Association Convention.

## **OTHER**

Recipient of Outstanding Faculty Recognition Award for Creating Substantive Learning Opportunities for Students in the Community that Coincide with Classroom Instruction, Spring, 2002.

## **ACADEMIC EMPLOYMENT EXPERIENCE**

Full Professor, California State University, Fullerton, Fall 2005-present. Chair, Human Communication Studies department, 2017-present.

Associate Professor, California State University, Fullerton, Fall 2000-Spring 2004.

Assistant Professor, California State University, Fullerton, 1999-present. Courses Taught: Argumentation and Debate, Public Speaking, Debate for Communication Majors, Directing Forensics.

Full-time lecturer, California State University, Fullerton, 1997-1999. Courses Taught: Argumentation and Debate, Interpersonal Communication, Public Speaking, Debate for Communication Majors, Survey of Communication Theory, Legal Communication, Undergraduate Research Methods. Served as Debate Coach.

Assistant Professor, Baylor University, Waco, TX, 1994-1996. Courses taught: Graduate Research Methods, Argument and Public Policy, Argument and Foreign Policy, Analysis of Argument, Advanced Argumentation for Intercollegiate Debate, Interpersonal Communication. Served as Debate Coach.

Teaching Fellow, University of Utah, Salt Lake City, UT, 1990-1994. Courses taught: Interpersonal Communication, Analysis of Argument, Public Speaking.

Assistant Forensics Coach, University of Utah, Salt Lake City, UT, 1990-1994. Coached 15-25 students in NDT debate, CEDA debate, and individual events.

Adjunct Faculty, Westminster College, Salt Lake City, UT, 1993-Present. Course taught: Public Speaking.

Placement Essay Rater, University Writing Program, University of Utah, Salt Lake City, UT, 1991. Rated essays to determine placement levels in college writing courses for entering students.

Debate Researcher, Arizona Debate Institute, Tempe, AZ, 1991. Researched, composed, and edited the Arizona Debate Institute Handbook, a 50 page research resource for the collegiate debate topic.

Teaching Fellow, California State University at Fullerton, 1988-1990. Courses taught: Public speaking and Interpersonal Communication/Introduction to Human Communication.

Debate Instructor, Arizona Debate Institute, Tempe, AZ, 1988 to present. Coached 14-18 students in policy debate and presented mass lectures.

Debate Instructor, Augustana national high school institute, Augustana College, Sioux Falls, SD, 1984, 1988 and 1989. Coached 8-10 high school students in policy and Lincoln-Douglas debate.

Debate Instructor and Consultant, Twenty-Nine Palms High School, Twenty-Nine Palms, CA, 1983-1984. Instructed 25-40 high school students in policy debate.

## **SERVICE AND AWARDS**

Completed Equitable Pedagogy Module, Fall of 2021.

Recipient, 2020 John W. "Jack" Bedell Faculty Leadership in Collegial Governance Award.

AY 2020-21: Academic Senate, General Education Committee, Instructionally Related Activities committee, Student Fee Advisory Committee, Consolidated Course Fee sub-committee, Assessment Liaison, Information Technology Committee, CFA Faculty Rights team, Senate Forum editor.

Chair, Department of Human Communication Studies, Fall 2018-present.

2018-19 recipient of the National Debate Coaches Association Service Award.

Elected member of the statewide Academic Senate, Fall 2016-Spring 2019. Term involves service on the campus Executive Committee, additional statewide committees, and liaison service on 2 additional campus committees. Served on the service animal working group.

California Faculty Association Co-Chair for grievance hearings, 2016-present.

Planning, Resources and Budget Committee, 2013-2016; 2021-present..

Distinguished Service Award, American Forensics Association, 2013.

Lifetime Achievement Award, American Forensics Association, 2012.

Executive Committee of the Academic Senate of CSU, Fullerton, 2012-2013.

Lucky Keele Service award, 2009 (Presented at the National Debate Tournament)

West coach debate coach of the Year, 2007 (Ray Buchanan award, presented by Pepperdine University)

National Debate Coach of the Year, 2004 (Glen Pelham award, presented by Wake Forest University).

Member, Academic Senate, CSU, Fullerton, Fall 2006-2011; 2016-present.

Member, Academic Senate of the California State University, Fall 2016-Spring 2019.

Member, Awards Committee, Human Communication Studies Department, Fall 2006-Spring 2007.

Member, Curriculum Committee, College of Communications, Fall 2006-Spring 2007.

Member, Instructional Resources and Research Committees, Human Communication Studies Department, 2004-2005.

Recipient of Outstanding Faculty Recognition for Service to Students, Spring 2003.

Recipient of Outstanding Scholarly and Creative Activity award given by Academic Affairs, Spring, 2001.

Chair, College of Communication Academic Senate, School year 2001-2002 and Fall Semester, 2002. Work included the updating of governance documents, the negotiation of the Speech Communication Department name change, and the investigation of a research center.

Member, University Library Committee, Fall 2001-Spring 2003.

Member, search committee for the Interpersonal position. Work culminated in the hiring of Javette Hayes.

Member, Cross-Examination Debate Association Awards Committee, Spring 2000. Worked with Mr. Gregory Achten, Cross-Examination Debate Association First Vice-President.

Reader, Cross-Examination Debate Association NCA paneling group, Spring 2000. Worked with Mr. Shawn Whalen, Cross Examination Debate Association Second Vice-President.

Member, Instructional Resources Committee, Department of Human Communication Studies, 1997-present. Chair of IRC, 2000-present.

Chair, Awards Committee, Department of Speech Communication, 2000-2001.

Member, Elections Committee, School of Communication, 2000.

Member, ad-hoc Committee on Department Personnel Guidelines, 2000.

Provided in-service training in speech and debate for social studies teachers at Saddleback High School, March 7, 2001.

Served as on-air analyst following the President's address to Congress, February 27, 2001.

Speaker, Rotary Club, April 5, 2000. Topic: Pre-trial publicity.

Guest expert, "Air Talk with Larry Mantle," KPCC radio, 2000. KPCC is a local NPR affiliate who dedicated an hour-long program to an interview with me about my research with pretrial publicity.

Advisor and judge recruiter for debates in an honors course. I helped provide student judges for Ed Fink's UNIV 100B course.

Principal Investigator, Southern California Urban Debate League. The project began as the Daniel Webster Project, an outreach program that institutes debate programs for at-risk high schools that would not otherwise have debate programs. The program began at Santa Ana high school and has expanded to include over 10 schools. The program has received letters of commendation from the Speaker of the House and the Governor of the State of California.

Director, Southern California Urban Debate League summer institute, summer, 2000-2002. The institute attracted over 200 students and high school teachers from Southern and Northern California and Missouri. The institute offered summer employment for many Fullerton students.

Coach, "Forensics Showcase" for Communication Week.

Host and Tabulation Room Director, California State University High School Debate Tournament, 1998-present.

Co-Director, Arizona Debate Institute, 2000-present.

Instructor, Baylor High School Debate Workshop, Summer 1995-1996.

Organizer, Glenn R. Capp Forum on-campus debates (in occasional conjunction with the Health Department and Speech Communication department), Spring 1995-1996.

Organizer, Daniel Webster Project fundraising banquet, 1998. Attended by roughly 150 people; the program received letters of commendation from 7 elected officials.

Tournament Director, Glenn R. Capp Debate Tournament, January 1995-1997.

Assistant host for international debate delegations (Russian and British), 1994-1997.

Assisted in hosting the Baylor University High School Round-Robin Debate Tournament, Fall 1994.

Debate Analyst, KTVX Channel-2, Salt Lake City, UT, 1992. Provided on-air analysis of the Presidential Debates.

Editorial Assistant, International and Intercultural Annual, 1989-1990.

Statistical Consultant, American Forensics Association Policy Debate Caucus, 1992. Provided data analysis for a special report to the Policy Caucus titled "A Policy Caucus Report: Community Perspectives on Reforming Policy Debate." Final Report co-authored with Star Muir, George Mason University.

Chosen by the Committee for International Discussion and Debate to serve on the two-person team to tour the United Kingdom.

Hosted and debated the national debate team representing the Union of Soviet Socialist Republics.

Chosen to represent California State Fullerton and participated in the first International Debate Tournament in the People's Republic of China.

Appeared on Dialogue II, Public Broadcast Service, United States/Canada debate series, 1987.

Volunteer Assistant Debate Coach, California State University, Fullerton, Fullerton, CA, 1989-1990.

Contributing Author, USA Today Baseball Weekly. Composed and published the article "Expansion eras did not expand pitcher's ERAs" in the statistical analysis section of the August 30-September 5, 1991 edition.

Tenzin Dorjee

Curriculum Vitae

Office: CP 420-26  
Department of Human Communication Studies  
College of Communications  
California State University, Fullerton  
Phone: 657-278-3894  
Email: tdorjee@fullerton.edu

**Education:**

2009 Ph.D., Department of Communication, University of California, Santa Barbara.

Major Emphasis: Intergroup/Intercultural Communication  
Cognate: Bilingual and Multicultural Perspectives in Education

2002 Master of Arts, Department of Communication Studies, California State University, Long Beach.

Major Emphasis: Intercultural Communication

1999 Bachelor of Arts (with Cum Laude), California State University, Long Beach, CA.

Major Emphasis: Communication Studies  
Minor Emphasis: Creative Writing

1981 Bachelor of Arts, Panjab University, Chandigarh, India.

**CSUF Teaching Positions:**

Fall, 2014-Present Associate Professor, Department of Human Communication Studies, College of Communications, California State University, Fullerton, CA.

Fall, 2009-Summer 2014 Assistant Professor, Department of Human Communication Studies, College of Communications, California State University, Fullerton, CA.

Fall, 2008-Summer, 2009 Lecturer, Department of Human Communication Studies, College of Communications, California State University, Fullerton, CA.



### CSUF Teaching Experience:

2008-2019 Introduction to Human Communication (HCOM 100), Human Communication Theories (HCOM 200), Interpersonal Conflict (HCOM 220), Introduction to Communication Theories (HCOM 304), Intercultural Communication (HCOM 320), Nonverbal Communication (HCOM 360), Intercultural Conflict Theory and Practice (HCOM 456), Intergroup Communication (HCOM 492T), Intergroup Communication (HCOM 469), Independent Undergraduate Study (HCOM 499), Graduate Seminar in Intercultural Communication (HCOM 522), Independent Graduate Research (HCOM 599), Graduate Project (HCOM 597), and Thesis Units (HCOM 598).

### CSUF Publications:

#### Peer-Reviewed or Refereed Articles:

Baig, N., Ting-Toomey, S., & Dorjee, T. (2014). Intergenerational narratives on face: A South Asian Indian perspective. *Journal of International and Intercultural Communication*, 7(2), 127-147.

Dorjee, T. & Ting-Toomey, S., (2020) "Understanding Intergroup Conflict Complexity: An Application of the Socioecological Framework and the Integrative Identity Negotiation Theory", *Negotiation and Conflict Management Research* 13(3), p.244-262.

\* Dorjee, T. (2019). Mindful living and becoming fully human are essential for peace and caring: An integrative review [Review of the books *Mindful and intentional living: A path to peace, clarity, and freedom*, & *Adulthood, morality, and the fully human: A mosaic of peace*, by J. Saccato & J. J. Shea]. *Peace and Conflict: Journal of Peace Psychology*, 25(4), 367-368.

\*Dorjee, T. (2017). Refugee and Diaspora. In H. Giles and J. Harwood (Eds.), *Oxford encyclopedia of intergroup communication* (pp.303-315). New York: Oxford University Press.

\*Dorjee, T. (2017). Communication modes: Tibetan. In Y.Y. Kim & K. McKay-Semmler (Eds.), *International Encyclopedia of Intercultural Communication* (pp.262-267). San Francisco, CA: John Wiley and Sons, Inc.

Dorjee, T., Baig, N., & Ting-Toomey, S. (2013). A social ecological perspective on understanding honor killing: An intercultural moral dilemma. *Journal of Intercultural Communication Research*, 42(1), 1-21. (Lead Article)

- Dorjee, T., Giles, H., & Barker, V. (2011). Diasporic communication: Cultural deviance and accommodation among Tibetans in exiles in India. *Journal of Multilingual and Multicultural Development*, 32(4), 343-359.
- \*Dorjee, T., & Ting-Toomey, S. (2015). Honor killing: Multidimensional and multilevel perspectives. In B. Miller & J. Wright (Eds.), *International encyclopedia of social and behavioral sciences*, 2<sup>nd</sup> Edition, (pp. 185-191), Oxford, UK: Elsevier Ltd.
- Leonard, A., Ting-Toomey, S., & Dorjee, T. (accepted) "If you were a good Christian...": Navigating perceived identity gaps in intrafaith romantic relationships, *Journal of Communication and Religion*, XX, XX-XX.
- \*Martinez, L.V., Ting-Toomey, S., & Dorjee, T. (2016). Identity management and relational culture in interfaith marital communication in a United States context: A qualitative study. *Journal of Intercultural Communication Research*, 45(5-6), 503-525.
- Toomey, A., Dorjee, T., & Ting-Toomey, S. (2013). Bicultural identity negotiation, conflicts, and intergroup communication strategies. *Journal of Intercultural Communication Research*, 42(2), 112-134.
- Zhang, R., Ting-Toomey, S., Dorjee, T., & Lee, P. (2012). Culture and self-construal as predictors of relational responses to emotional infidelity: China and the United States. *Chinese Journal of Communication*, 5(2), 137-159. (Lead Article)

### **Scholarly Books and Reports:**

- Loden, T. P. (2013). *A drop from the marvelous ocean of history: The lineage of Lelung Pema Zhepai Dorje*. (Tenzin Dorjee, Trans.). New York: Tibet House U.S. (Original work published in 2002).
- \*United States Commission on International Religious Freedom (2018): *Annual Report*. (Publication include my name and writing, see [www.uscirf.gov](http://www.uscirf.gov)). Research-based policy recommendations (pages 226) to the President, Secretary of State, and Congress of the United States of America.
- \*United States Commission on International Religious Freedom (2019): *Annual Report*. (Published under my chairmanship and include my name and writing, see [www.uscirf.gov](http://www.uscirf.gov)). Research-based policy recommendations (pages 226) to the President, Secretary of State, and Congress of the United States of America.
- \*Ting-Toomey, S. & Dorjee, T. (2019). *Communicating across cultures (2<sup>nd</sup> ed.)*. NY: U.S.A. Guilford Press.

**Book Chapters:**

- \*Dorjee, T. (2017). Intercultural Communication: A Buddhist Perspective. In S. M. Croucher (Ed.), *Global perspectives on intercultural communication* (pp. 71-74). New York & London: Routledge.
- \*Dorjee, T. (2015). Communication accommodation theory. In J. Bennett, *The Sage encyclopedia of intercultural competence*, 2-Volume Set (pp.103-107). Thousand Oaks, CA: Sage.
- \*Dorjee, T. (2015). Identity and intergroup communication. In J. Bennett, *The Sage encyclopedia of intercultural competence*, 2-Volume Set (pp. 410-414). Thousand Oaks, CA: Sage.
- Dorjee, T. (2013). Intercultural and intergroup conflict resolution: Nonviolence and middle way approaches. In J. G. Oetzel & S. Ting-Toomey (Eds.), *The Sage handbook of conflict resolution: Integrating theory, research, and practice* (2<sup>nd</sup> ed., pp. 687-712). Thousand Oaks, CA: Sage.
- Dorjee, T. & Giles, H. (2009). Accommodating deviance: Tibetan exiles in India. In S. K. Singh (Ed.), *Rethinking multilingualism: Issues and problems* (pp. 27-60). Guwahati, India: Eastern House Publication.
- \*Ting-Toomey, S. & Dorjee, T. (2017). Multifaceted identity approaches and cross-cultural communication styles: Selective overview and future directions. In L. Chen (Ed.), *Handbook of Intercultural Communication* (pp. 141-178). Berlin, Germany: De Gruyter Mouton.
- \*Ting-Toomey, S., & Dorjee, T. (2015). Intercultural and intergroup communication competence: Toward an integrative perspective. In A. F. Hannawa & B. H. Spitzberg (Eds.), *The handbook of communication science: communication competence, Volume 2* (pp. 503-538). Boston, MASS: De Gruyter Mouton.
- \*Ting-Toomey, S., & Dorjee, T. (2014). Language, identity, and culture: Multiple identity-based perspective. In T. Holtgraves (Ed.), *Oxford handbook of language and social psychology* (pp. 27-45). New York: Oxford University Press.

**Unpublished Dissertation and Thesis:**

- Dorjee, T. (2009). *An accommodation theory perspective on communication between group members in a host environment: The Tibetan diaspora in India*. Unpublished doctoral dissertation, University of California, Santa Barbara.

Dorjee, T. (2002). *Multiple Americas: Redeveloping a scale to measure mainstream United States culture*. Unpublished master's thesis, California State University, Long Beach, California.

### Conference Presentations:

#### *Competitively-Selected Papers*

Baig, N., Ting-Toomey, S., & Dorjee, T. (2014, November). *Intergenerational accounts on face concerns in intercultural dating: A South Asian Indian American lens*.

Paper to be presented at the Asian/Pacific American Communication Studies Division, 100<sup>th</sup> National Communication Association Annual Convention, Chicago, D.C. (Refereed)

Baig, N., Ting-Toomey, S., & Dorjee, T. (2013, November). *Intergenerational narratives on face: A South Asian Indian American perspective*. Paper presented at the

Intercultural Communication Division, National Communication Association Annual Convention, Washington, D.C. (Refereed)

Dorjee, T. (2010, November), *Middle way approach to Sino-Tibetan ethno-political conflicts*. Paper presented at the Panel on Building Bridges in Ethno-political

Conflicts: Intercultural and Interdisciplinary Contributions, National Communication Association Convention, San Francisco, CA. (Refereed)

Dorjee, T., Baig, N., & Ting-Toomey, S. (2012, May). *A social ecological perspective on understanding "Honor Killing": An intercultural moral dilemma*. Paper presented

at the Intercultural Communication Division, International Communication Association Annual Conference, Phoenix, AZ. (Refereed)

Dorjee, T., Giles, H., & Barker, V. (2011, May). *Diasporic communication: Cultural deviance and accommodation among Tibetans in exiles in India*. Paper presented

at the Intergroup Communication Division, International Communication Association Annual Conference, Boston, MA. It received the Top-Four Paper Award from the Intergroup Communication Division. (Refereed)

\*Leonard, A., Ting-Toomey, S., & Dorjee, T. (2019, Nov.). *Navigating perceived identity gaps in intrafaith romantic relationships: "If you were a good Christian, you would..."* National Communication Association conference, Baltimore, MD.

\*Martinez, L., Ting-Toomey, S., Dorjee, T. (2018) "Negotiating Religious and Relational Identity in Interfaith Marital Communication: An Interpretive Study," International Communication Association Convention on "Voices" in Prague, May 24-28.

- \*Martinez, L.V., Ting-Toomey, S., & Dorjee, T. (2016). Identity management and relational culture in interfaith marital communication in a United States context: A qualitative study. Paper presented at the International and Intercultural Communication Division, National Communication Association Annual Convention, Philadelphia, PA (Refereed).
- \*Takai, J., XYZ, XYZ, & Dorjee, T. (2016). Four-tier Intimacy Levels and Direct and Indirect Communication Strategies: A Japan-U.S. Comparison, International Communication Association Annual Convention, Fukuoka, Japan. (Refereed)
- \*Ting-Toomey, S., & Dorjee, T. (2016, Nov.). *Intercultural and intergroup communication competence: Toward an integrative perspective: Highlights*. National Communication Association conference, Philadelphia, PA (Refereed).
- Toomey, A., Dorjee, T., & Ting-Toomey, S. (2013, February). *Bicultural identity negotiation, conflicts, and intergroup communication strategies*. Paper presented at the Panel on Breaking Ground/Marking Ground: Theory, Practice and Method in Intercultural Communication Division, Western States Communication Association Convention, Reno, NV. (Refereed)

#### *Competitively-Selected Panels and Presentation*

- Dorjee, T. (2015: February). Participated in the Executive Council Meeting, Western States Communication Association Annual Convention, Spokane, WA.
- Dorjee, T. (2015, February), Presented WSCA Distinguished Teaching Award to Lisa Keranen, Department of Communication, University of Colorado, Denver, Western States Communication Association Annual Convention, Spokane, WA.
- Dorjee, T. (2015, February), Participated as Department of Human Communication Studies' Representative at the Legislative Assembly, Western States Communication Association Annual Convention, Spokane, WA.
- Dorjee, T. (2015, October 18). Participated in a Panel Discussion on "Buddhism, Tibet, and China: Past, Present, and Future" organized by the International Campaign for Tibet, Washington, D.C., at the Parliament of World Religions Event, at the Convention Center in Salt Lake City, Utah.
- Dorjee, T. (2015: November), Panelist, Why Reductionist Methodology Does Not Work in the Asian Context: The Importance of Relational and Situational Contexts, International and Intercultural Communication Division, National Communication Association Annual Convention, Las Vegas, NV.

- Dorjee, T. (2015: November), Presenter, Teachers on Teaching Series: Honoring the Pedagogy of Laurie Haleta and Stella Ting-Toomey, National Communication Association Annual Convention, Las Vegas, NV.
- Dorjee, T. (2014, February). Co-Proposed with Dr. Ting-Toomey: Panel on *Cultivating Intercultural Communication Flexibility: Transference of Triple Theory-Practice Values*, Western States Communication Association Annual Convention (Chair: Tenzin Dorjee, and Panelists: Andrew Bottom, Jean Hotta, Adrian Toomey, Michelle Hu, and Silvia Cruz-Pobocik; Respondent: Dr. Stella Ting-Toomey), Anaheim, CA. (Refereed)
- Dorjee, T. (2012, May). Respondent. Panel on *Conflict? What conflict? Cross-Cultural Perspectives on Japanese Conflict Communication Strategies*. Panel presented at the Intercultural Communication Division, International Communication Association Annual Conference, Phoenix, Arizona. (Refereed)
- Dorjee, T. (2011, February). Co-Proposed with Dr. Ting-Toomey: Panel on *Connected Knowledge: Connecting Intercultural Communication Theories with Practice*, Western States Communication Association Annual Convention (Chair: Dr. Stella Ting-Toomey, and Panelists: Graduate Students: Noorie Baig, Andrew Bottom, Jean Hotta, and Adrian Toomey; Respondent: Tenzin Dorjee), Monterey Park, CA. (Refereed)
- Ting-Toomey, S., & Dorjee, T. (2016, Nov.). Intercultural and intergroup communication competence: Toward an integrative perspective: Highlights. National Communication Association conference, Philadelphia, PA.

**United States Commission on International Religious Freedom (USCIRF):**  
[www.uscirf.gov](http://www.uscirf.gov) (Unpaid Prestigious Voluntary Service)

June, 2018-May 2019: Reappointed on USCIRF and unanimously elected as Chair by bipartisan Commissioners (second term ends May, 2020).

December 8, 2016-May, 2018: USCIRF Commissioner Dr. Tenzin Dorjee.

June, 2016-May, 2018: Appointed as a Commissioner on USCIRF.

Fall, 2017: Member, USCIRF Committee on Communications.

2016-2019: Frequent visits to Washington, D.C., for monthly USCIRF meetings and events, and many conference calls to speak with members of visiting religious delegations and diplomats on religious freedom conditions and issues around the globe.

February 14, 2018: Testimonial on Religious Freedom Conditions in Tibet at the Congressional Executive Commission on China as a Commissioner along with Dhondup Wangchen and Michael Green.

March 23-April 30, 2018: USCIRF Trip to Iraq including Baghdad and Erbil with Vice Chairs Kristina Arriaga and Sandy Jolley and Policy Researcher Jomana. Met with religious leaders, NGO members, and Yazidis and Christians and others. Visited Shariya Camp of Yazidis at two and half hour drive under tight security.

April 18, 2018, Panelist at the USCIRF 20<sup>th</sup> Anniversary event at USCIRF and talked about Prisoners of Conscience Panchen Lama and Gulmira Imin.

April 6, 2017: April 6, 2017: I spoke for the release of the Panchen Lama Gedhun Choekyi Nyima, as a religious prisoner of conscience in Tibet as a part of USCIRF launch of Religious Prisoners of Conscience Project, at the Visitor's Center Hall of the Capitol Hill, Washington, D.C.

July 12, 2017: Oral Remarks of Dr. Tenzin Dorjee, Commissioner, USCIRF, before the Tom Lantos Human Rights Commission on Tibet: Freedom of Religion. Submitted Written Testimony – 11 pages.

July 11, 2017: Council on Foreign Relations' Conference on Religion and Religious Freedom in China, Washington, D.C. USCIRF Commissioner Dr. Dorjee spoke on Tibet and Buddhism in China.

September 15, 2017: USCIRF Roundtable: Dr. Dorjee on Tibetan Buddhism Today: Human Rights and Religious Freedom at Peril, Congressional Hearing Room, Capitol Hill, Washington, DC.

November 12-18, 2017: USCIRF Burma Trip with Vice Chairwoman Kristina Arriaga and Senior Policy Researcher Tina Mufford. Visited Yangon, Mandalay, and Naypyitaw (Govt. Location). Met with Minister for Religious Affairs and Culture; Minister for Labor, Immigration, and Population; Minister for Ethnic Affairs, Deputy Minister for Home Affairs, Chief Minister and Cabinet Ministers of the Local Mandalay Region Government, and Maha Nayaka Committee Members, and Buddha Dhamma Parahita Foundation (formerly, MaBaTha Members, Religious Minority Leaders, Interfaith Youth Leaders, and POCs.

December 8, 2016: Mr. Clawson of Florida, the Speaker pro tempore and the Chair announced appointment of Dr. Tenzin Dorjee, as a part of the House, to the Commission on International Religious Freedom for a term ending May 14, 2018.

### **Media Interviews and Coverage:**

2016-2019: Numerous Voice of America (VOA), Radio Free Asia (RFA), Voice of Tibet (VOT), and other radio interviews on religious freedom issues across the globe and in China and Tibet in particular.

January 2, 2016: Person of the Week Profile Profile: Voice of America (VOA) Tibetan Program on Tenzin Dorjee, University Professor and Translator.

December 16, 2016: Voice of America Tibetan Program (Skyped Interview) on becoming the first Tibetan-American Commissioner on USCIRF.

January 6, 2017: Radio Free Asia's (RFA) Tibetan Program's Annual Major News Review included Dr. Tenzin Dorjee's appointment on USCIRF and USCIRF Report of 2016.

January 10, 2017: RFA Tibetan Cheleng (Discussion and Analysis) Program (Skyped) interview on Dr. Tenzin Dorjee's role on USCIRF.

January 18, 2017: The Office of Tibet and International Campaign for Tibet in Washington, DC, organized a Discussion on State of Religious Freedom in Tibet and Reception for Dr. Dorjee's appointment as the first Tibetan-American Commissioner on USCIRF.

January 19, 2017: Dr. Dorjee's participation in USCIRF monthly meetings and additional meetings on the Capitol Hill, Washington, DC.

January 20, 2017: RFA Tibetan program phone interview on Dr. Dorjee's first visit to DC and participation in meetings.

January 24, 2017: RFA Tibetan Cheleng (Discussion and Analysis) Program's Studio Interview of Dr. Dorjee's first visit to and meetings in Washington, DC.

January 27, 2017: Faculty Members and Students Make Presentations Across the Country: Tenzin Dorjee, Associate Professor, Human Communication Studies, CSU Fullerton, returned from his first visit and meetings in DC, USCIRF Commissioner on [news.fullerton.edu](http://news.fullerton.edu)

February 3, 2017: Dr. Tenzin Dorjee was appointed on USCIRF on [indiawest.com](http://indiawest.com)

April 6, 2017: Met with Honorable Leader Nancy Pelosi in her Office in DC and discussed religious freedom in China and Tibet and Panchen Lama Gedhun Choekyi Nyima's release. She also presented to me a framed copy of the Congressional Record of my appointment on USCIRF.

April 25, 2017: Voice of Tibet, Norway, covered USCIRF Commissioner Tenzin Dorjee's Open Letter to Panchen Lama on his 28<sup>th</sup> Birthday.

April 25, 2017: RFA Tibetan Program's interview on USCIRF Commissioner Tenzin Dorjee's Open Letter to Panchen Lama for his 28<sup>th</sup> Birthday.

April 26, 2017: USCIRF member writes letter to "missing" Panchen Lama on B'day, Business Standard, Press Trust of India, Washington.



April 28, 2017: VOA Tibetan Kunleng Interview (Skyped) on USCIRF Commissioner Dorjee's Open Letter to Panchen Lama for his 28<sup>th</sup> Birthday.

May 4, 2017: RFA Tibetan Cheleng (Discussion and Analysis) Program interview about Dr. Dorjee's Open Letter to Panchen Lama on his 28<sup>th</sup> birthday.

July 12, 2017: VOA Tibetan Program on Dr. Dorjee and other testimonials before the Tom Lantos Human Rights Commission on Religious Freedom Conditions in Tibet.

September 15, 2017: USCIRF Roundtable: Dr. Dorjee on Tibetan Buddhism Today: Human Rights and Religious Freedom at Peril, Congressional Hearing Room, Capitol Hill, Washington, DC. VOA and RFA Tibetan Programs covered the event.

September 15, 2017: RFA Tibetan Program's Coverage and Interview on USCIRF's Roundtable on Tibetan Buddhism Today.

September 15, 2017: VOA Tibetan Program Coverage and Interview on USCIRF's Roundtable on Tibetan Buddhism Today.

September 16, 2017: US Should take up Tibetan Buddhism suppression with China: experts (included Dr. Dorjee, USCIRF Commissioner) on [indianexpress.com](http://indianexpress.com)

September 18, 2017: RFA Tibetan Program coverage and interview on USCIRF Roundtable on Tibetan Buddhism Today on the Capitol Hill, Washington, DC.

**Press Release:**

January, 2017: International Campaign for Tibet issued press release on Dr. Tenzin Dorjee's, in a historic first, appointment as a Tibetan-American on USCIRF (Advocacy & Government Relations).

January 27, 2017: Op-Ed in Dissert News: Holocaust Remembrance Day: Europe must fight anti-Semitism by Cliff May and Tenzin Dorjee, Commissioners, USCIRF.

April 25, 2017: Open Letter from USCIRF Commissioner Tenzin Dorjee to the Panchen Lama on his Birthday (see [www.uscirtf.gov](http://www.uscirtf.gov)) and also ICT 's [savetibet.org](http://savetibet.org)

April 26, 2017: USCIRF released its 2016 Annual Report (see [www.uscirtf.gov](http://www.uscirtf.gov)).

October 12, 2017: Op-Ed HuffPost: America Must Stand Up to China to Defend Human Rights in Tibet by Rep. Jim McGovern and Commissioner Tenzin Dorjee.

### **University, College, and Department Service:**

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

Fall, 2016-Spring, 2018: Member, General Education Committee, California State University, Fullerton.

Fall, 2013: Proctor and Coordinator, Collegial Learning Assessment (CLA+), California State University, Fullerton.

Fall, 2012-Fall, 2019: Member, University's Extended Education Committee, California State University, Fullerton.

2009: Invited Panelist for 2009 New Faculty Orientation Event, Organized by the Faculty Development Center, CSU, Fullerton.

#### **College-Level Service**

2010-2011: Member, Maxwell Center for International Communications and Media, College of Communications, California State University, Fullerton.

2009-2011: Member, Research Committee, College of Communications, California State University, Fullerton.

#### **Department-Level Service**

##### *Basic Course Coordinator*

Fall, 2012-Spring, 2015: Basic Course Coordinator (Elected), Department of Human Communication Studies, College of Communications, California State University, Fullerton.

##### *Search Committees*

Fall, 2015: Member, Search Committee for Quantitative Research Method, Department of Human Communication Studies, CSU Fullerton. (Successful Tenure-Track Hire Tara Suwinyattichaiporn)

Fall, 2013: Approved Member, Search Committee for Hispanic Intercultural Communication Tenure-Track Position, Department of Human Communication Studies, CSU, Fullerton. (Successful Tenure-Track Hire Claudia Anguiano).

Spring 2012: Member, Search Committee for Forensics Instructor, Department of Human Communication Studies, CSU Fullerton. (Instructor Hired)

*Department Committees*

2021-2022: Member, Department Personnel Committee, CSUF.

Fall, 2021: Member, Executive Committee, Department of Human Communication Studies, California State University, Fullerton.

2020-2021: Member, Department Personnel Committee, CSUF.

Fall, 2019: Member, Executive Committee, Department of Human Communication Studies, California State University, Fullerton.

Fall, 2018: Member, Executive Committee, Department of Human Communication Studies, California State University, Fullerton.

2012-2017: Member, Graduate Committee, Department of Human Communication Studies, California State University, Fullerton.

2011-2016: Member (Chair, Spring, 2015; Fall, 2016) Curriculum Committee, Department of Human Communication Studies, California State University, Fullerton.

2010-2011: Member, Research Committee, Department of Human Communication Studies, California State University, Fullerton.

2010-2011: Member, Graduate Committee, Department of Human Communication Studies, California State University, Fullerton.

2009-2010: Member, Research Committee, Department of Human Communication Studies, California State University, Fullerton.

*Student Service:*

2014: Co-Facilitator, Adapting to CSUF Culture with Success: An Intercultural Perspective, International Student Orientation, CSUF on August 12.

*Graduate Committees*

2021: Member, Graduate Thesis Committee (Kiersten Bjerke).

2021: Member, Graduate Project Committee (Cassandra Granillo).

Fall, 2019: Chair, Graduate Student Committee (Lawdan Bazargan), Thesis Option.

Spring, 2018-2019: Chair, Graduate Student Committee (Deborah Pellegrino), Project Option.

Spring, 2018-2019: Member, Graduate Student Committee (Karen Hydanus), Comprehensive Exam Option (Graduated).

Spring, 2018: Member, Graduate Student Committee (Holly Hart), Comprehensive Exam Option (Graduated).

Fall, 2017: Chair, Graduate Student Committee (Jenna Milnik); Comprehensive Exam Option (Graduated).

Fall, 2017-2019: Member, Graduate Student Committee (Samuel Nguyen), Project Option: *Applying Communication Accommodation Theory: Integrating Asian International Students in Higher Education Through Communication Competency Training* (Graduated).

Fall, 2016-2017: Member, Graduate Student Committee (Arielle Leonard); Thesis Option: *Religious-spirituality identity and the experience and management of relational turbulence in interfaith romantic relationships* (Graduated).

Fall 2016-2019): Member, Graduate Student Committee (Molly Han), Project Option: *A Communication Competence Training Manual for Intercultural Peer Mentor* (Graduated).

2016-2017: Member, Graduate Student Committee (Sam Bower). Thesis Option (Graduated).

2015-2016: Member, Graduate Student Committee (Elizabeth Wenzel). Thesis Option (Graduated).

2014-2015: Member, Graduate Student Committee (Melissa Dominguez), Project Option: *Supplemental Online Training: Introduction to HCOM Teaching Associate Position* (Graduated).

Spring, 2015: Member, Graduate Student Committee (Bianca Cirimele), Comprehensive Exam Option (Graduated).

2014-2015: Member, Graduate Student Committee (Laura Martinez), Thesis Option: *Identity management and conflict negotiation in interfaith marital communication* (Graduated).

2013-2019: Member, Graduate Student Committee (Rosalina Camacho), Project Option.

2011-2012: Member, Graduate Student Committee (Justin D. Hinterleitner), Project Option: *Internal communication standards: Procedure manual and training program* (Graduated).

2011-2012: Member, Graduate Student Committee (Sylvia Pobocik), Project Option: *Anxiety/Uncertainty reduction and communication privacy management strategies in serving immigrant Latino/a(s) in the United States: A theory-practice training manual for the helping professionals* (Graduated) .

2010-2012: Chair, Graduate Student Committee (Adrian Toomey), Thesis Option: *Bicultural identity negotiation, conflicts, and intergroup communication strategies: A qualitative study* (Graduated May, 2012), Intercultural Communication Emphasis.

2009-2012: Member, Graduate Student Committee (Noorie Baig), Thesis Option: *Face concern issues in intergenerational conflicts among South Asian Indian American* (Graduated July, 2012), Intercultural Communication Emphasis.

2010-2011: Member, Graduate Student Committee (Andrew Bottom). Project: *Communication adjustment strategies for the American culture and workplace: A training program for refugees and political asylees in the United States.* (Graduated, May 2011), Intercultural Communication Emphasis.

2010-2011: Member, Graduate Student Committee (Ryoko Funabashi, International Student, Graduated May, 2011), Comprehensive Exam Option.

#### *Additional Services*

Summer, 2014, Spring, 2012, and Fall, 2012: Acting Chair 3-5 days during brief absences of Dr. Gass and Dr. Reinard as Chairs.

2010-2014: Representative of the Department of Human Communication Studies at Welcome to Cal State Fullerton Day, Spring Semesters, organized by the CSU, Fullerton.

2009-2014: Recruited Majors and Minors into our undergraduate and graduate programs of the Department of Human Communication Studies, CSU Fullerton.

2009-2014: Undergraduate Student Advisor (for the last names: E, F, and G; for D now) for majors and minors (CTP), Department of Human Communication Studies, CSU, Fullerton.

2009-2014: Run Titan Degree Audits for majors and minors (for the last names: E, F, and G; for D now), (CTP), Department of Human Communication Studies, CSU, Fullerton.

2009-2016: Recommendation letters for scholarships, awards, jobs, and study abroad.

2010, 2011, and 2014 (Summer Session 1), Student Advisement for CSUF Communication Studies' Majors and Minors.

2009-2015: Presenter of Awards at the Department of Human Communication Studies' Honors and Awards Event, May, CSU, Fullerton.

2011 (Summer): Directed Yumi Inagaki's Independent Study (HCOM 499).

2009: Co-Developed HCOM 320 Intercultural Communication Course Assessment with Dr. Stella Ting-Toomey.

#### **Guest Appearances in HCOM Classrooms:**

*Summary Overview: 4 guest speakers and 2 guest instructors.*

2016: Guest Speaker, Teaching Pedagogy Meet taught by Dr. Ting-Toomey.

2011: Guest Speaker to Noorie Baig's HCOM 100, May 4. Topic: Communication Studies Major and Minor Requirements and Career Goals.

2010: Invited Informal Guest Speaker to Dr. Jason Teven's HCOM 595 Graduate Seminar, CSUF, Cultural Perspective on Learning and Teaching, October 5.

2010: Invited Informal Guest Speaker to Dr. Jason Teven's HCOM 595 Graduate Seminar, CSUF. Talked about "Reflecting on Some Pedagogical Issues from Multicultural Perspectives," February 8.

2010: Taught HCOM 320, Intersession Class of Dr. Jon Brusckke, Department of Human Communication Studies, CSUF, January 6.

2009: Taught HCOM 320 Class of Mr. Peter Lee, Department of Human Communication Studies, CSU Fullerton, at CSUF Irvine Campus, November 9.

2008: Invited Informal Guest Speaker to Dr. Toya Wyatt's HCOM 554 Graduate Seminar, Department of Human Communication Studies, CSUF. Shared my

thoughts about Tibetan culture and language and answered students' questions, September 17.

**Invited Consultant, Media Interview, and Speaker to Outside Campus:**

2019: (August 19), an invited speaker on International Religious Freedom and Communication, organized by the Tibet Policy Institute, for the staff of Central Tibetan Administration, Dharamshala, India.

2019: (August 16-19), an invited speaker to the Five Fifty Youth Forum organized by Central Tibetan Administration, Dharamshala, India. I spoke on Tibet Struggle: International Relations, Advocacy, and Communications.

2019: (January 15), at the request of and arranged by Dr. Lobsang Sangye, President, Central Tibetan Administration, India, I gave a talk on research and research methods followed by Q and A to a group of Tibetan students pursuing advanced degrees including Ph.D. at Jawaharlal Nehru University, Delhi.

2018-2019: (December-January), Specially Invited Visiting Professor at the College of Higher Tibetan Studies, Sarah, Dharamshala, H.P., India, during winter session. Taught Research and Research Methods and Selected Intercultural Communication Topics.

2017-2019 (December-January), Specially Invited Volunteer Visiting Professor at the Dalai Lama Institute for Higher Education, Bangalore, India, during winter session. Taught Research and Research Methods to the first batch of faculty and scholars pursuing Ph.D. in Tibetan language at Mysore University, India.

2018: (August), visited Sera Jhe Monastic University, South India, and gave an invited talk on USCRF and religious freedom with special reference to Tibet and China to the school faculty, staff, and monk scholars with special introduction by His Eminence Abbot Logoan Rinpoche. I also gave a short talk on translating from Tibetan into English and had an interactive session with Sera Jhe English and Chinese translators of Tibetan Buddhism.

2018: (August), visited Gaden Monastic University, South India, and gave an invited talk on research and research methods to the whole monastic assembly and an invited talk teaching pedagogy to the Gaden Shartse School teachers and staff.

2018: Co-Facilitator, 5-Day Workshop on Navigating Intercultural and Intergroup Conflict Communication: Multiple Theoretical Lenses and Practice (Tenzin Dorjee & Stella Ting-Toomey), July, The Summer Institute for Intercultural Communication, Reed College, Portland, OR.

2017: Facilitator, 3-Day Workshop on Navigating Intercultural and Intergroup

Conflict Communication: Multiple Theoretical Lenses and Practice (Tenzin Dorjee), July 24-26, The Summer Institute for Intercultural Communication, Reed College, Portland, OR.

2016: August 4-8: Invited as Guest Speaker to the Dalai Lama Institute for Higher Education, Bengaluru, South India. Presented talks on Research and Research Methodology and Communicating Across Cultures to the faculty and students of the Institute.

2016: Summer (June 29-August 2): Invited Volunteer Visiting Professor in Residence at College for Higher Tibetan Studies, Sarah, India. Taught Research and Research Method and Intercultural Communication to the Tibetan students from North America at the Tibetan Summer Study Program, undergraduate and graduate students of the College.

2016: Summer: As requested, discussed and presented Undergraduate Teaching Pedagogy and Honors Program (based on CSUF program) with the faculty of CHTS, Sarah, resulting in starting there B.A. Honors Program in the Fall semester of 2016.

2016: Summer: As requested, discussed and presented Graduate Teaching Pedagogy with the graduate faculty of the CHTS, Sarah, including thesis writing.

2016: July, Invited as Guest Speaker on Research and Research Methodology to the monks and students at the Institute of Buddhist Dialectics, Dharamsala, India.

2016: July, Invited as Guest Speaker on Communicating Across Cultures to the monks and students at the Institute of Buddhist Dialectics, Dharamsala, India.

2016: July, Presented a talk on Translating from Tibetan into English to the entire campus of CHTS, Sarah, India.

2016: July, Invited as Guest Speaker on Translating From Tibetan into English at the 11th Intensive Translation Program at the Library of Tibetan Works and Archives, Tibetan National Library in Exile, in Gangchen Kyishong, Dharamsala, India (My talk was video recorded and uploaded on [www.ltwa.net](http://www.ltwa.net)).

2016: July, Presented a talk on Communicating Across Cultures to the entire campus of CHTS, Sarah, India.

2016: July, Invited as Guest Speaker on Research and Research Methodology for the faculty and students at the Tibetan Astro-Medical Institute, the Main Headquarters, in Dharamsala, India.

2015: Co-Facilitator, 5-Day Workshop on Navigating Intercultural and Intergroup



Conflict Communication: Multiple Theoretical Lenses and Practice (Tenzin Dorjee & Stella Ting-Toomey), July 13-17, The Summer Institute for Intercultural Communication, Reed College, Portland, OR.

2014: Co-Facilitator, 5-Day Workshop on Navigating Intercultural and Intergroup Conflict Communication: Multiple Theoretical Lenses and Practice (Tenzin Dorjee & Stella Ting-Toomey), July 14-18, The Summer Institute for Intercultural Communication, Reed College, Portland, Oregon.

2013: Volunteer Staff at Gaden Phodrang – Personal Office of His Holiness the Dalai Lama, Dharamsala, India, from June to July. Initiated and worked on project of thematically organizing His Holiness' public talks and appearances around the world as recorded from 2006 to 2013 on [www.dalailama.com](http://www.dalailama.com) Completed four major themes: Education and Secular Ethics, Mind and Life Exchanges, Inter-Religious Harmony, and Peace and Nonviolence.

2013: Dorjee, T. Education: Professionalism, Specialization, and Cultural Diversity at Tibetan Children's Village, Upper Dharamsala, India, for senior students on August 1.

2013: Dorjee, T. Education: Monastic Education and Modern Education at Namgyal Monastery, Personal Monastery of the Dalai Lama, Dharamsala, India, on July 29.

2013: Dorjee, T. Professionalism, Culture, and Communication at College for Higher Tibetan Studies, Sarah, India for the Central Tibetan Administration's (CTA) new staff recruitment orientation on July 25.

2013: Dorjee, T. Social Science Research: Positivist Perspective and Quantitative Methodology at College of Higher Tibetan Studies, Sarah, H. P. India, on July 24.

2013: Dorjee, T. Education: Professionalism, Cultural Diversity, and Communication at Tibetan Children's Village, Upper Dharamsala, India for faculty and staff on July 22.

2013: Dorjee, T. Translating from Tibetan into English: Some Thoughts at the Workshop on Translation organized by the Library of Tibetan Works and Archives, Dharamsala, India, on July 19.

2013: Interviewed by a journalist for Bang Chen (Messenger) – a major Tibetan newspaper published in Dharamsala, India, on July 18.

2013: Interviewed by a journalist for Dus Bab (Tibet Times) – a major Tibetan newspaper published in Dharamsala, India, on July 18.

2013: Interviewed by a reporter for Voice of America Tibetan Broadcast, U.S.A., on July 18.

2013: Interviewed by a reporter for Radio Free Asia Tibetan Broadcast, U.S.A., on July 18.

2013: Dorjee, T. Multiple Perspectives to Understand Identity, Culture, and Communication in Tibetan Diaspora at College for Higher Tibetan Studies, Sarah, India, for faculty, staff, and students on July 18.

2013: Dorjee, T. Multiple Perspectives to Understand Identity, Culture, and Communication in Tibetan Diaspora at Tibetan Astro-Medical College, Dharamsala, India, for faculty and students on July 16.

2013: Respondent to five Research Presentations by researchers at the Tibet Policy Institute, CTA, Dharamsala, India, on July 18.

2013: Respondent to five Research Presentations by researchers at the Tibet Policy Institute, CTA, Dharamsala, India, on July 8.

2013: Dorjee, T. Multiple Perspectives to Understand Identity, Culture, and Communication in Tibetan Diaspora at Central Tibetan Administration, Dharamsala, India, aired on Tibet TV Channel, July 8.

2013: Dorjee, T. Multiple Perspectives to Understand Identity, Culture, and Communication in Tibetan Diaspora at Central Tibetan Administration, Dharamsala, India, for junior staffs on July 5.

2013: Short Media Interview on Middle Way Policy to resolve Sino-Tibetan Conflict by Tenzin Seldon for the Department of International and Information, CTA, Dharamsala, India, on July 5.

2013: Dorjee, T. Translating from Tibetan into English: Some Thoughts at the Institute of Buddhist Dialectics, Dharamsala, India, on July 1.

2013: Dorjee, T. Multiple Perspectives to Understand Identity, Culture, and Communication in Tibetan Diaspora at the Institute of Buddhist Dialectics, Dharamsala, India, on June 27.

2013: Dorjee, T. Social Science Research: Interpretive Perspective and Qualitative Methodology, Tibet Policy Institute, CTA, Dharamsala, India, on June 12.

2013: Dorjee, T. Social Science Research: Positivist Perspective and Quantitative Methodology at Tibet Policy Institute, CTA, Dharamsala, India, on June 11.



*2010-2019: Summary Overview of Community and Professional Service Activities:*

2019: (September 16): In Conversation with Tibet.Net Program, Dharamsala, India. I was interviewed on my role as Chair and Commissioner of the U.S. Commission on International Religious Freedom (USCIRF) especially as it pertains to Tibet.

2017: (January 24): Radio Free Asia Tibetan Cheleng or Analysis and Discussion Program did a follow up interview in the studio on my role and experiences as a new Commissioner on the U.S. Commission on International Religious Freedom (USCIRF:www.uscifr.gov).

2017: (January 10): Radio Free Asia Tibetan Cheleng or Analysis and Discussion Program did a Skype program on the USCIRF and my role as a Commissioner.

2017: Radio Free Asia Tibetan Program did a summation of the major news on His Holiness the Dalai Lama and Tibet in the year 2016 and it included my appointment as a Commissioner on the USCIRF.

2016 (December 10): Almost an hour long radio interview on my historic appointment as a Commissioner on the USCIRF by the Radio Free Asia Tibetan Program broadcast especially to India, Tibet, China, Nepal.

2016: (December 16): Almost an hour long Kunleng (Skyped) Profile Interview by the Voice of America Tibetan Program broadcast especially to India, Tibet, China, and Nepal.

2016: Radio Free Asia Interview on “Summer Volunteer Teaching in India” hosted by Rigden Dolma. Washington, D.C., on September 7, 2016.

2015: Profile Interview on Teaching, Research, and Service at CSUF and beyond on Voice of America Tibetan Broadcast hosted by Kunsang Rinzin, Washington, D.C., on October 28 for about 20 minutes. VOA English website:  
<http://www.voatibetanenglish.com/media/video/3024903.html>

2013: Invited Interview on “Youth and Education” program of Voice of America Tibetan Broadcast, hosted by Pema Dechen, Washington, D.C., December 11 from 9-9:30AM (CA Time).

2013: Invited Expert to Radio Talk on Tibetan and Western Cultures, hosted by

Tseten Dorjee, Radio Free Asia's Tibetan Broadcast Unit, Washington, D.C., September 17 from 7AM-8AM (CA Time).

2012: Invited Panelist to Radio Talk on Teaching Pedagogy for the New Generation of Tibetans, hosted by Dolkar, Radio Free Asia's Tibetan Broadcast Unit, Washington, D.C., September 7 from 7AM-8AM (CA Time).

2012: Multiple Perspectives on Teaching Pedagogy for the New Generation of Tibetan Americans, Second North American Tibetan Language Conference and Workshop in Richmond organized by Tibetan Association of Northern California on August 25 & 26.

2012: Featured and Interviewed for Conference on How to Teach Tibetan Language hosted by Dolkar, Radio Free Asia's Tibetan Broadcast Unit, Washington, D.C, August 29 from 7AM-8AM (CA Time).

2012: Independent Consultant. A 12-Page Evaluation Report of the Radio Free Asia's Tibetan U-Ke (Central Dialect) Broadcast to Tibet, India, and Nepal submitted to RFA on June 15.

2012: Invited Panelist to Sunday Dig on Tibet Crisis and 53<sup>rd</sup> Anniversary of Tibetan National Uprising Day, anchored by Karma Zurkhang, Radio Free Asia's Tibetan Broadcast Unit, Washington, D.C., March 12, 2012 from 06:25AM-07:00AM (CA Time).

2011: Independent Consultant. A 14-Page Evaluation Report of the Radio Free Asia's Tibetan U-Ke (Central Dialect) Broadcast to Tibet, India, and Nepal submitted to RFA on February 4.

2011: Invited Panelist to Sunday Dig on New Tibetan Kashag (Cabinet), Central Tibetan Administration, Dharamsala, India, anchored by Karma Zurkhang, Radio Free Asia's Sunday Dig in Tibetan, Washington, D.C., September 25, 2011, from 06:20AM-06:50AM (CA Time).

2011: Invited Panelist to Sunday Dig on Remembering 9/11, anchored by Karma Zurkhang, Radio Free Asia's Sunday Dig in Tibetan, Washington, D.C., September 11, 2011, from 06:20AM-06:50AM (CA Time).

2011: Invited for Half an hour Exclusive Interview with the Tibetan Anchor Karma Zurkhang, Radio Free Asia's Sunday Dig in Tibetan on the Impact and Consequences of the Recent Shake Up in Dharamsala, India: The Dalai Lama's Devolution of Political Power, July 24, 2011, from 06:20AM-06:50AM.

2011: Invited Speaker on Compassion and Tibetan Buddhism at the Neighborhood Congregational Church, Laguna Beach, CA, March 16, 7-8:30PM.

2011: Invited Panelist to Radio Panel Discussion on Recent Tibetan Exile's Democratic Election and the Dalai Lama's Devolution of Political Power, Radio Free Asia's Tibetan Broadcast Unit, Washington, D.C., March 26, from 7:30-8:30AM (CA Time). Panel conducted by Lhundup.

2010: Invited Speaker on Meditation in Tibetan Buddhism, organized by Buddhist Association, University of California, Irvine, April 7.

2010: Invited Panelist for Special Preview Screening of "The Buddha: His Life-His Journey-His Awakening" at El Pueblo de Los Angeles Historical Monument, organized by Chinese American Museum and KCET, March 18.

### **Community At-Large Service:**

2013-2015: President, Tibetan Association of Southern California (TASC) (see [www.socaltibet.org](http://www.socaltibet.org)).

2012-2017: Member, Board of Advisors, Sera Jey Buddhist Cultural Center, Elmhurst, NY, USA ([www.serajey.org/board-of-advisor](http://www.serajey.org/board-of-advisor)).

2009-2017: Guest of Honor to the Annual Anniversary of Viet Bao Awards Gala for Writings on America, Westminster, CA.

2012: Master of Ceremonies (MC), Peace of Mind in Troubled Times by His Holiness the Dalai Lama at Long Beach Convention Center (May), organized by Gaden Shartse Thubten Dhargye Ling (GSTDL) Center in Long Beach, CA. Attended by over 8000 people (see [www.gstdl.org](http://www.gstdl.org)).

2012: All Access Personnel Staff of the events of His Holiness the Dalai Lama at the Long Beach Convention Center on April 20-21, organized by GSTDL, Long Beach, CA.

2011: Science of Mind and Secular Ethics in Tibetan Buddhism. Talks by Geshe Sopa and Geshe Jamyang, Gaden Shartse Monastery, South India, at Humanities Gateway 1010, University of California, Irvine, on September 2, Friday, at 02:00PM. Translation provided by Dr. Tenzin Dorjee, CSU Fullerton.

2011: Master of Ceremonies, Benefit Concert for Inner Peace with Jangtse Tsawa Touring Monks and Ani Choying Droma, an internationally renowned Buddhist Hymn Singer, July 13, Washington, D.C., during the 2011 Kalachakra Empowerment Event by His Holiness the Dalai Lama.

2011: Volunteer Tibetan Coordinator, The Dalai Lama's Teaching and Talk on

May 1, 2011, organized by GSTDL at the Long Beach Convention Center, CA.

2011: Master of Ceremonies, Tibetan Concert: Himalayan Melodies, May 2, at Agape International Center, Culver City, CA.

2003-2015: Volunteer Translator for the Regular Sunday Teaching at Gashar Thubten Dhargye Ling, Center for Tibetan Buddhism and Culture, Long Beach, CA.

2010-2015: Member of Advisory Board, Restorative Schools Visions Project (RSVP), Sacramento, CA (Founder/Director: Stella Connell Levy, JD, Contact: 916-447-7754).

2009-2015: Long Distance Mentor, Department of Education, Central Tibetan Administration in Exile, Dharamsala, India.

2010: Co-Master of Ceremonies, Artistic Celebration of the 75<sup>th</sup> Happy Birthday of His Holiness the Dalai Lama with special invited guests, organized by the Viet Bao Daily, Westminster, CA, July 31.

2010: Master of Ceremonies, Happy 75<sup>th</sup> Birthday Event of His Holiness the Dalai Lama, organized by the Tibetan Association of Southern California, July 6.

2010: Designed Teaching Program for Land of Enlightened Wisdom Tibetan Buddhist Center, Pomona, CA. Geshe Tenzin Sherab, Resident Teacher and Director: 626-251-5075.

2009: Master of Ceremonies, Happy 74<sup>th</sup> Birthday Event of His Holiness the Dalai Lama, organized by the Tibetan Association of Southern California, July 6.

### **Professional Service and Professional Development:**

2013-2015 Member-At-Large, Executive Council, Western States Communication Association

2013-2015 Chair, Distinguished Teaching Award Committee, Western States Communication Association

2013-2015 Member, Model Communication Program Award Committee, Western States Communication Association

2014 Certificate for Professional Development, *Dealing with Privilege: Thinking Clearly and Acting Effectively* by Dr. Carlos E. Cortes, The Summer Institute for Intercultural Communication, Reed College, Portland, Oregon.

- 2014 Certificate for Professional Development, *Creating a Workplace That Works: When is Something Cultural Going On?* by Jean Mavrelis and Tom Kochman, The Summer Institute for Intercultural Communication, Reed College, Portland, Oregon.
- 2014 Chair, Western States Communication Association (WSCA) Distinguished Teaching Award Committee, award presentation to Dr. Jonathan Bowman, University of San Diego, at WSCA Convention Banquet, February, Anaheim, CA.
- 2014: Chair, On the development of the justice virtue as no unacceptable harm to the human, *Developing Virtue East and West Conference*, June 20, at California State University, Fullerton.
- 2012-2016 Manuscript Reviewer, Journal of Intercultural Communication Research, World Communication Association
- 2010-2015: Conference Paper Reviewer, Intercultural Division, International Communication Association
- 2011-2015: Conference Paper Reviewer, Intergroup Division, International Communication Association
- 2011: Conference Paper Reviewer, Ethnicity and Race in Communication Division, International Communication Association
- 2011: Conference Paper Reviewer, Intercultural Division, Western States Communication Association
- 2011: Member of Nominating Committee for Intercultural Division, Western States Communication Association

### **Awards and Honors:**

- 2021: (November) Ambassador Award, International Christian Ambassadors Association, California, U.S.A.
- 2019: (April) Honor Reception and a Plaque, Speaker, Deputy Speaker and All Standing Committee Members, Tibetan Parliament in Exile, Dharamsala, India.
- 2019: (April) Three Wheel Recognition, The Institute of Buddhist Dialectics, Dharamsala, and College for Higher Tibetan Studies, Sarah, India.
- 2019: Appreciation Recognition for Chairing the United States Commission on International Religious Freedom from June, 2018-June, 2019 by the Executive

Director and Staff of USCIRF. The Annual Report of 2019 was published under my Chairmanship.

2018: In Recognition of Exemplary Service Rendered by Dr. Tenzin Dorjee on the United States Commission on International Religious Freedom by USCIRF for 2016-2018 term.

2018-2019 (June-June): Chair, United States Commission on International Religious Freedom (USCIRF: [www.uscirf.gov](http://www.uscirf.gov)), Washington, D.C.

2016-2019: Commissioner, U.S. Commission on International Religious Freedom- an independent and bipartisan commission established by the U.S. Government in 1998 (see profile on [www.uscirf.gov](http://www.uscirf.gov)). House Democratic Leader Nancy Pelosi nominated him and the Congress appointed him on the USCIRF.

2018: Faculty Recognition: Scholarly and Creative Activity Award, California State University, Fullerton, on March 27.

2016-17: Faculty Recognition: Teaching, California State University, Fullerton, in October.

2017: Distinguished Faculty Marshall, College of Communications, California State University, Fullerton, Commencement Event at the Stadium, May 21.

2017: Distinguished Faculty Member/Marshall, Department of Human Communication Studies, California State University, Fullerton, May 21, Commencement event, 2017. Speech delivered: "Never Give Up!"

2017: On January 18, International Campaign for Tibet (ICT) and the Office of Tibet, Washington, DC. together hosted a Reception and a discussion on "The State of Religious Freedom" at ICT with Dr. Tenzin Dorjee for his historic first Tibetan American appointed on the U.S. Commission on International Religious Freedom ([www.uscirf.gov](http://www.uscirf.gov)). It was well attended by many NGOs and Tibetan community representatives.

2016: Faculty Recognition: Scholarly and Creative Activity Award, California State University, Fullerton, in March.

2016: Certificate of Appreciation for Faculty Mentor Service by CSUF's College of Education for Shanghai Normal University Visiting Scholar Program, August, 2016-February, 2017.

2016: Certificate of Appreciation for Outstanding Service by College for Higher Tibetan Studies, Sarah, India.



2015: Faculty Recognition: Service Award, California State University, Fullerton, In March.

2015: Certificate of Appreciation, Office of Tibet, Washington, D.C., for serving as President of the Tibetan Association of Southern California (TASC), from August, 2013 to July, 2015.

2014: 14<sup>th</sup> Annual Author Award, California State University, Fullerton, in February.

2013: Faculty Recognition: Scholarly and Creative Activity Award, California State University, Fullerton, on March.

2012: Guest Translator for His Holiness the Dalai Lama during his scheduled visit in Hawaii from April 13-17. His events included public talks, panel discussion, media interviews, school and museum visits, and personal meetings (see [www.pillarsofpeacehawaii.org/](http://www.pillarsofpeacehawaii.org/) and [www.dalailama.com](http://www.dalailama.com)).

2011: Teacher Scholar Award, California State University, Fullerton, on May 6.

2011: The Top-Four Paper Award for Dorjee, T., Giles, H., & Barker, V. (2011), Diasporic communication: Cultural deviance and accommodation among Tibetans in exiles in India, from the Intergroup Communication Division, International Communication Association Conference, Boston, USA, May 27, 2011.

### **Professional Memberships**

2002-2019: Member of International Communication Association

2002-2019: Member of National Communication Association

2010-2019: Member of Western States Communication Association



## **CLAUDIA A. EVANS-ZEPEDA, Ph.D.**

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### **ACADEMIC EDUCATION**

**Ph.D., 2011, Communication**, University of New Mexico

*Dissertation: "Undocumented, Unapologetic, and Unafraid: Discursive Strategies of the DREAM Immigrant Youth Social Movement," Advisor: Karen Foss*

**M.A., 2006, Communication Studies**, California State University, Los Angeles

**B.A., 2004, (Cum Laude) Communication Studies, Political Science Minor, GE Honors**, California State University, Los Angeles

### **PROFESSIONAL APPOINTMENTS/EMPLOYMENT**

**2014-Present** California State University Fullerton, Assistant Professor

**2011-2014** Dartmouth College, Visiting Professor

### **RESEARCH PROGRAM**

Communicative intersections of culture, social justice, and critical race theory; social movement rhetoric and advocacy; Latina/o communication studies; politics, migration activism and identity labels.

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### **PUBLICATIONS**

1. Evans-Zepeda, Claudia, A., Aleman, S. M., & Castaneda, M. (Forthcoming, 2022). The Pedagogical Practice of *Party of Five*: A Latina/o/x-Centered Critical Race Communication Theory for Media Literacies. In Jayne Cabbage (Ed), *Introducing Critical Race Media Literacy, Critical Race Media Literacy: Themes and Strategies for Media Education*. Taylor & Francis (Routledge)
2. Evans-Zepeda, Claudia A., & Reyes García Z. (2021) Contested Citizenship: The Representation of Latinx Immigration Narratives in *Jane the Virgin* and *One Day at a Time*. In Banjo O.O. (eds) *Immigrant Generations, Media Representations, and Audiences*. (pp. 87-109). Palgrave Macmillan, Cham.  
DOI:10.1007/978-3-030-75311-5\_5

3. Evans-Zepeda, Claudia, A. (2021) Bordering politics of Latina/o/x mental health: discourse of family separation and intergenerational transmission of trauma, *Communication and Critical/Cultural Studies*, 18:1, 67-75.  
DOI: 10.1080/14791420.2021.1898005
4. Claudia Evans-Zepeda. (March 2020). "Technology, Activism, and Social Justice in a Digital Age," *Journal of Communication*, 70 (2), DOI: [10.1093/joc/jqz037](https://doi.org/10.1093/joc/jqz037) (Book review)
5. Aleman, Sonya, M., Claudia A. Evans-Zepeda and Mari Castañeda. (2019). "Deconstructing "build that wall": A Latina/o Critical Communication Theory Analysis." In *Latina/o Communication Studies: Theories, Methods, and Practice*. In Eds., L. H. Hernandez, D. I. Bowen, A. R. Martinez, & S. De Los Santos Upton, (pp. 47-72). Lexington Books.
6. Claudia A. Evans-Zepeda. (2018). "Subject-Heading or Social Justice Solidarity? Civic Engagement Practices of Latinx Undocumented Immigrant Students." In *Civic Engagement in Diverse Latinx Communities: Learning from Social Justice Partnership in Action*, Eds, Mari Castañeda & Joseph Krupczynski (p. 49-64), Peter Lang Academic Press.
7. Mari Castañeda, Claudia A. Anguiano (Evans-Zepeda), and Sonya Alderman. (Spring, 2017). "Voicing for Space in Academia: Testimonios of Chicana Communication Professors." *Women Active in Letters and Social Change (MALCS) Chicana/Latina Journal*. 16(2), 158-170.
8. Anguiano (Evans-Zepeda) A. Claudia. (2016). "Hostility and Hispandering in 2016: The Demographic and Discursive Power of Latinx Voters." *Women's Studies in Communication Journal*. 39(4), 1–5. doi.org/10.1080/07491409.2016.1228385.
9. Collaboratively written. (2016). "Building community: The New England Consortium of Latina/o Studies (NECLS)" VIVENCIAS: Reports from the Field. *Latino Studies*. 15(1). doi:10.1057/s41276-016-0011-5.
10. Anguiano (Evans-Zepeda) A. Claudia and Lourdes Gutiérrez Nájera. (2015). "Paradox of Performing Exceptionalism: Complicating the Deserving/Undeserving Binary of Undocumented Immigrant Youth in Elite Institutions." *Association of Mexican American Educators (AMAE) Journal*. 9(2), 45-56.
11. Anguiano, A. Claudia. (2015). "Dropping the "I" Word: A Critical Examination of Contemporary Migration Labels." In *The Rhetorics of US Immigration: Identity, Community and Otherness*. Ed. Johanna Hartelius, (p. 93-111). Penn State University Press.
12. Anguiano, A. Claudia and Mari Castañeda. (2014). "Forging a path: Past and Present State of Critical Latina/o Communication Studies." *Review of Communication*, Volume 14 (2), 107-124.  
DOI:10.1080/15358593.2014.951954

13. Chen, Yea Wen., Tema Milstein, Claudia A. Anguiano, Jennifer Sandoval, and Lisa Knudsen. (2012). "Challenges and Benefits of Community-based participatory research: A case of Collaboratively Examining Ecocultural Struggles." *Environmental Communication: A Journal of Nature and Culture*. Volume 6 (2), 1-19. DOI: 10.1080/17524032.2012.698291.
14. Anguiano, A. Claudia., Tama Milstein, Iliana De Larkin, Yea Wen Chen, and Jennifer Sandoval (2012). "Connecting Community Voices: A Latino/a Critical Race Theory Lens on Environmental Justice Advocacy." *Journal of International & Intercultural Communication*, Volume 5 (2), 124-143.  
DOI: 10.1080/17513057.2012.661445
15. Anguiano, A. Claudia, and Karma R. Chávez. (2011). "DREAMers' Discourse: Young Latino/a Immigrants and the Naturalization of the American Dream." In *Latino Discourse in Vernacular Spaces: Somos de un(a) Voz?* Eds. Michelle A. Holling and Bernadette Marie Calafell, (p. 81-99). Boulder, CO: Lexington Books, a Division of Rowan & Littlefield, Inc.
16. Milstein, Tema., Claudia A. Anguiano, Jennifer Sandoval, Yea Wen Chen, and Elizabeth Dickenson (2011). "Communicating a "New" Environmental Vernacular: A Sense of Relations-in-Place." *Communication Monographs*, Volume 78 (4), 486-510. DOI: 10.1080/03637751.2011.618139
17. Anguiano [Zepeda] Claudia. (2006). "Service Caseworkers Analyzed: Narrative Performances of Burnout and Emotional Labor in a Non-profit Organization." *Colloquy*, 7, 82-97.

#### **MANUSCRIPTS IN PROGRESS/PREPARATION**

18. Intergenerational Feminist Latinidad: A Comparative Media Analysis of One Day at a Time and Jane the Virgin. In preparation for *Critical Media and Communication*.
19. Anguiano, Claudia A., Mari Castañeda and Sonya Alderman. "Latinx-Centered Learning: Operationalizing Critical Communication Theory from Classroom to Case Studies." In preparation for *Communication Teacher*.

#### **REFEREED PRESENTATIONS**

##### **Competitive Conference Papers, Panels, and Roundtables**

1. Evans-Zepeda Anguiano, Claudia. "Pandemic Parenthood: On Academia, Latina Motherhood, Exhaustion, and the Future Panel." Presented for the Latino/Latina Interest Division annual meeting of *National Communication Association*, November 2021.
2. Evans-Zepeda Anguiano, Claudia. "Supporting Women of Color Graduate Students." Presented to the National Women's Studies Association annual conference. November 2021, Minneapolis.

3. Zazil Reyes García & Evans-Zepeda Anguiano, Claudia. Intergenerational Feminist Latinidad: A Comparative Media Analysis of *One Day at a Time* and *Jane the Virgin*. **AWARDED TOP PAPER.** Paper presented for the Latino/Latina Interest Division annual meeting of *National Communication Association*, November 2020.
4. Zazil Reyes García & Evans-Zepeda Anguiano, Claudia. "Representing Citizenship: Narratives of Immigration and Belonging in Television and Documentary Films." Accepted to the Latino Studies Association, Indiana, 2020.
5. Zazil Reyes García & Evans-Zepeda Anguiano, Claudia. "Latinidad in Mainstream Media Outlets: Critical Media Analyses of Latinx Podcasts and Contemporary Television Shows." Panel presented to Media Studies Interest Group the *Western States Communication Association*, February 2019, Seattle, WA.
6. Sonya Aleman, Anguiano Evans-Zepeda, Claudia & Mari Castañeda. "Latina/o Critical Communication theory: A fronteriza teoría to examine and resist "build that wall" rhetoric." Paper presented for the *Women Active in Letters and Social Change (MALCS) 2018 Summer Institute*, August 2018, The University of Texas, El Paso.
7. Evans-Zepeda Anguiano, Claudia & Mari Castañeda & Sonya Aleman "Voicing Racism and Resistance: A Latina/o Critical Communication Theory Analysis of the "Build that Wall" Discourse." Paper presented for the 68<sup>th</sup> Annual ICA conference, "Voices" Prague, Czech Republic, 24-28 May 2018.
8. Evans-Zepeda Anguiano, Claudia "Encouraging mindful language practices in the classroom." Panel accepted by the WSCA Communication & Instruction Interest Group of the *Western States Communication Association*, February 2017, Salt Lake City, UT.
9. Evans-Zepeda Anguiano, Claudia. "Latina/o Legacies: Examining the Evolution of Latina/o Popular Film and Television." Paper presented for the Latino/Latina Interest Division annual meeting of *National Communication Association*, November 2017, Dallas, Texas.
10. Evans-Zepeda Anguiano, Claudia. "Our Legacy, Our Relevance in Latin@ Communication Studies: Theories, Method, and Practice." Participant in *roundtable* presented to the Latino/Latina Interest Division at the annual meeting annual meeting of *National Communication Association*, November 2017, Dallas, Texas.
11. Evans-Zepeda Anguiano, Claudia. "Charting the Relevance, and Violence, of the Figural Border in U.S. American Civic Culture," Participant of *roundtable* for the Rhetoric Interest Division at the annual meeting of *National Communication Association*, November 2017, Dallas, Texas.
12. Evans-Zepeda Anguiano, Claudia & Lourdes Gutiérrez Nájera. "Reconfigurando acceso para los estudiantes indocumentados a la educación postsecundaria en los Estados Unidos." Accepted paper for: *IV International Colloquium on Latinos in the United States*, October 2017,

*Casa de las Américas* Havana, Cuba.

13. Anguiano, Claudia & Mari Castañeda & Sonya Aleman. "Voice and Resistencia. Feminista Praxis as Profesoras in the Academy." Participant at *Women Active in Letters and Social Change (MALCS)* Summer Institute, July 2017, Sonoma State University, CA.
14. Anguiano, Claudia. "Centralizing Chicanx and Latinx rhetorics: A roundtable discussion about the future of a growing subfield." Participant in the *roundtable* Panel at Rhetoric and Public Address Interest Group of the *Western States Communication Association*, February 2017, Salt Lake City, UT.
15. Anguiano, Claudia & Ruiz de Castilla, Clariza. "Illustrating illegality: Latinos, media, and immigration." Paper presented as part of the panel, "Media and the Image of Latinos" at *the International Conference on Hispanic/Latino Media and Marketing*, February 2017, California State University, Fullerton.
16. Anguiano, Claudia. "Demographic versus Discursive Power? Hispandering and Hostility of 2016 Latinx Voters." Presented as part of the *roundtable*, "Voting from the Margins 2016: Making Feminist, Queer, Latin@, & #BlackVotesMatter" for Women's Caucus, annual meeting of *National Communication Association*, November 2016, Philadelphia, Pennsylvania.
17. Anguiano, Claudia. "Beyond Intercultural Instruction: Pedagogical Practices of Latin@ Critical Communication Theory." Paper presented as part of the panel, *Latina/o Pedagogies: Embodied Knowledge, Performance, and Activism* panel for the 2<sup>nd</sup> annual *Latina/o Studies Association Conference* on Deliberating Latina/o Studies. July 2016, Pasadena, CA.
18. Anguiano, Claudia. "Subject-Heading as step towards social justice: Undocumented student activism and racial consciousness through language practice." Paper (virtually) presented at *Seminar on the Acquisition of Latin American Library Materials (SALALM)*, Annual Conference, May 11, 2016. University of Virginia.
19. Anguiano, Claudia & Lourdes Gutiérrez Nájera. "Unpacking the experience of undocumented students of color: Addressing theory and activism in higher education frontlines," Paper presented at *Higher Learning: Race in Post-Secondary Education. Duke University Race Workshop*. April 2016. Raleigh, North Carolina.
20. Anguiano, Claudia. "Anti-Racism, Alliance and Action: The Fierce Urgency of Now." Participant in the roundtable panel at Rhetoric and Public Address Interest Group of the *Western States Communication Association*, February 2016, San Diego, CA.
21. Anguiano, Claudia & Ruiz de Castilla, Clariza. "Paralleling Protest Posters: The construction of Latino/a citizens in images against SB1070 and for the DREAM Act." Paper presented as part of the panel, "Contesting the Latin@ Caricature: Visibility Politics and Latin@ Representations in

- Contemporary Migration ARTivism,” for the La Raza Division, annual meeting of *National Communication Association*, November 2015, Las Vegas, Nevada.
22. Anguiano, Claudia & Lourdes Gutiérrez Nájera. “Defining and Contesting Miserabilism: Migrant Confrontations with Inequality in Mexico and the United States.” Paper presented to the annual conference of *American Studies Association*, October 2015, Toronto, Canada.
  23. ---. “Labels and legality: (Re)Configuring the role of Rhetoric and Race in Undocumented Student Activism” (May 17-19, 2015). *Institution for Higher Education Law and Governance (IHELG) Houston Higher Education Law Roundtable*, University of Houston Law Center, TX.
  24. ---. “Caution or Courage? Reflections about teaching Critical Intercultural Communication at differing institutions.” Paper presented as part of panel, “Pedagogy And Practices Of Race: Struggles And Successes Of Critical Latina/o Communication Studies” to the XLII annual meeting of *National Association for Chicana and Chicano Studies*, April 2015, San Francisco, CA.
  25. ---. “Creating a Transformative Classroom Environment: Reflections and teaching intercultural communication at elite college.” Paper presented at panel ERIC panel at the annual meeting of *International Communication Association*, May 2014, Seattle, WA.
  26. ---. “Pop Culture Protest: Visibility Politics and Resistance in “Undocu-nation” Artwork.” Presented to the Latino Interest Group at the annual meeting of *National Association for Chicana and Chicano Studies*, April 2014, Salt Lake City, Utah.
  27. Anguiano, Claudia & Mari Castañeda, “Localizing Latino Critical Race Theory in Communication Studies.” Paper presented to the Latino/Latina Interest Division at the annual meeting of the *National Communication Association*, November 2013, Washington DC.
  28. Anguiano, Claudia. “Rhetorical Racism: The role and function of euphemisms and dysphemism in migration discourse.” Paper accepted to the annual meeting of *Rhetoric Society of America*, May 2013, San Antonio, TX.
  29. “Soñadores, DREAMers, or illegals? Naming strategies of the DREAMer immigrant youth social movement.” (April 26, 2013). Presented at *New England Consortium of Latina/o Studies Spring Symposium*, Williams College.
  30. Anguiano, Claudia. “Just like El Movimiento?: Examining the naming strategies of the DREAMer immigrant youth Social Movement.” Presented to the annual meeting of *National Association for Chicana and Chicano Studies*, March 2013, San Antonio, TX.
  31. ---. “Is there space for activism? Reflections and teaching Intercultural Communication at an Elite College.” Paper presented as part panel to the annual meeting of *National Association for Chicana and Chicano Studies*, March 2013, San Antonio, TX.



32. ---. "From Shadows to the Spotlight: Disrupting notions of citizenship through DREAM ACTivism" presented as part panel, "Neoliberal Post-Empire: Discourses of Law, Immigration, and the Latino Condition" to the ERIC Division at the annual conference of *American Studies Association*, November 2012, San Juan, Puerto Rico.
33. ---. "Forming Bonds and Divergences through(out) the National Day of Action Against SB 1070." Presented at the *Women Active in Letters and Social Change (MALCS) Summer Institute*, July 2012, Santa Barbara, CA.
34. ---. "Dissenting DREAMer Voices: The Constitutive Effect Undocumented Immigrant Youth Social Protest." Paper presented to the annual meeting of *Rhetoric Society of America*, May 2012, Philadelphia, PA.
35. ---. Paper presented as part panel "Exploring the Cultural Identities and Protest of Voices across Age, Race, and Space." Presented to the annual meeting Intercultural Division of the *Western States Communication Association*, February 2012, Albuquerque, NM.
36. Anguiano, Claudia, Tema Milstein, Iliana De Larkin, Jennifer Sandoval, and Yea Wen Chen. "Connecting Community Voices: Using LatCrit to Examine Environmental Justice Activism of New Mexico Hispanic Communities." Presented at Environmental Communication Division at the annual meeting of the *Western States Communication Association*, February 2011, Monterey Bay, CA. **(DIVISION TOP PAPER)**
37. Claudia, Anguiano. "Peeking under the Academic Blanket of Race and Identity: Exploring Race and Identity in Minority Communities." Paper presented at *2<sup>nd</sup> Annual Critical Knowledge Symposium: Mapping the Margins of Belonging*, November 2010, University of New Mexico.
38. Milstein, Tema, Claudia Anguiano, Jennifer Sandoval, and Yea Wen Chen. "Relations-in-Place: Interpreting an Ecocultural Premise." Paper presented at the annual meeting Environmental Communication Interest Division of the *National Communication Association*, November 2010, San Francisco, CA.
39. Sandoval, Jennifer, Yea Wen Chen, Tema Milstein, and Claudia Anguiano. "*La Resolana: An Exploration of a New Narrative Paradigm in the Connecting Community Voices Collaboration.*" Paper presented to the Rhetorical and Communication Theory Division at the annual meeting of *National Communication Association*, November 2010, San Francisco, CA.
40. Chen, Yea Wen, Tema Milstein, Claudia Anguiano, and Jennifer Sandoval. "Challenges and Benefits of Community-Based Participatory Research: A Case of Collaboratively Examining Environmental Struggles in New Mexico." Paper presented at the annual meeting Applied Communication Division of the *National Communication Association*, November 2010, San Francisco, CA.

41. Claudia Anguiano. "Using Latino/a Critical Race Theory for Social Justice Activism." Presented at *First Annual Critical Knowledge Symposium*. April 2010, Raza Graduate Student Association, Mellon, and Robert Wood Johnson Foundation, University of New Mexico.
42. ---. "Testimonios of Truth: Using Borderland(s) Theory to Interrogate the Latina/o Undocumented Youth Movement for Immigration and Higher Education Rights." Paper accepted to *New Directions in Critical Theory Conference: Borders, Power, Community*, April 2010, Tucson, AZ.
43. ---. Review of Latina/o Critical Race Theory in Communication Studies Scholarship." Presented at the *13<sup>th</sup> Annual College of Education Graduate Student Colloquium*, College of Education Graduate Association, April 2010, University of New Mexico.
44. Anguiano, Claudia, and Jennifer Sandoval. "More than Skin Deep: Perceptions of Racial Discrimination, Willingness to Communicate, and Overall Health of Latinos." Paper presented to the annual meeting the Health Communication Interest Group of the *Western States Communication Association*, February 2010, Anchorage, AK.
45. Anguiano, Claudia. "Stuck between a D.R.E.A.M and Reality? Investigating the Online Undocumented Youth Movement Strategies." Paper presented to the annual meeting Latino/Latina Interest Division of the *National Communication Association*, November 2009, Chicago, IL.
46. Anguiano, Claudia, and Jennifer Sandoval. "Stories From the Beyond: Narratives of Resistance in the *Amigos de Las Mujeres de Juarez* Action Cards." Paper presented to the annual meeting Women Studies Division of the *National Communication Association*, November 2009, Chicago, IL.
47. Anguiano, Claudia. "Fighting for a Dream Deferred: Examining the Resistance of Undocumented Students." Paper presented to the annual meeting La Raza Caucus of the *National Communication Association*, November 2009, Chicago, IL.
48. ---. "Rock n' Roll, NASCAR and War: The Simulacrum of the American Soldier." Paper presented to the annual meeting Media Studies Division of the *National Communication Association*, November 2009, Chicago, IL.
49. ---. "Environmental Communication and Community Participatory Action Research with US Southwest Hispanic Communities." Panel presented to the annual meeting Research in Progress Roundtable of the *National Communication Association Convention*, November 2009, Chicago, IL.
50. Milstein, Tema, Claudia Anguiano, Yea Wen Chen, Elizabeth A. Dickinson, Iliana Rucker, Jennifer Sandoval, and Lissa Knudsen. "Community Engagement and Empowerment: Examining Local Hispanic Environmental Meaning Systems in the US Southwest." Paper

presented to the *Conference on Communication and Environment (COCE)*, June 2009, Portland, MA.

51. Anguiano, Claudia. "Losing Control of Terminology, Legislation, and Media Coverage: How Race Plays a Part in the Immigration Debate." Panel presented to the annual meeting Intercultural Communication Interest Group of the *Western States Communication Association*, February 2009, Phoenix, AZ.
52. ---. "Ghosts From the Other Side: Personal Biographies and Resistance." Panel presented to the annual meeting Intercultural Communication Interest Group of the *Western States Communication Association*, February 2009, Phoenix, AZ.
53. ---. "Examining the Performance of Border Identity: Voicing the Discourse Surrounding the DREAM Act." Paper presented at the annual meeting Latino/Latina Interest Division of the *National Communication Association*, November 2008, San Diego, CA.
54. ---. "Permeable borders: Voicing the Discourse of Undocumented Students" Paper presented at Gender Across Border III: Research Transformations. Institute for Research and Education on Women and Gender. State University of New York, April 2008, Buffalo, NY.
55. ---. "Narrative Analysis in a Non-Profit Organization." Presented to the annual meeting *Health Communication Interest Group* of the Western States Communication Association, February 2008, Denver/Boulder, CO.

### **Invited Talks, Presentations, and Workshops**

56. Latinas and the Doctorate. (April 21, 2018). A legacy of wise Latinas: Using knowledge of self to pursue higher education. *Adelante Mujer Latina Conference*, for the Adelante Youth Alliance, Pasadena City College, CA.
57. Undocumented Lives: Archives of Erasure and Emergence. (November 13, 2017). Invited keynote talk for Center for the Study of Genders and Sexualities Symposium at California State University, Los Angeles, CA.
58. Latinas and the Doctorate (April 22, 2017). A legacy of wise Latinas: Using knowledge of self to pursue higher education. *Adelante Mujer Latina Conference*, for the Adelante Youth Alliance, Pasadena City College, CA.
59. Resilience and Resistance in High School and Beyond (February 9, 2017). Guest Faculty Speaker for *English Language Learner Program*. Garfield High School, East Los Angeles, CA.
60. Twenty Second Annual Bienvenida/Student Welcome & Orientation (September 15, 2016). Guest faculty speaker for "Acknowledging our Latinx roots and celebrating our diversity" *Mesa Cooperativa*, CSU Fullerton, CA.

61. "Paradox of Performing Exceptionalism: Complicating the Deserving/Undeserving Binary of DACA students." (April 28, 2016). Guest faculty speaker for *CHIC 480*, Department of Communication Studies, Prof. Julian Jeffries, CSU Fullerton, CA.
62. "Variation in the Spanish Language and the Cultures in which it is spoken" (April 21, 2016). Guest speaker hosting by *NSSLHA & S.T.A.N.C.E.* Communications Week (Comm Week) annual communications conference presented by the College of Communications, CSU Fullerton, CA.
63. "Migration in Intercultural Communication" (February 23, 2016). Guest faculty speaker for *Global Communication*, Department of Communication Studies, Prof. Marianne Leonardi, St. Ambrose University, IO.
64. "Identity and Language in the Latin@ Community" (December 9, 2015). Guest faculty speaker for *HCOM 515: Communicative Disorders of the Bilingual/Multicultural Child*, Department of Communication Studies, Prof. Toya Wyatt, CSU Fullerton, CA.
65. Anguiano, Claudia & Lourdes Gutiérrez Nájera. "DREAMer, DACAmended or Something Else? Language and Labels and their Impact on Undocumented Identity" (November 6<sup>th</sup>-8, 2015). Invited Guest Speaker at the 6th Annual *Collegiate Alliance for Immigration Reform (CAIR)* Conference. Dartmouth College, NH.
66. Anguiano, Claudia & Lourdes Gutiérrez Nájera. "Real Inclusivity in University Settings? Undocumented Safe Space Trainings." (November 6<sup>th</sup>-8, 2015). Invited Guest Speaker at the 6th Annual *Collegiate Alliance for Immigration Reform (CAIR)* Conference. Dartmouth College, NH.
67. "Macro, Micro and Meso Migration Levels" (November 30, 2015). Guest faculty speaker for *Interpersonal and Intercultural Communication*, Department of Communication Studies, Prof. Marianne Leonardi, St. Ambrose University, IO.
68. "Responsive Classroom Teaching: Domestic Diversity," (October 19, 2015), Graduate Teaching Assistant Training Session. HCOM Department, CSU Fullerton, CA.
69. "Perspective de una Profesora," (August 15, 2015), New Graduate Student Orientation Faculty/Student Spanish Panel, CSU Fullerton, CA.
70. "The Personal Part of Migration" (February 19, 2015). Guest faculty speaker for *Interpersonal and Intercultural Communication*, Department of Communication Studies, Prof. Marianne Leonardi, St. Ambrose University, IO.
71. "Labels, Identity in the Latin@ Community" (February 9, 2015). Guest faculty speaker for *HCOM 404: Communicative Disorders of the Bilingual/Multicultural Child*, Department of Communication Studies, Prof. Toya Wyatt, CSU Fullerton, CA.

72. "Difference Matters: Effective Intercultural Communicators." (April 28, 2014). Invited speaker for *Rockefeller Global Leadership Program*, The Nelson A. Rockefeller Center at Dartmouth College.
73. "Language, Education and Reform." (April 22, 2014). Guest faculty speaker for Spring 2014 course: LATAM 283 *"Introduction to Latina/o Studies: Structural Inequalities,"* Spanish, Latina/o, & Latin American Studies Department, Prof. David Hernández, Mount Holyoke, MA.
74. Keynote speaker at "Drop-the-I" Event. (March 31, 2014). Hosted by Dartmouth Coalition For Immigration Reform, Equality and DREAMers (CoFIREd), Dartmouth College.
75. "Speaking Mindfully: Developing a Culturally Competent Communication Mindset." (February 27, 2014). Invited speaker for *Rockefeller Leadership Fellows Program*, The Nelson A. Rockefeller Center at Dartmouth College.
76. "What Matters to Me and Why" series speaker." (January 21, 2014). Guest Speaker, *William Jewett Tucker Foundation*, MLK Celebration Series, Dartmouth College.
77. "Breaking the Pipeline" (December 14, 2013). Guest Speaker for EduCare Retreat, Language in Action, Beyond the Bell Branch. Los Angeles Unified School District.
78. "Difference Matters: Effective Intercultural Communicators." (October 21, 2013). Invited speaker for *Rockefeller Global Leadership Program*, The Nelson A. Rockefeller Center at Dartmouth College.
79. "Understanding Your International Self." (October 5, 2013). Invited speaker for *Great Issues Scholars Program* for the Dickey Center for International Understanding, Dartmouth College.
80. "Gender and Communication Workshop." (September 23, 2013). Invited faculty presenter for "Mujer a Mujer Raíces Series" for *Sigma Lambda Upsilon/Señoritas Latinas Unidas Sorority, Inc.* at Dartmouth.
81. "From Passive Recipients to Active Participants: Becoming effective Intercultural Communicators." (April 29, 2013). Invited speaker for *Rockefeller Global Leadership Program*, The Nelson A. Rockefeller Center at Dartmouth College.
82. "Articulating Advocacy and Activism in Migrant Rights." (February 26, 2013). Guest speaker for Immokalee Alternative Spring Break, *William Jewett Tucker Foundation*, Dartmouth College.
83. "Latina/os, Immigration Policy and the Presidential Election." (October 9, 2012). Guest faculty speaker at *National Association for the Advancement of Colored People* (NAACP), Dartmouth College.

84. "Hispanic Heritage Month: Media and Immigration rights." (September 26, 2012). Guest faculty speaker for *La Alianza Latina*, co-sponsored by Dartmouth College Programming Board.
85. *Illegal, Alien, or Immigrant?: Examining Contemporary Immigration Discourse and Consequences of the Language and Labels.*" (April 14, 2012). Invited speaker to Global Fair Series, *Kimball Union Academy*, New Hampshire.
86. "Dropping the "I" Word: Examining Contemporary Immigration Discourse and Consequences of the *Illegal Alien* Label." (February 31, 2012). Invited speaker to *Dartmouth Centers Forum* Winter 2012 series on Words and Their Consequences, Dartmouth College.
87. "Communication, Culture, and Context in Migrant Rights." (February 29, 2012). Guest speaker for Immokalee Alternative Spring Break, *William Jewett Tucker Foundation*, Dartmouth College.
88. "Campaign for an American DREAM and Beyond."(February 24, 2012). Guest faculty speaker for *Lambda Upsilon Lambda Fraternity*, Dartmouth College.
89. "Women of Color in the Classroom." (February 9, 2012). Guest faculty speaker for *Women of Color Collective (WoCC)*, Dartmouth College.
90. "Drop the 'I' Word activism."(January 26, 2012). Guest faculty speaker for *MECHA de Dartmouth*, Dartmouth College.
91. "Language, Education and Reform."(October 14, 2011). Guest faculty speaker for *Latin American, Latino, and Caribbean Studies Program (LATS 3)*, Dartmouth College.
92. "Occupy Dartmouth."(October 24, 2011). Guest faculty speaker at Monday Night Dinner Discussion for *Amarna Undergraduate Society*, Dartmouth College.
93. "Latino/a Activist Potentials." (October 6, 2011). Guest faculty speaker for *La Alianza Latina*, Dartmouth College.
94. "Mapping and Problematizing the Undocumented Immigrant Youth Movement." (January 26, 2011). Invited speaker by *Department of English*, Roanoke College.
95. "Determined DREAMers: Exploring Discursive Strategies of the Immigrant Youth Social Movement." (January 4, 2011). Invited speaker by the *Institute for Writing and Rhetoric*, Dartmouth College.
96. "Using Political and Persuasive Communication for Effective Grassroots Organizing." (July 2010). Participating professor for *DREAM University DC*, United We Dream Network.
97. "Discussing DREAM ACT Past, Present and Future." (May 2010). Guest speaker for *DREAM ACT Conference*, University of New Mexico.

98. "Immigration Policy, Pedagogy and Politics: Where does DREAM Act fit in?" (November 2008). Presented at *New Visions: Graduates of Color Research Colloquium*, Office of Graduate Studies Special Initiatives, University of New Mexico.
99. "The Discourse of the 'Other': Examining Contemporary Immigration Rhetoric and Public Policy." (October 2008). Presented at *1<sup>st</sup> Annual Community and Campus Symposium on Immigration*, El Centro de la Raza, University of New Mexico.
100. "Public Policy and Communities of Color." (April 2008). Presented at *New Visions: Graduates of Color Research Colloquium*, Peer Mentoring for Graduates of Color, OGS Special Initiatives, University of New Mexico.
101. "Critical Discourse Analysis of Dream Act Testimonies." (December 2007). Poster presented at *Cultural and Critical Studies Colloquy*, Department of Communication & Journalism, University of New Mexico.

### **NATIONAL FELLOWSHIPS**

2017 AAHHE Faculty Fellows Program Recipient with American Association of Hispanics in Higher Education (AAHHE).

IHELG Houston Higher Education Law Roundtable Fellow (May 2015) University of Houston Law Center.

Dartmouth Public Voices Fellowship, Op-Ed Program. (January 2014-2015). Dartmouth College.

Andrew W. Mellon Foundation Doctoral Fellowship in Social and Humanistic Studies. (2009-2011). Competitive fellowship to support dissertation research for two years and advance scholarship focusing on the historic and cultural dimensions of Latina/o and Native American peoples.

### **UNIVERSITY TEACHING**

**California State University, Fullerton, Assistant Professor**

*Human Communication Dept.*  
Fall 2014 - Present

HCOM 522- Intercultural Communication Seminar

HCOM 360- Nonverbal Communication (2 Sections)

HCOM 321- Latino/a/x Culture and Communication \*\*Developed new course

HCOM 320- Intercultural Communication  
HCOM 307- Intro to Critical Cultural Studies in Communication\*\*Developed new course  
HCOM 304: Intro to Communication Theory  
HCOM 200- Intro to Communication Theory  
HCOM 102- Public Speaking  
HCOM 100- Intro to Communication Studies

**Dartmouth College, Visiting Professor**

*Institute for Writing and*

*Rhetoric*  
2014

Fall 2011- Spring

Spring 2014 Speech 27- Intercultural Communication (*Newly Developed Course*)  
Winter 2014 Speech 20 - Public Speaking  
Fall 2013 Speech 31- Rhetoric of Social Justice (*Newly Developed Course*)  
Spring 2013 Speech 27- Intercultural Communication

**California State University, Los Angeles, Instructor**

*Upward Bound Program*

Summer 2010 and 2008

Taught following courses as instructor of record: English 12 and Intro to College Speaking and Writing.

**University of New Mexico, Graduate Teaching Associate**  
*Journalism*

*Department of Comm &*

Fall 2007-Summer 2009

Taught following courses as instructor of record: Nonverbal Communication; Persuasion, Freshman Learning Community; Public Speaking, Interpersonal Communication and Introduction to Communication (Large lecture; TA to Prof. Tema Milstein)

**Pasadena City College, Adjunct Instructor**  
*Arts*

*Dept. of Performing and Comm*

Fall 2006 -Summer 2007

Taught following courses as instructor of record: Public Speaking, Interpersonal Communication and served as Forensics Coach & Judge (Platform Speeches).

**Cal State University Los Angeles, Graduate Teaching Associate**  
*Dept.*

*Communication Studies*

Spring 2005 -Spring 2006

Taught following courses as instructor of record: Introduction to Oral Interpretation and Oral Communication.

**Multi-Area Health and LA Education Center, Workshop Facilitator**  
*Raza*

*National Council of La*

Summer 2004-Winter 2005

Led workshop sessions on Public Speaking and Intro to University Studies.



## **HONORS AND AWARDS**

California Legislature Assembly Certificate of Recognition. (April 2018). In recognition to the empowerment of young Latinas in the community and support of Adelante Youth Alliance.

California Legislature Assembly Certificate of Recognition. (April 2017). In recognition to the empowerment of young Latinas in the community and support of Adelante Youth Alliance.

Faculty Nominee for 2014 Sustainability Awards (April 2014). Dartmouth Sustainability Office. Dartmouth College.

Semi-Finalist for 2013 Outstanding Dissertations Competition. (April 2013). American Association of Hispanics in Higher Education (AAHHE) Educational Testing Service (ETS).

Teaching Excellence Award. (August 2010). Upward Bound Program, California State University, Los Angeles.

Everett Rogers Doctoral Research Scholar Award. (April 2010). Department of Communication & Journalism, University of New Mexico.

Outstanding Graduate Teaching Assistant Award. (April 2009). Department of Communication & Journalism, University of New Mexico.

El Centro de La Raza Appreciation Award. (May 2009). University of New Mexico.

Susan Deese-Roberts Outstanding University Teaching Assistant Award Nominee. (April 2009). Faculty Senate and the Center for the Advancement of Scholarship in Teaching and Learning, UNM.

Student Membership Award. (November 2008). National Communication Association.

Special Recognition in Graduate Studies. (2006). Communication Studies Department, California State University, Los Angeles.

Certificate of Special Congressional Recognition. (2004). Hilda Solis, 32<sup>nd</sup> District Congressional Office.

## **GRANTS**

“Hablando Políticas: An Analysis of Political Talk within Latino/a Family Systems,” (in collaboration with Dr. Clariza Ruiz De Castilla, California State University, Long Beach) submitted /rejected request for \$1000 to the Fund for Latino Scholarship for American Political Science Association.

Junior/Senior Faculty Grant for 2015/2016 Academic Year, (Submitted February 2015). "Latina/o Comics: Representations of Past, Present, and Future," Submitted/rejected request for \$5000 to the Research, Scholarship and Creative Activity Grants; California State University, Fullerton.

The John Sloan Dickey Center for International Understanding Faculty Travel and Research Grant, \$650. (May 2013). Dartmouth College.

Year of the Arts Faculty Grant Recipient. (December 2012). *The Art of Presidential Speechwriting: Writing, Speaking, and Writing for Speaking*, \$5000, Dartmouth College.

The John Sloan Dickey Center for International Understanding Faculty Travel and Research Grant, \$650. (November 2012). Dartmouth College.

Student of Color Travel Grant. (October 2010). National Communication Association.

Research Project and Travel Grant. (April 2010). Office of Graduate Studies, University of New Mexico.

Graduate and Professional Student Fellowship. (December 2009). El Centro de la Raza, University of New Mexico.

## **PROFESSIONAL DEVELOPMENT/CONSULTING**

### **LED**

"Developing Teaching Outcomes in Canvas" (April 3, 2014). Dartmouth Center for the Advancement of Learning, Dartmouth College. Co-facilitated with Instructional Designer.

"Rethinking Difference: Developing Effective Communication about Race" (February 26, 2014). Dartmouth Admissions Office, Dartmouth College.

"Invitational Feedback: Creating a Transformative Classroom Environment." (November 2013). Dartmouth Center for the Advancement of Learning, Dartmouth College.

Co-facilitated with Josh Compton. (May 2013). "Rethinking Voice and Delivery in Public Speaking." Dartmouth Center for the Advancement of Learning, Dartmouth College.

"Rethinking Course Design: Critical Communication Pedagogy in the Classroom." (February 2013). Dartmouth Center for the Advancement of Learning, Dartmouth College.

"Dialogic Communication: Speaking Well in a Professional Context." (November 2012). Professional Education and Advanced Knowledge (PEAK) program, Dartmouth College.

Co-facilitated with Josh Compton. (May 2012). "Speaking of Speech: Helping Students (Re)define Communication in the Classroom and Beyond." Dartmouth Center for the Advancement of Learning.

"Dialogic Sensitivity in Intercultural Contexts." (February 10, 2012). COSO Global Leadership Program, Tucker Foundation, Dartmouth College.

"Presidential Fellows: Navigating Oral Competency." (December 2011 and January 2012). Outreach and Project Development, Office of the President, Dartmouth College.

## **ATTENDED**

Certified on Best Practices for Remote Teaching in Canvas ADVANCED FCD Workshop, Summer 2021

Certified on Best Practices for Remote Teaching in Canvas INTERMEDIATE FCD Workshop, Summer 2020

Certified on Best Practices for Remote Teaching in Canvas BEGINNER Workshop FCD, Summer 2020

FCD "Mentor Connex: Tenured to Pre-Tenured Faculty Mentoring Program, Spring 2020

Participant at "Developing Effective Practices that Serve Hispanic Graduate Students" Mini-Conference. (September 16, 2017). The Office of Graduate Studies and the Faculty Development Center, California State University, Fullerton.

Participant at "HIPS Faculty Training Faculty Training for High Impact Practices." (August 9, 2017). CSUF Office of the Provost and Division of Academic Affairs, California State University, Fullerton.

Participant at "Encouraging Courageous Conversations" (Fall 2014). Faculty Learning Community, Faculty Professional Development, California State University, Fullerton.

Participant at "First Annual Community-Based Learning and Research Institute." (September 2012). Tucker Foundation and Dartmouth Center for the Advancement of Learning, Dartmouth College.

Participant at "Sixth Annual Active Learning Institute." (December 2011). Dartmouth Center for the Advancement of Learning, Dartmouth College.

## **EVENT/CONFERENCE ORGANIZATION**

*Conference Planning Committee: "Hispanic/Latino Media and Marketing Conference 2017"*  
Held February 2017 hosted by the Latino Communication Initiative, California State University, Fullerton.

*Conference Planning Committee: "The Latina/o Century: Path Breakers and New Directions in Latina/o Studies,"* February 2014, LALACS Program at Dartmouth College.

*Event Planning Committee: "Hispanic Heritage Month,"* September 2013, Dartmouth College.

*Co-Chair of Planning Committee: Presidential Speechwriter Event, 2012+2013. Speech Program, Dartmouth.*

*Co-Chair of Planning Committee: Benjamin F. Barge and Class of 1866 Annual Prize for Oratory. 2011-2014, Speech Program, Dartmouth College.*

## **SERVICE**

### **Advising, Mentoring and Committee Work**

Enhancing Postbacc Opportunities for Hispanic Students (EPOCH). *Mentor*, 2017-2018.

Enhancing Postbacc Opportunities for Hispanic Students (EPOCH). *Mentor*, 2014-2015.

Mellon Mays Undergraduate Fellowship. *Primary Mentor* to Yaritza Gonzales, 2014-2016.

Cal State System Sally Casanova CA Pre-Doctoral Scholars Program. *Mentor*, 2015-2016.

M.A. Advisor, Jessica Tero, Thesis Defense Fall 2022

M.A. Advisor, Andrea Ruiz, Thesis Defense Fall 2022

M.A. Advisor, Jenifer Montgomery, Thesis Defense Spring 2022

M.A. Committee Member, Elyssa Camarena, Project Defense Spring 2022

M.A. Committee Member, Lauren Temple, Project Defense Spring 2022

M.A. Committee Member, Carlos Pelayo, Thesis Defense Fall 2022

M.A. Committee Member, Kayla Schneller, COMPS Defense Spring 2022

M.A. Committee Member, Romin Rajan, COMPS Defense Spring 2018

M.A. Committee Member, Alexandra Kasymova, Project Defense Spring 2016

M.A. Advisor, Ralph Castellanos, Thesis Defense Spring 2016

M.A. Committee Member, Jeanette Rodriguez, COMPS Defense Spring 2015

### **CSUF Campus**

Human Communication Studies: Standing Department Committees:

Member, DPC Revision Committee 2021-2022

Member, Health Faculty Search 2020-2021

Chair, Curriculum Committee, 2014-2022

Research Committee, 2015-2016

Academic Student Life, 2017-2018

Maxwell Center for International Communications and Media, Fall 2015, Collaboration with the University of Havana.

### **Dartmouth Campus**

The Institute for Writing and Rhetoric. *Steering Committee Core Faculty Member. 2012-*

2014

Latin American, Latino and Caribbean Studies Program. *Steering Committee member*. 2013-2014

Latino Student Advisory Council. *Faculty Member*. 2013-2014

Intergroup Dialogue (IGD) at Dartmouth College. *Advisory Board Faculty Member*. 2013–2014

Faculty Co-Advisor, Dartmouth Coalition For Immigration Reform, Equality and DREAMers (CoFIREd) 2013–2014

Faculty Advisor, Sigma Lambda Upsilon/Señoritas Latinas Unidas Sorority, Inc. 2012-2014

### **Professional**

Journal Reviewer—*Communication and Critical/Cultural Studies; Journal of Communication Inquiry; Journal of International and Intercultural Communication; Communication, Culture and Critique; Women’s Studies in Communication and Communication Report; Western Communications Journal*.

Refereed Conference Reviewer—*National Communication Association; Western States Communication Association*.

### **Disciplinary Service**

Western States Communication Association (WSCA) Nominating Committee, 2017-18.

2017 Córdova-Puchot Scholar of the Year Award Committee for the Latina/o Communication Studies and La Raza Caucus of the National Communication Association.

Intercultural Dialogue: Interweaving Dialogue, Culture, and Pedagogy, Chair for Panel for Opportunities for Pedagogy for annual meeting of *National Communication Association*, November 2017, Dallas, Texas.

Anguiano, Claudia. “On the Spanish Language & Performance, Identity Formation & Belonging, & Ideologies of Authenticity & Value A Mixed Method and Critical Panel.” Discussant for panel presented to the annual meeting of *International Communication Association*, May 2015, San Juan, Puerto Rico.

Intercultural Dialogue: Interweaving Dialogue, Culture, and Pedagogy, Chair for Panel for Opportunities for Pedagogy for annual meeting of *National Communication Association*, November 2015, Las Vegas, Nevada.

Jan 2022

“Interrogating Whiteness and Coloniality in the Classroom as “Othered” Junior Educators of Color. (organized by *Luis M. Andrade*). Respondent for Panel for Opportunities for Pedagogy for annual meeting of *National Communication Association*, November 2015, Las Vegas, Nevada.

“Immigration Intensities: The Dream Act, Citizenship, and Latinidad.” Respondent for panel presented to the annual meeting Latino/Latina Interest Division of the *National Communication Association*, November 2014, Washington DC.

Convention submission reviewer for the Rhetorical and Communication Theory Division, Intercultural Communication Division (IICD), and Latino/a Interest Division of the National Communication Association. (2014- 2017)

### **Community Based Activism and Public Outreach**

“In the Valley of the Shadow of DACA,” June 30, 2014, TruthOut Op-Ed.

“Latina/o Success in Academia.” May 2012, *Guest Blog Contributor*, Latino Giant.

Campaign for an American DREAM: *East Coast Outreach Committee Member*. 2011-2012.

Raza Graduate Student Association (RGSA): *Co-Chair*; Project for New Mexico Graduates of Color (PNMGC): *Steering Committee Member*, University of New Mexico. 2008-2010.

California Tour De Dreams: *Media liaison*, Los Angeles, CA, 2010.

Interviewee: “Knowledge is Power” Morning Radio Show, Los Angeles, CA, 2010;

“Recuerdos” Morning Show. Univision Radio, Albuquerque NM, 2010.

Connecting Community Voices: *Co-Principle Investigator* in collaboration with nonprofit community organizations (Conservation Voters of New Mexico, The Wilderness Society, Arts of Aztlan, and the UNM Resource Center for Raza Planning in the School of Architecture and Planning), 2008-2010.

DREAM Act Conference: *Founding Planning Chair*, El Centro de la Raza, University of New Mexico, 2010.

Albuquerque DREAMers in Action: *Volunteer*, El Centro de Derechos y Igualdad LLC, Albuquerque, NM, 2009-2010.

### **SPECIAL TRAINING AND SKILLS**

*Languages*: Native Spanish Speaker (high proficiency in speaking, reading, and writing)

*Programs, Software, Online Teaching Platforms:* Trained in NVivo, Dedoose, QDMiner qualitative data software program; SPSS statistical software; *Moddle, Canvas, WebCT and Blackboard* Course Management Systems.

**PROFESSIONAL ASSOCIATIONS**

American Association of Hispanics in Higher Education (AAHHE)  
American Studies Association (ASA)  
International Communication Association (ICA)  
Latina/o Studies Association (LSA)  
Mujeres Activas en Letras y Cambio Social (MALCS)  
National Association for Chicana and Chicano Studies (NACCS)  
National Communication Association (NCA)  
New England Consortium of Latina/o Studies (NECLS)  
Rhetoric Society of America (RSA)  
Western States Communication Association (WSCA)

**REFERENCES**

Available on request

# JAVETTE GRACE HAYES

**University** 800 N. State College Fullerton, CA 92834 / (657) 278-2954 / jhayes@fullerton.edu

**Home** 90 Sycamore Lane Buena Park, CA 90621 / (714) 244-9454

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## EDUCATION

*NORTHWESTERN UNIVERSITY* Evanston, IL  
**Doctor of Philosophy Degree in Communication -- June 2002**

*ILLINOIS STATE UNIVERSITY* Normal, IL  
**Master of Science Degree in Communication -- May 1999**

*WILLIAM JEWELL COLLEGE* Liberty, MO  
**Bachelor of Arts Degree in Communication -- May 1997**

## TEACHING

**ASSOCIATE PROFESSOR of Human Communication Studies** (Fall 2002 – present) at California State University, Fullerton.

### Courses Taught

HCOM 100 Introduction to Human Communication  
HCOM 102 Introduction to Public Speaking  
HCOM 220 Interpersonal Conflict Management  
HCOM 313 Interpersonal Communication Theory  
HCOM 413 Communication in Interpersonal Relationships  
HCOM 420 Communication Theory  
HCOM 440 The Dark Side of Interpersonal Communication  
HCOM 510 Seminar in Interpersonal and Relational Communication  
HCOM 595 Pedagogy in Communication Studies  
UNIV 100 Introduction to University Studies (through Freshman Programs)

### Development of New Courses

HCOM 595 (Pedagogy in Communication Studies)  
HCOM 440 (The Dark Side of Interpersonal Communication)

### Enhancements for Courses

**FACULTY ENHANCEMENT AND INSTRUCTIONAL DEVELOPMENT GRANT** received from the Faculty Development Center for Fall, 2007 to become a certified Anger Management Facilitator and to develop new material for conflict course and for campus counseling center: “Anger Management in Interpersonal Conflict: Curriculum Development, Outcomes Assessment, and Counselor Training.”

**FACULTY ENHANCEMENT AND INSTRUCTIONAL DEVELOPMENT GRANT** received from the Faculty Development Center for Fall, 2005 to develop curriculum: “The Dark Side of Communication: Curriculum Development and Films as Pedagogical Resource.”

### Awards for Teaching

**TEACHING MINI-GRANT** received from the Faculty Development Center for Spring, 2007 to purchase a DVD for use in classroom teaching.

**TEACHING MINI-GRANT** received from the Faculty Development Center for Spring, 2005 to purchase equipment for assessment of classroom teaching.

**TEACHING MINI-GRANT** received from the Faculty Development Center for Spring, 2004 to purchase DVDs for use in classroom teaching.



**1999 OUTSTANDING UNIVERSITY GRADUATE STUDENT TEACHING AWARD** received from Illinois State University subsequent to a nomination from the Department of Communication and a campus-wide competition based on teaching portfolios and department recommendations.

**EXCELLENT TEACHING BY A GRADUATE STUDENT AWARD 1998/1999** received from the Instructional and Developmental Division of the International Communication Association, based upon a nomination from the Department of Communication at Illinois State University.

### **Professional Development**

**CANVAS TRAINING** (Summer 2021). Completed Beginner, Intermediate, and Advanced synchronous remote teaching in Canvas training certificate programs via Zoom through the Faculty Development Center at CSUF. Multiple deliverables required across three weeks of instruction.

**TITANIUM TRAINING** (Summer 2020). Completed Teaching Remotely Beginner and Intermediate synchronous remote teaching in Titanium training certificate programs via Zoom through the Faculty Development Center at CSUF. Multiple deliverables required across two weeks of instruction.

**CAMTASIA TRAINING** (Summer 2020). Completed workshops to learn video editing skills for use in remote teaching.

**ACTIVE LEARNING/ACTIVE TEACHING** attendee (Spring 2011). Participated in a webinar sponsored by the Faculty Development Center at CSUF.

**SUMMER TRAINING INSTITUTE** (Summer 2007) selected through application process for three-day technology training involving website development, podcasting, and RSS feeds sponsored by the Faculty Development Center at CSUF.

**ASSESSMENT CONFERENCE** attendee (Spring 2006) at the Tenth Annual Western Region Assessment Conference titled "The Culture of Assessment: Myths, Heroes & Artifacts." Held on March 17, 2006 in the Titan Student Union at California State University, Fullerton.

**ONLINE SEMINAR** participant (Fall 2005) in the Guest Lecture Series titled "Now Playing: Using Feature Films to Enhance Your Communication Courses," presented by Dr. Ronald Adler and Dr. Russell Proctor through Oxford University Press. The web-based seminar included information on ways instructors can incorporate films into their class sessions and their class assignments.

**TEACHING AND LEARNING ACADEMY CERTIFICATE PROGRAM** graduate (Fall 2002-Spring 2003). Completed eight core workshops (Instructional Design, Learning Styles and Learning Theory, Technology Across the Curriculum, Writing and Learning, Teaching Diversity, Assessing Student Learning, Active Learning, and Service Learning) and two elective workshops.

**SERVICE-LEARNING ACADEMY** participant (Spring 2003). Accepted for a two-day academy focused on logistics, implementation, and other issues related to incorporating a service-learning component into a course. Sponsored by the Center for Community Service-Learning and the Faculty Development Center at CSUF.

**REQUIRED CAMPUS ONLINE TRAININGS** (annually) certificates completed for topics such as privacy practices, workplace harassment, defensive driving, etc.

### **Invited Teaching Publications**

Hayes, J. G. (2005, August). Assigning a Case Study and Analysis. Published piece in Volume 4, Number 1 of on-line publication, *Teaching Tips*, sponsored by the CSUF Faculty Development Center.

Hayes, J. G. (2005, August). Making Case Connections. Published piece in Volume 4, Number 1 of on-line

publication, *Teaching Tips*, sponsored by the CSUF Faculty Development Center.

Hayes, J. G. (2004, August). Queries and Insights (Q&Is): Encouraging Learning and Prompting Class Discussions. Published piece in Volume 3, Number 2 of on-line publication, *Teaching Tips*, sponsored by the CSUF Faculty Development Center.

Hayes, J. G. (2003, August). Better Papers, Better Prepared Scholars: Peer Reviews. Published piece in Volume 3, Number 1 of on-line publication, *Teaching Tips*, sponsored by the CSUF Faculty Development Center.

## SCHOLARSHIP

**My research agenda focuses on the challenging aspects of social and personal life. I apply this theme to interpersonal/relational communication and instructional communication contexts.**

### Publications

Hayes, J. G. (2015). Assertiveness. In C. Berger, M. Roloff, J. Caughin, J. Dillard, D. Solomon, & S. Wilson (Eds). *International encyclopedia of interpersonal communication*. Wiley-Blackwell and International Communication Association.

Hayes, J. G. (2005). Problematic student behaviors in the college communication classroom: Reviewing and re-envisioning instructional communication research. *Basic Communication Course Annual*, 17, 43-93.

Hayes, J. G., & Metts, S. M. (2008). Managing the expression of emotion. *Western Journal of Communication*, 72, 374-396.

Hayes, J. G., & Roloff, M. E. (submitted in 2007; revise and resubmit). Unilateral attempts to establish new rules in close relationships: The consequences of psychological reactance. *Southern Communication Journal*.

Malone, P., & Hayes, J. G. (2012). Backstabbing in organizations: Employees' perceptions of incidents, motives, and communicative responses. *Communication Studies*, 63, 194-219.

Wilson, S. R., Hayes, J., Bylund, C., Rack, J., & Herman, A. (2006). Mothers' trait verbal aggressiveness and child abuse potential. *The Journal of Family Communication*, 6, 279-296.

Wilson, S. R., Morgan, W., Hayes, J., Bylund, C., & Herman, A. (2004). Mothers' child abuse potential as a predictor of maternal and child behaviors during playtime interactions. *Communication Monographs*, 71, 395-421.

Wright, P. J., Randall, A. K., & Hayes, J. G. (2012). Predicting the condom assertiveness of collegiate females in the United States from the Expanded Health Belief Model. *International Journal of Sexual Health*, 24, 137-153.

### Presentations

Hayes, J. G. (2010, November). *Helping Students Build Bridges between Academia and Everyday Life: Informal Counseling Activity*. Selected to present at the Scholar-to-scholar session during the annual meeting of the National Communication Association, San Francisco, California.

Hayes, J. G. (2005, November). *Narrative inquiry across the communication discipline II: A critical check up*. Panelist for thematic panel presented at the annual meeting of the National Communication Association, Boston, Massachusetts.

Hayes, J. G. (2004, November). *Heeding the Call for Narrative Inquiry Across the Communication Discipline*. Panelist for thematic panel presented at the annual meeting of the National Communication Association, Chicago, Illinois.

Hayes, J. G. (2004, July). *Passive Aggression in Interpersonal Relationships: What Do We Know and Where Should Our Research Go?* Presented research findings and led a round table discussion panel held at the bi-annual meeting of the International Association for Relationship Research, Madison, Wisconsin.

Hayes, J. G. (2004, February). *Teachers, Students and the Internet Collide: Teaching Challenges in the New Millennium*. Panelist for thematic panel presented at the annual meeting of the Western States Communication Association, Albuquerque, New Mexico.

Hayes, J. G. (2003, November). *Unilateral Attempts to Establish New Rules in Relationships: The Potentially Destructive Consequences of Psychological Reactance*. Paper presented at the annual meeting of the National Communication Association, Miami, Florida.

Hayes, J. G. (2003, November). *Making the Transition from Graduate Student to Independent Scholar: Reaching Out/Reaching In for Success*. Panelist for thematic panel presented at the annual meeting of the National Communication Association, Miami, Florida.

Hayes, J. G. (2002, November). *Reactance in Action: Engaging Communication Scholars in a Discussion*

- of Psychological Reactance Theory*. Panelist for thematic panel presented at the annual meeting of the National Communication Association, New Orleans, Louisiana.
- Hayes, J. G. (2002, October). *Introducing Dr. Javette Hayes*. Presentation of thesis, dissertation, and other research projects at the "Brown Bag Faculty Show Case" sponsored by Comm. Grads, an organization associated with the Department of Human Communication Studies.
- Hayes, J. G. (2002, April). *What's the Story with Problem Students in the College Classroom? The Legacies Teachers Hope to Prevent or Address with Speed*. Paper presented at the annual meeting of the Central States Communication Association, Milwaukee, Wisconsin.
- Hayes, J. G. (2001, July). *Conflict avoidance in close personal relationships: A selected review of literature and a proposal extending research on taboo topics using psychological reactance theory*. Paper presented at the annual Doctoral Honors Seminar sponsored by the National Communication Association, Austin, Texas.
- Hayes, J. G. (2000, November). *Sad films: An examination of sex, endings, and enjoyment*. Paper presented at the annual meeting of the National Communication Association, Seattle, Washington.
- Hayes, J. G. (2000, July). *Managing the expression of emotions*. Paper presented at the annual Doctoral Honors Seminar sponsored by the National Communication Association, Evanston, Illinois.
- Hayes, J. G., & Klingbeil, K. (1999, April). *Sophisticated comforting: Cognition and affect as correlates of message construction*. Paper presented at the annual meeting of the Central/Southern States Communication Association, St. Louis, Missouri.
- Hayes, J. G., & Metts, S. (2000, November). *Managing the expression of emotion*. Paper presented at the annual meeting of the National Communication Association, Seattle, Washington.
- Hayes, J. G., & Roloff, M. E. (2001, November). *The Roloffian outline: A research proposal format that encourages critical thinking*. Poster presented at the annual meeting of the National Communication Association, Atlanta, Georgia.
- Hayes, J. G., Carson, C., & Kunyoshi, K. (1999, April). *Conflict styles of urban and rural students: Intercultural connections to individualism, collectivism, and face negotiation*. Paper presented at the annual meeting of the Central/Southern States Communication Association, St. Louis, Missouri.
- Frye, D., & Hayes, J. G. (2009, November). *Sammy Sosa Reminds Students to Round the Bases when Analyzing a Rhetorical Situation*. Presentation selected for the GIFTS (Great Ideas for Teaching Speech) session at the annual meeting of the National Communication Association, Chicago, Illinois.
- Malone, P. & Hayes, J. (2011, November). *Backstabbing in organizations: Employees' perceptions of incidents, motives, and communicative responses*. Paper presented at the annual meeting of the National Communication Association, New Orleans, Louisiana.
- Van Swol, L. M., & Hayes, J. G. (2001, April). *Trust and reputation in on-line auctions*. Paper presented at the annual meeting of the Central States Communication Association, Cincinnati, Ohio.
- Wilson, S. R., Brown, V. K., Bylund, C., Hayes, J. G., & Herman, A. (2001, April). *Mothers' trait verbal aggressiveness and child abuse potential*. Paper presented at the annual meeting of the Central States Communication Association, Cincinnati, Ohio.
- Wilson, S. R., Bylund, C., Hayes, J., Morgan, W., & Herman, A. (2002, July). *Mothers' child abuse potential and trait verbal aggressiveness as predictors of their on-line thoughts and feelings during mother-child playtime interactions*. Paper presented at the 11th International Conference on Personal Relationships, Halifax, Nova Scotia, Canada.
- Wilson, S. R., Morgan, W., Hayes, J., Bylund, C., & Herman, A. (2002, August). *Mothers' child abuse potential as a predictor of maternal and child behaviors during playtime interactions*. Paper presented at the Center for Disease Control sponsored meeting "Victimization of children and youth: An international research conference," Portsmouth, New Hampshire.
- Wilson, S. R., Rack, J., Delaney, J., Morgan, W. M., Hayes, J., & Bylund, C. (2006, November). *Mothers' trait verbal aggressiveness and benevolence as predictors of maternal and child behavior during play-time interactions*. Paper presented at the annual meeting of the National Communication Association, San Antonio, Texas.

### **Grants and Honors**

**UNTENURED FACULTY DEVELOPMENT PROGRAM GRANT** received from the Faculty Development Center for Spring, 2006 to advance research project: "Thematic Analysis of Mothers' Narratives of Vaginal Birth After Cesarean: Revising and Resubmitting a Manuscript for Peer Review at

the *Journal of Health Communication*.”

**UNTENURED FACULTY DEVELOPMENT PROGRAM GRANT** received from the Faculty Development Center for Spring, 2005 to advance research project: “Managing the Expression of Emotion: Revising and Resubmitting a Manuscript for Peer Review at the *Communication Studies Journal*.”

**UNTENURED FACULTY DEVELOPMENT PROGRAM GRANT** received from the Faculty Development Center for Spring, 2003 to advance research project: “Unilateral Attempts to Establish New Rules in Close Relationships: The Potentially Destructive Consequences of Psychological Reactance.”

**DISSERTATION AWARD FROM INTERNATIONAL COMMUNICATION ASSOCIATION** received from the Interpersonal Communication Division of the International Communication Association, San Diego, May 2003. Chosen based on a manuscript completed at California State University, Fullerton as a condensed version of the dissertation completed at Northwestern University, entitled, “Unilateral Attempts to Establish New Rules in Close Relationships: The Potentially Destructive Consequences of Psychological Reactance.” [Competitively Selected]

**TOP COMPETITIVE PAPER IN ORGANIZATIONAL** presented at the National Communication Association Convention in New Orleans, November 2011, Title: “Backstabbing in organizations: Employees’ perceptions of incidents, motives, and communicative responses” (co-authored).

**TOP COMPETITIVE PAPER IN INTERPERSONAL** presented at the Central States Communication Association Convention in Cincinnati, April 2001, Title: “Mothers’ Trait Verbal Aggressiveness and Child Abuse Potential” (co-authored).

**TOP FOUR PAPER IN INTERPERSONAL** presented at the "top four" panel of the Interpersonal/Small Group division at the Central/Southern States Communication Association Convention in St. Louis, April 1999, Title: "Sophisticated Comforting: Cognition and Affect as Correlates of Message Construction" (co-authored).

**TOP INTERCULTURAL COMMUNICATION GRADUATE STUDENT PAPER** presented at the Individualism/Collectivism panel of the Intercultural division at the Central/Southern States Communication Association Convention in St. Louis, April 1999, Title: "Conflict Styles of Urban and Rural Students: Intercultural Connections to Individualism, Collectivism, and Face Negotiation" (co-authored).

## **PROFESSIONAL**

### **Memberships**

**NCA MEMBER** (1997-?) Attended and made presentations at the annual National Communication Association conventions.

**IARR MEMBER** (2004-?) Attended and made presentations at the bi-annual convention of the International Association for Relationship Research.

**WSCA MEMBER** (2002-2004) Attended and made presentations at the annual Western States Communication Association conventions.

**ICA MEMBER** (2000-2003) Member of the International Communication Association.

**CSCA MEMBER** (1998-2002) Attended and made presentations at the annual Central States Communication Association conventions.

### **Leadership Activities in Professional Organizations**

**REVIEWER for Communication Studies journal** (Fall 2000-Spring 2014) Read manuscripts submitted to the journal, providing feedback to the author(s) and suggestions to the Editor concerning whether the manuscripts should be published.

**REVIEWER for Western Journal of Communication** (2011) Read manuscript submitted to the journal,

providing feedback to the author(s) and suggestions to the Editor concerning whether the manuscript should be published.

**PAPER READER** (2011) for the Spiritual Communication division of the National Communication Association. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

**REVIEWER for the SAGE Handbook of Interpersonal Communication** (2009) Read portions of the handbook for Editors, Dr. Mark Knapp and Dr. John Daly, to assist in updates/revisions for the 4<sup>th</sup> edition.

**REVIEWER for Journal of Social and Personal Relationships** (2007; 2003) Read manuscripts submitted to the journal, providing feedback to the author(s) and suggestions to the Editor concerning whether the manuscripts should be published.

**CHAIR for session at the National Communication Association Convention** (San Diego, November, 2008). Title of Session: Till Death do us Part.

**PAPER READER** (2007) for the Instructional Developmental division of the National Communication Association. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

**PAPER READER** (2006) for the Interpersonal Communication division of the National Communication Association. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

**ORGANIZER AND CHAIR for session at the National Communication Association Convention** (Boston, November, 2005). Title of Session: Narrative Inquiry Across the Communication Discipline II: A Critical Check Up. (Competitively Selected)

**REVIEWER for Oxford University Press** (2005) solicited to provide extensive evaluation and criticism of Trenholm and Jensen's text, "Interpersonal Communication."

**REVIEWER for Wadsworth Publishing Company** (2004) solicited to provide extensive evaluation and criticism of Wood's text, "Communication Mosaics."

**ORGANIZER AND CHAIR for session at the National Communication Association Convention** (Chicago, November, 2004). Title of Session: Heeding the Call for Narrative Inquiry Across the Communication Discipline. (Competitively Selected)

**ORGANIZER AND CHAIR for session at the Western States Communication Association Convention** (Albuquerque, February, 2004). Title of Session: Teachers, Students and the Internet Collide: Teaching Challenges in the New Millennium. (Competitively Selected)

**PAPER RESPONDENT** (2004) for a competitively selected panel of papers at the Western States Communication Association's annual convention. Read and provided both written and oral feedback on papers presented at the convention.

**PAPER READER** (2003) for the Interpersonal Communication division of the International Communication Association. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

**PAPER READER** (2003) for the Hawaii International Conference on Social Sciences. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

**ORGANIZER AND CHAIR for session at the National Communication Association Convention** (New Orleans, November, 2002). Title of Session: Reactance in Action: Engaging Communication Scholars in a Discussion of Psychological Reactance Theory. (Competitively Selected)

**PAPER READER** (2002) for the Communication Theory Interest Group of the Central States Communication Association. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

**PAPER READER** (2000) for the Interpersonal & Small Group division of the Central States Communication Association. Read, ranked, and provided feedback on papers submitted to the division and made suggestions regarding which papers should be accepted for presentation at the annual convention.

## **SERVICE TO UNIVERSITY**

### **Community**

**MAKE A WISH FOUNDATION** volunteer as needed for various public events to promote awareness and raise funds to fulfill wishes for children with life-threatening diseases (2014-present).

**EXTERNAL REVIEWER** assisted California State University, Long Beach, by assessing the qualifications of Dr. Lori Brown, candidate for tenure and promotion to associate professor. Provided detailed written support for professional opinion on the quality of the candidate's scholarly work, program of research, and theoretical and applied contributions to her discipline (October, 2014).

**VOLUNTEER NEIGHBORHOOD LEUKEMIA DRIVE** assisted The Leukemia & Lymphoma Society in contacting CSUF's University Gables neighbors to request donations (2006).

**INVITED PRESENTATION** on Interpersonal Communication for "Directing an Award-Winning Volunteer Program" – a workshop for Directors of Volunteer Services and Chairmen of Inservice Volunteer Programs sponsored by the Directors' Coordinating Council of the California Association of Hospitals and Health Systems (Palm Springs, CA, February 18, 2005).

**TITAN'S INTO THE COMMUNITY SERVICE DAY** volunteer for "Pack a Box" event sponsored by the Orange County Food Bank. Spent part of a day representing CSUF by helping pack boxes of donated food for the hungry (August, 2004).

**NATIONAL VOLUNTEER WEEK** volunteer for "Paint Your Heart Out Day" event sponsored by the Anaheim YMCA. Spent a day representing CSUF by painting an elderly couple's home in Anaheim, California (May, 2003).

### **University-wide**

**UNIVERSITY ELECTIONS COMMITTEE** (2021-2022 and 2022-2023) member selected to help plan and administer Academic Senate elections and to review election policies and procedures.

**CAMPUS FACILITIES AND BEAUTIFICATION COMMITTEE** (2018-2019; 2019-2020; 2020-2021) member selected to serve in an advisory capacity to the Associate Vice President of Facilities Management and the Academic Senate on matters involving review of plans for campus buildings, landscapes, allocation of space, general cleanliness and appearance. Met with faculty members from many departments monthly to discuss and vote upon recommendations.

**FACULTY AFFAIRS COMMITTEE** member selected to serve as a replacement for a faculty member on sabbatical (Spring 2014) and then for a full two-year term (Fall 2014-Spring 2016). Met with faculty members from many departments every other Friday for two hours to discuss and vote on recommendations regarding matters of interest to CSUF faculty members.

**GENERAL EDUCATION RETREAT** (January, 2011) selected to represent the Department of Human Communication Studies at a one-day retreat during which we developed rubrics for assessing oral communication competence.

**GRIEVANCE HEARING PANEL** representative (2007-2008) elected to serve for the Department of Human Communication Studies.

**INVITED PRESENTATION** given at the Women's Center at CSUF on October 17, 2007: *The Darker*

*Side of Communication.*

### **College**

**CURRICULUM COMMITTEE of the College of Communication** (Fall 2012-Spring 2014) member elected to represent the Department of Human Communication Studies.

**STRATEGIC PLANNING COMMITTEE for the College of Communication** (Fall 2010) selected to represent the Department of Human Communication Studies in an effort to establish goals and vision for the college.

**EXECUTIVE COUNCIL of the College of Communication** (2005-2006; 2006-2007) appointed by department chair to serve as representative for the Department of Human Communication Studies.

**STUDENT ACTIVITIES COMMITTEE of the College of Communication** (2005-2006; 2006-2007; 2008-2009) member representing the Department of Human Communication Studies.

### **Department**

**SCHOLARSHIP AND AWARDS COMMITTEE** member (elected for two year term 2021-2022 and 2022-2023) to administer awards, publicize award availability, set criteria for selection of recipients, plan awards ceremonies, and provide a historical record of winners.

**DEPARTMENT PERSONNEL COMMITTEE** member (elected Chair 2020-2021; elected Member 2018-2019, 2019-2020, 2020-2021) elected to conduct the university and department mandated evaluations and recommendations associated with retention, tenure, and promotion of faculty, as well as evaluations of lecturers.

**ASSESSMENT COORDINATOR** (2019-2020) chosen to conduct annual assessment for the department with a focus on communication competence. Collected, analyzed, and provided written assessment report on self-awareness among communication studies students taking HCOM 220 (Interpersonal Conflict Management) based upon introspective case analyses from two sections.

**SEARCH COMMITTEE** member (Fall 2014) for the Communication Theory and Process area of the Department of Human Communication Studies. Reviewed applications, coordinated and conducted interviews, and made recommendations regarding the hire of a faculty member for a tenure-track Instructional Communication position (Dr. Zac Johnson was successfully hired).

**GRADUATION COMMENCEMENT COMMITTEE** (Spring 2013) helped select a Communication Theory and Process student speaker for the department's graduation ceremony.

**SEARCH COMMITTEE** member (Fall 2011) for the Communication Theory and Process area of the Department of Human Communication Studies. Reviewed applications, coordinated and conducted interviews, and made recommendations regarding the hire of a faculty member for a tenure-track Health Communication position (Dr. Summer Martin was successfully hired).

**CURRICULUM COMMITTEE** member (2011-2012) elected to serve for the Department of Human Communication Studies.

**BASIC COURSE COORDINATOR** elected for 2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 to oversee Teaching Associates (TAs) and Part-Time Faculty members responsible for teaching the two GE courses offered in the Department of Human Communication Studies: Introduction to Human Communication (HCOM 100) and Introduction to Public Speaking (HCOM 102).

**GRADUATE COMMITTEE** member (2004-2005; 2006-2007; 2007-2008; 2008-2009; 2014-2015) for the Department of Human Communication Studies to aid in selection of students accepted into the Master's program and to make judgments concerning Master's students' graduate study plans.

**REVIEW OF GENERAL EDUCATION COURSE** (HCOM 100; 2005). Prepared materials required as

evidence of departmental compliance with GE goals to maintain status as an acceptable course for fulfilling the Oral Communication competency.

**AD HOC COMMITTEE** (2004) volunteered to help modernize the curriculum in the Communication Theory and Process division of the Department of Human Communication Studies.

**INSTRUCTIONAL RESOURCES COMMITTEE** member (Fall 2002-Spring 2004) for the Department of Human Communication Studies. Elected two different years. Accepted leadership role in project designed to collect biographical information about retired faculty members.

**CHAIR AND MEMBER of COMMITTEES for GRADUATE STUDENT THESES, APPLIED PROJECTS, and COMPREHENSIVE EXAMS** (2002-present). Regularly participate in directing, advising, and evaluating graduate student work related to their chosen exit option.

**LETTERS OF RECOMMENDATION** (2002-present). Regularly write numerous letters each semester and during breaks between semesters to help current and former students with their applications to graduate programs and jobs.



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## Zac D. Johnson

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E-mail: zjohnson@fullerton.edu

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### EDUCATION

***Ph.D., West Virginia University, Department of Communication Studies, 2013***

Dissertation Title: Alternative Breaks: The impact of student-to-student connections in non-classroom service-learning experiences

Primary Area: Instructional Communication

Secondary Area: Educational Leadership

Methodology: Quantitative

Advisor: Matthew M. Martin

Committee: Scott A. Myers, Andrea Weber, Keith Weber

***M.S., University of Tennessee, Knoxville, College Student Personnel, 2010***

Emphases on Student Life and Student Development Theory

***B.A., University of Tennessee, Knoxville, 2006***

Major: Communication Studies and American Studies

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### POSTDOCTORAL EDUCATION

Mediation, Moderation, and Conditional Process Analysis, Andrew Hayes, 2019

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### EMPLOYMENT

06/20 - Present: ***Associate Professor***, California State University-Fullerton, Department of Human Communication Studies (early tenure and promotion)

08/15 – 06/20: ***Assistant Professor***, California State University-Fullerton, Department of Human Communication Studies

08/13 – 08/15: ***Assistant Professor***, Murray State University, Department of Organizational Communication

08/10 – 08/13: ***Graduate Teaching Assistant***, West Virginia University, Department of Communication Studies

06/08 – 08/10: ***Graduate Assistant***, University of Tennessee, Knoxville, Office of Student Activities

Summer 2009: ***Academic Advisor***, University of Tennessee, Knoxville, College of Arts and Sciences

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## REFEREED PUBLICATIONS ( $n = 22$ )

Note: Publications denoted with an \* represent those published under the California State University, Fullerton affiliation. Publications denoted with an + represent those published since the last full review period (2016).

22. \***Johnson, Z. D.**, & LaBelle, S. (In Press). College students' intent to persist with their education: The direct and indirect effects of classroom confirmation and academic self-efficacy. *Western Journal of Communication*.
21. Rey, R. T., & \***Johnson, Z. D.** (In Press). "Detrimental to the team dynamic": Exploring college student-athlete dissent. *Communication & Sport*.  
<https://10.1177/21674795211001938>
20. \***Johnson, Z. D.** (2021). Student-to-teacher confirmation: An initial investigation of the types of messages and outcomes. *Southern Communication Journal*, 86(4), 387-401.  
<https://doi.org/10.1080/1041794X.2021.1941226>
19. LaBelle, S., & \***Johnson, Z. D.** (2021). The Relationship of Student-to-Student Confirmation in the Classroom to College Students' Mental Health and Well-Being. *Communication Quarterly*, 69(2), 133-151. <https://doi.org/10.1080/01463373.2021.1887310>
18. Shin, M., & \***Johnson, Z. D.** (2021). From student-to-student confirmation to students' self-determination: An integrated peer-centered model of self-determination in the classroom. *Communication Education*, 70(4), 365-383.  
<https://doi.org/10.1080/03634523.2021.1912372>
17. Waldeck, J. H., \***Johnson, Z. D.**, & LaBelle, S. (2021). Confidence, clarity, and concern: Developing an effective teaching persona. *The Best of the 2020 Teaching Professor Conference*.
16. Suwinyattichaiorn, T., & \***Johnson, Z. D.** (2020). The impact of family and friends social support on Latino/a first-generation college students' perceived stress, depression, and social isolation. *Journal of Hispanic Higher Education*,  
<https://doi.org/10.1177/1538192720964922>
15. \***Johnson, Z. D.**, & LaBelle, S. (2020). Confirmation in the college classroom: The connections between teacher's use of confirming messages and student's own communicative behaviors. *Communication Research Reports*, 37(4), 172-181.  
Doi:10.1080/08824096.2020.1800449.
14. +LaBelle, S., & \***Johnson, Z. D.** (2020). The relationship of student-to-student confirmation and student engagement. *Communication Research Reports*, 37(5), 234-242.  
Doi:10.1080/08824096.2020.1823826
13. Suwinyattichaiorn, T., \***Johnson, Z. D.**, & Fontana, J. (2019). Investigating the influence of student-teacher Facebook interaction in Thailand. *Asian Journal of Communication*, 29, 391-404. doi:10.1080/0129286.2019.1651882

12. **\*Johnson, Z. D.**, Goldman, Z. W., & Claus, C. J. (2019). Why do students misbehave? An initial examination of antecedents to student misbehavior. *Communication Quarterly*, 67, 1-20. doi:10.1080/01463373.2018.1483958
11. Suwinyattichaiorn, T., & **\*Johnson, Z. D.** (2018). Internationalizing communication curriculum: An assignment examining relational communication across cultures. *Journal of Intercultural Communication Research*, 47, 399-410. doi:10.1080/17475759.2018.1475291
10. LaBelle, S., & **\*Johnson, Z. D.** (2018). Student-to-Student Confirmation in the College Classroom: The Development and Validation of the Student-to-Student Confirmation Scale. *Communication Education*, 67, 185-205. doi:10.1080/03634523.2018.1427879
9. **\*Johnson, Z. D.**, & Martin, M. M. (2017). The effects of participation in alternative break: An alumni sample study. *The International Journal of Research in Service-Learning and Community Engagement*, 5, 145-159.
8. **\*Johnson, Z. D.**, & LaBelle, S. (2017). An examination of teacher authenticity in the college classroom. *Communication Education*, 66, 423-439. doi:10.1080/03634523.2017.1324167
7. **\*Johnson, Z. D.**, Claus, C. J., Goldman, Z. W., & Sollitto, M. (2017). College student misbehaviors: An exploration of instructor perceptions. *Communication Education*, 66, 54-69. doi:10.1080/03634523.2016.1202995
6. **\*Johnson, Z. D.**, LaBelle, S., & Waldeck, J. H. (2017). A cautious approach to the reliance on interpersonal communication frameworks: The importance of context in Instructional Communication research. *Communication Education*, 66, 115-117. doi:10.1080/03634523.2016.1221514
5. **\*Johnson, Z. D.**, & LaBelle, S. (2016). Student-to-student confirmation in the college classroom: An initial investigation of the dimensions and outcomes of students' confirming messages. *Communication Education*, 65, 44-63. doi:10.1080/03634523.2015.1058961
4. **\*Martin, M. M.**, Goodboy, A. K., & **Johnson, Z. D.** (2015). When professors bully graduate students: Effects on student interest, instructional dissent, and intentions to leave graduate education. *Communication Education*, 64, 438-454. doi:10.1080/03634523.2015.1041995
3. Goodboy, A., Martin, M., & **Johnson, Z.** (2015). The Relationships between Workplace Bullying by Graduate Faculty with Graduate Students' Burnout and Organizational Citizenship Behaviors. *Communication Research Reports*, 32, 272-280. doi:10.1080/08824096.2015.1052904
2. **Johnson, Z. D.**, & LaBelle, S. (2015). Examining the Role of Self Disclosure and Connectedness in the Process of Instructional Dissent: A Test of the Instructional Beliefs Model. *Communication Education*, 64, 154-170. doi:10.1080/03634523.2014.978800

1. Sollitto, M., **Johnson, Z. D.**, & Myers, S. A. (2013). Students' perceptions of college classroom connectedness, assimilation, and peer relationships. *Communication Education*, 62, 318-331. doi:10.1080/03634523.2013.788726

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### **BOOK CHAPTERS (n = 1)**

Note: Those papers or presentations denoted with an \* represent those presented under the California State University, Fullerton affiliation. Publications denoted with an + represent those accepted or presented since the last full review period.

- Suwinyattichaiorn, T., & \***Johnson, Z. D.** (2018). Examining predictive factors of positive child migration reception. In *Interdisciplinary Perspectives on Child Migrants: Seen by Not Heard*. (pp. 133-154). Lanham, MD: Lexington Books.

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### **REFEREED CONFERENCE PAPERS (n = 42)**

Note: Those papers or presentations denoted with an \* represent those presented under the California State University, Fullerton affiliation. Publications denoted with an + represent those accepted or presented since the last full review period.

42. LaBelle, S., \***Johnson, Z. D.**, & Journey, J. M. (2022). Teacher authenticity in the college classroom: Communicative and behavioral expressions of authentic instruction. Paper presented at the annual meeting of the Eastern Communication Association, Philadelphia, PA.
41. Shin, M., & \***Johnson, Z. D.** (2022). A measurement invariance test and latent means model of willingness to self-censor: Investigating military veterans' experiences in the classroom. Paper presented at the annual meeting of the Eastern Communication Association, Philadelphia, PA.
40. Temple, L., Durango, D., & \***Johnson, Z. D.** (2022). Race-matched instruction in the college classroom: An investigation of Black and Brown student experiences. . Paper presented at the annual meeting of the Western States Communication Association, Portland, OR. [Top Paper Panel Communication & Instruction]
39. \***Johnson, Z. D.**, & **Knoster, K. C.** (2021). Student camera use in synchronous classrooms: A two-study exploration of CTML's embodiment principle. Paper to be presented at the annual meeting of the National Communication Association, Seattle, WA.
38. LaBelle, S., & **Johnson, Z. D.** (2021). Student-to-student confirmation in online courses. Paper to be presented at the annual meeting of the National Communication Association, Seattle, WA.
37. \***Johnson, Z. D.**, & **LaBelle, S.** (2021). The impact of classroom confirmation on college students' academic self-efficacy and intent to persist with their education: A mediation analysis. Paper to be presented at the annual meeting of the Eastern Communication Association, Cambridge, MA (Virtual). [Top 4 Paper Instructional Communication Division].
36. LaBelle, S., & **Johnson, Z. D.** (2021). The Relationship of Student-to-Student Confirmation in the Classroom to College Students' Mental Health and Well-Being. Paper to be

- presented at the annual meeting of the Eastern Communication Association, Cambridge, MA (Virtual).
35. Shin, M., & **Johnson, Z. D.** (2021). From student-to-student confirmation to student self-determination: A peer-centered model of Self-Determination Theory in the classroom. Paper to be presented at the annual meeting of the Eastern Communication Association, Cambridge, MA (Virtual). [Top Paper Instructional Communication Division].
  34. Rey, K. T., & **Johnson, Z. D.** (2021). Are the Olympics as resilient as they claim?: Examining fans' perceptions of the Olympics and the Olympic organization. Paper to be presented at the annual meeting of the Eastern Communication Association, Cambridge, MA (Virtual)
  33. **\*Johnson, Z. D.** (2020). Student-to-teacher confirmation: An initial investigation of the types of messages and outcomes. Paper presented at the annual meeting of the National Communication Association, Indianapolis, IN.
  32. Rey, K. T., & **\*Johnson, Z. D.** (2020). Trigger agents and types of dissent for college student-athletes. Paper presented at the annual meeting of the National Communication Association, Indianapolis, IN.
  31. Rey, K. T., **\*Johnson, Z. D.**, Shin, M. (2020). Humor orientation, power, and learning empowerment: An examination of high school instructors. Paper presented at the annual meeting of the National Communication Association, Indianapolis, IN.
  30. **\*Johnson, Z.D.**, & LaBelle, S. (2019). Confirmation in the college classroom: The influence of teacher behavior on student-student communication. Paper presented at the annual meeting of the National Communication Association, Baltimore, MD.
  29. **\*Johnson, Z. D.**, & Goldman, Z. W. (2019). An initial examination of academic and social integration. Paper presented at the annual meeting of the Eastern Communication Association, Providence, RI.
  28. **\*Johnson, Z. D.** (2018). Reflecting on engagement and consumption of sport. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.
  27. **\*Johnson, Z. D.**, & Rey, R. T. (2018). "Don't let kids play football": The role of fear in parental processing of chronic traumatic encephalopathy (CTE) messaging. Paper presented at the annual meeting of the National Communication Association, Salt Lake City, UT.
  26. Waldeck, J. H., **\*Johnson, Z. D.**, & LaBelle, S. (2018). Instructional identities: What personas do college instructors enact in teacher/student communication? Paper presented at the annual meeting of the National Communication Association, Salt Lake City, UT.
  25. LaBelle, S., & **\*Johnson, Z. D.** (2018). The influence of student-to-student communication in the classroom: The relationship of student-to-student confirmation and student

- engagement. Paper presented at the annual meeting of the National Communication Association, Salt Lake City, UT.
24. Suwinyattichaiorn, T., \***Johnson, Z. D.**, Tran, T., Bailey, A., Lamie, G., & Nogales, M. (2018). The importance of family and friends social support on Latino/a first-generation college students' perceived stress, depression, and social isolation. Paper presented at the annual meeting of the National Communication Association, Salt Lake City, UT.
  23. Suwinyattichaiorn, T., \***Johnson, Z. D.**, Fontana, J. L., & Ortega, I. (2018). Investigating the influence of social media on perceived power: The case of Student-Teacher Facebook Interactions in Thailand. Paper presented at the annual meeting of the National Communication Association, Salt Lake City, UT.
  22. Waldeck, J. H., LaBelle, S., & \***Johnson, Z. D.** (2018). Development of an instrument to measure learner-centered teaching. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA. [Top Paper Instructional Communication Division].
  21. LaBelle, S., & \***Johnson, Z. D.** (2017). Student-to-student confirmation: The development and validation of the student-to-student confirmation scale. Paper presented at the annual meeting of the National Communication Association, Dallas, TX. [Top Paper Instructional Division].
  20. Suwinyattichaiorn, T., & \***Johnson, Z. D.** (2017). Investigating predictive factors of positive child migrant reception. Paper presented at the annual meeting of National Communication Association, Dallas, TX.
  19. \***Johnson, Z. D.**, & LaBelle, S. (2017). An examination of teacher authenticity in the college classroom. Paper presented at the annual meeting of the Eastern Communication Association, Boston, MA. [Top Paper Instructional Division].
  18. LaBelle, S., Waldeck, J. H., & \***Johnson, Z. D.** (2017). An examination of teacher motives. Paper presented at the annual meeting of the Eastern Communication Association, Boston, MA.
  17. \***Johnson, Z. D.**, Claus, C. J., & Goldman, Z. W. (2016). Why do students misbehave? An initial examination of student misbehavior motives. Paper presented at the annual meeting of the National Communication Association, Philadelphia, PA.
  16. \***Johnson, Z. D.**, & Members of COM 390. (2016). Examining the relationship of student academic beliefs and academic dishonesty to classroom connectedness. Paper presented at the annual meeting of the Eastern Communication Association, Baltimore, MD.
  15. \***Johnson, Z. D.**, & Martin, M. M. (2016). The effects of participation in alternative break: An alumni sample study. Paper presented at the annual meeting of the Western States Communication Association, San Diego, CA.

14. \***Johnson, Z. D.**, Claus, C. J., Goldman, Z. W., Sollitto, M. (2015). College student misbehaviors: An exploration of instructor perceptions. Paper presented at the annual meeting of the National Communication Association, Las Vegas, NV.
13. LaBelle, S., **Johnson, Z. D.**, & Members of Com 390. (2015). How do teachers help students feel connected to their peers?: The influence of teacher power and authenticity on classroom connectedness. Paper presented at the annual meeting of the Eastern Communication Association, Philadelphia, PA.
12. **Johnson, Z. D.**, & LaBelle, S. (2014). Examining the role of self-disclosure and connectedness in the process of instructional dissent: A test of the Instructional Beliefs Model. Paper presented at the annual meeting of the Eastern Communication Association, Providence, RI. [Top Four Paper, Instruction Division].
11. **Johnson, Z. D.**, & Martin, M. M. (2014). Connecting through Alternative Break Experiences: Student-Student Communication in Extra-Curricular Service Learning. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
10. LaBelle, S., & **Johnson, Z. D.** (2014). Student-to-Student Confirmation in the College Classroom: An Initial Investigation of the Dimensions and Outcomes of Students' Confirming Messages. Paper presented at the annual meeting of the National Communication Association, Chicago, IL. [Top Paper Instructional Development Division]
9. **Johnson, Z. D.**, & Martin, M. M. (2013). Alternative Break Experiences: Connecting with Peers, Satisfaction, and Program Affect. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.
8. **Johnson, Z. D.**, Martin, M. M., & Weber, K. (2013). Applying the Instructional Beliefs Model to Credibility and Instructional Dissent. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.
7. Martin, M. M., Goodboy, A. K., & **Johnson, Z. D.** (2013). *Workplace bullying: The impact of faculty members bullying graduate students*. Association for Communication Administration Division, National Communication Association, Washington, DC.
6. Sollitto, M., **Johnson, Z. D.**, & Myers, S. A. (2013). Students' Perceptions of College Classroom Connectedness, Assimilation, & Peer Relationships. Paper presented at the annual meeting of the Eastern Communication Association, Pittsburgh, PA.
5. Myers, S. A., Goodboy, A. K., **Johnson, Z. D.**, Vallade, J. I., Vela, L., LaBelle, S. B., Bryand, M., Sollitto, M., Thoma, J., Berkebile, T., Gillen, H., & Odenweller, K. (2012). Developing a profile of the effective instructor: An initial investigation. Paper presented at the annual meeting of the National Communication Association, Orlando, FL. [Top Paper, Instruction Development Division].
4. Odenweller, K. G., Berkebile, T., **Johnson, Z. D.**, Dillow, M. R., & Rice, Z. (2012). Investigating college students' binge drinking behavior. Paper presented at the annual

meeting of the Eastern Communication Association Cambridge, MA. [Top Four Paper, Health Communication Division]

3. **Johnson, Z. D.**, & Booth-Butterfield, M. (2012). An investigation of the associations among religiosity, humor orientation, and humor styles. Paper presented at the annual meeting of the National Communication Association, Orlando, FL.
2. **Johnson, Z. D.**, & Booth-Butterfield, M. (2012). Religiosity and forgiveness in the context of collegiate roommate relationships. Paper presented at the annual meeting of the Eastern Communication Association, Cambridge, MA.
1. Sollitto, M., **Johnson, Z. D.**, & Myers, S. A. (2012). Peer relationships in the classroom: The classroom as an organization. Paper presented at the annual meeting of the National Communication Association, Orlando, FL.

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#### REFEREED PANEL PRESENTATIONS (*n* = 6)

Note: Those papers or presentations denoted with an \* represent those presented under the California State University, Fullerton affiliation. Publications denoted with an + represent those accepted or presented since the last full review period.

6. \***Johnson, Z. D.** (2020). Communicating our market value: Communication education, instructional communication research, and the job search—Tips, strategies, and challenges. Panel participant at the annual meeting of the National Communication Association, Indianapolis, IN.
5. \***Johnson, Z. D.** (2019). Spotlight honoring Dr. Scott Myers. Panel participant at the annual meeting of the National Communication Association, Baltimore, MD.
4. **Johnson, Z. D.** (2019). Implementation of equity-focused initiatives to promoting academic engagement and belongingness. Panel participant at the Academic Affairs Winter Meeting of the American Association of State Colleges and Universities, Amelia Island, FL.
3. Rey, R.T., Shin, M., & \***Johnson, Z.D.** (2019). Perceived instructor humor orientation and its impact on perceived instructor power and learner empowerment. Panel presentation at the annual meeting of the National Communication Association, Baltimore, MD.
2. \***Johnson, Z. D.** (2016). Innovative strategies for instructional design and teaching of sport communication. Panel member, and lead panel submitter, at the annual meeting of the National Communication Association, Philadelphia, PA.
1. **Johnson, Z. D.** (2011). Empowering graduate students: Navigating the decision points. Panel member at the annual meeting of the Eastern Communication Association, Arlington, VA.

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#### INVITED WRITING (*n* = 1)

Note: Those papers or presentations denoted with an \* represent those presented under the California State University, Fullerton affiliation. Publications denoted with an + represent those presented since the last full review period.



1. **\*Johnson, Z. D.** (2017). Maximizing student engagement in your classroom. *Effective Instructional Practice Series*. Scott A. Myers (Ed.). NCA.

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### INVITED PRESENTATIONS (*n* = 6)

Note: Those papers or presentations denoted with an \* represent those presented under the California State University, Fullerton affiliation. Publications denoted with an + represent those presented since the last full review period.

6. **\*Johnson, Z. D., & LaBelle, S.** (2019). Creating our future through community impact: Exploring instructional communication in the contemporary secondary classroom. Presented at the annual meeting of the Eastern Communication Association, Providence, RI. Invited by First Vice-President Elect Jennifer Waldeck.
5. **\*Johnson, Z. D.** (2017). Becoming an Authentic Instructor in the Basic Comm. Classroom Setting: Theory, Research, & Practice. *California State University, Fullerton – Dept. of Human Communication Graduate Studies*
4. **\*Johnson, Z. D.** (2015). Instructional Communication. *California State University, Fullerton – Dept. of Human Communication Graduate Studies*
3. **Johnson, Z. D.** (2015). Communication skills for student ambassadors. *Murray State University – Office of Recruitment and New Student Programs.*
2. **Johnson, Z. D.** (2015). Communication skills for student orientation leaders. *Murray State University – Office of Recruitment and New Student Programs.*
1. **Johnson, Z. D.** (2014). Learning through leadership: A discussion of how leadership studies can impact teaching and training. *West Virginia University, COM 400 – Instructional Communication.*

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### PROFESSIONAL WORKSHOPS (*n* = 1)

Note: Those activities denoted with an \* represent those presented under the California State University, Fullerton affiliation. Activities denoted with an + represent those presented since the last full review period.

1. LaBelle, S., & **\*Johnson, Z. D.** (2017). Engaging students in the Diverse Classroom through Confirmation and Connectedness. *The Teaching Professor Conference*, St. Louis Missouri.

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### TEACHING EXPERIENCE

Note: Courses denoted with an + represent those undertaken since the last full review period (2016).

#### California State University, Fullerton, 2015-2019 Assistant Professor 2019-Present Associate Professor

##### *Undergraduate*

HCOM 200: Human Communication  
 HCOM 308: Quantitative Research Methods  
 HCOM 326: Organizational Communication  
 HCOM 370: Sport Communication (course developer)  
 HCOM 420: Communication Theory

##### *Graduate*

HCOM 500: Research in Speech Communication

*Course Administrator*

COMM 100: Principles of Human Communication  
 COMM 102: Public Speaking

**Murray State University, 2013-2015, Assistant Professor***Undergraduate*

COM 161: Presentational Speaking  
 COM 201: Communication Theory  
 COM 215: Introduction to Sports Communication (co-course developer)  
 COM 315: Coaching as Communication (course developer)  
 COM 390: Research Methods

*Graduate*

COMM 622: Communication Technology in Organizations  
 COMM 687: Leadership Communication

**West Virginia University, 2010-2013, Graduate Teaching Assistant***Undergraduate*

COMM 100: Principles of Human Communication, West Virginia University  
 COMM 103: Presentational Speaking, West Virginia University  
 COMM 105: Introduction to Mass Media, West Virginia University  
 COMM 203: Communication Cornerstones, West Virginia University  
 COMM 308: Nonverbal Communication, West Virginia University  
 COMM 316: Intercultural Communication, West Virginia University  
 COMM 403: Capstone in Communication Studies, West Virginia University

*Graduate*

COMM 608: Nonverbal Communication, West Virginia University  
 COMM 694: Applied Communication Theory, West Virginia University (Co-Instructor)

*Course Administrator*

COMM 100: Principles of Human Communication, West Virginia University  
 COMM 308: Nonverbal Communication, West Virginia University

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**PROFESSIONAL SERVICE**

Note: Activities denoted with an + represent those undertaken since the last full review period.

- Editor, *Communication Quarterly*, 2022-2025, Vol. 71-73
- Editorial Board Member, *Communication Education*, 2016-Present
  - Editors:
    - Joe Mazer
    - Deanna Dannels
    - Jon Hess
- Editorial Board Member, *Communication Research Reports*, 2016-Present
  - Editor
    - Keith Weber
    - Nicholas Bowman
- Editorial Board Member, *Journal of Communication Pedagogy*, 2019-Present

- Editor
  - Deanna D. Sellnow

### **Elected Positions**

- National Communication Association, 2018-2019, Instructional Development Division, Nominating Committee Chair
- National Communication Association, 2017-2018, Instructional Development Division, Secretary
- Eastern Communication Association, 2015-2017, Nonverbal Communication Division, Executive Council
- Eastern Communication Association, 2014-2015, Nonverbal Communication Division Chair
- Eastern Communication Association, 2013-2014, Nonverbal Communication Division Vice-Chair

### **Conference Review Work**

- National Communication Association, 2018, Research in Progress Reviewer
- National Communication Association, 2015- 2019, Instructional Communication Division, Reviewer
- Western States Communication Association 2018 & 2019, Undergraduate Scholars Research Conference, Reviewer
- Eastern Communication Association, 2013-2015, 2017, Instructional Communication Division, Reviewer
- Eastern Communication Association, 2012, Nonverbal Communication Division, Reviewer

### **Ad-Hoc Journal Reviews**

- *Communication Quarterly*, 2017, Invited Reviewer
- *Communication Reports*, 2015, Invited Reviewer
- *Kentucky Journal of Communication*, 2014, Invited Reviewer
- *Journal of Intercultural Communication Research*, 2021, Invited Reviewer

### **Miscellaneous**

- National Communication Association, 2011 Conference, Usher
- Eastern Communication Association, 2011 Conference, Paper presentation chair

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## **UNIVERSITY, COLLEGE, & DEPARTMENT SERVICE**

Note: Activities denoted with an + represent those undertaken since the last full review period.

### **California State University, Fullerton**

- Chair, Department of Human Communication Studies, Department Personnel Committee (2021)
- California State University, Fullerton, 2021-2024, Basic Course Director
- California State University, Fullerton, Associate Vice President of Research and Sponsored Projects Search Committee (2021)
- Department of Human Communication Studies, Department Chair Election Liaison (2021)

- Department of Human Communication Studies, Department Personnel Committee (2020)
- Department of Human Communication Studies, Tenure Track Health Communication Search Committee (2020)
- California State University, Fullerton, 2018-2021, Basic Course Director
- University, Graduate Education Task Force (2018-2019)
- College of Communications, Dean Search Committee, (2019)
- Department of Human Communication Studies, Co-Director of Forensics Search Committee (2018)
- California State University, Fullerton, Academic Standards Committee, (2017-2019; 2019-2021)
- Department of Human Communication, Curriculum Committee (2017-2018)
- Faculty Mentor, Housing and Residential Engagement, (2017)
- Human Communication Studies, Research Committee (2016-2017)
- Ad-Hoc Department Personnel Guidelines Revision Committee (2016-2017)
- College of Communications, Associate Dean Search Committee (2016-2017: Canceled Search)
- Academic Master Plan Subcommittee 3 – Faculty and Pedagogy – 2016
  
- *Thesis Committee Member*
  - David Alvarado (Chair)
  - Michelle Suarez (Chair)
  - Marissa Ocampo (Chair)
  - McKenna Patton (2021)
  - Naomi Manea (Chair; 2021)
  - Lyndsey Christofferson (2020)
  - Leslie Klukas (Chair; 2020)
  - Kishi Rey (Chair; 2019)
  - Chelsea Shore (2016)
  
- *Comprehensive Exam Committee Member*
  - Jasmine Arcos (Chair)
  - Matt Shin (Chair, 2020)
  - Angelica Grigsby (2019)
  - Tammy Tran (2019)
  - Esther Meade (Chair; 2018)
  - Aly Bailey (2018)
  - Anthony Wiseman (2018)
  
- *Project Committee Member*
  - Jacquie Truckey (2021)
  - Shannon Moore (Chair, 2020)
  - Austin Schmidt (Chair; 2018)

### **Murray State University**

- Academic Advisor – 2013-2015
- Lambda Pi Eta – Faculty Advisor, 2013-2015
- Omicron Sigma Kappa (Organizational Communication Club)– Faculty Advisor, 2014-2015
- Sport Communication Minor Development Committee, 2013 (Minor accepted into catalog for 2014-2015 academic year)

- Abroad 101 Belize, Faculty Member, 2014
- Move in Day Participant, 2014
- Library Liaison, 2014-2015
- Undergraduate Programs Committee, 2014-2015
- Judge, Murray State University Speech and Debate Union Competition, 2014, 2015
- Spring-Franklin Residential College Member, 2014-2015
- Richmond Residential College Member, 2013-2014

### **West Virginia University**

- Executive Committee, 2020 Strategic Plan, Department of Communication Studies
- First Year Academy, Volunteer Speaker, “Communication in the Classroom”, 2011 & 2012
- Undergraduate Advising Panel, Volunteer Panelist, 2012

### **University of Tennessee**

- Student Government Ethics Committee, Graduate Advisor 2010
- Residency Committee, 2009

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## **AWARDS & HONORS**

Note: Awards and honors denoted with an + represent those received since the last full review period.

- Faculty Member of the Game, 12 February, 2017, Murray State University
- Pat Kearney Doctoral Student Teaching Award, 2013, West Virginia University

### **Top Paper Honors (*n* = 10)**

- Top four paper Communication and Instruction, 2022, Western States Communication Association
- Top paper Instructional Division, 2021, Eastern Communication Association
- Top four paper Instructional Division, 2021, Eastern Communication Association
- Top paper Instructional Division, 2018, Eastern Communication Association
- Top paper Instructional Division, 2017, National Communication Association
- Top paper Instructional Division, 2017, Eastern Communication Association
- Top paper Instructional Development Division, 2014, National Communication Association
- Top four paper Instructional Development Division, 2014, Eastern Communication Association
- Top paper Instructional Development Division, 2012, National Communication Association
- Top four paper Health Communication Division, 2012, Eastern Communication Association

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## **PROFESSIONAL ASSOCIATIONS**

- National Communication Association (NCA)
- Eastern Communication Association (ECA) (Lifetime Member)

*Curriculum Vitae*

**JESSICA K. KAMRATH, Ph.D.**

**California State University, Fullerton**

Department of Human Communication Studies

2600 Nutwood Ave., College Park (CP) 420, Fullerton, CA 92831

Office: 657-278-3617

jkamrath@Fullerton.edu

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**EDUCATION**

- PhD.      Communication – Arizona State University      May 2018**  
**Hugh Downs School of Human Communication**  
Emphasis: Organizational Communication, Leadership Communication, & Sport Communication  
Dissertation: *The Social Construction and Reciprocity of Resilience: An Empirical Investigation of an Organizational Context*  
**Kamrath, J.K.** (2018). *The social construction and reciprocity of resilience: An empirical investigation of an organizational context.* (Doctoral Dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI NO. 10809659)  
Doctoral Supervisory Committee:  
Dr. Sarah J. Tracy, Chair, Dr. Elissa Adame, Dr. Scott Cloutier, Dr. Vincent R. Waldron  
GPA: 3.99
- M.A.      Communication Studies – Arizona State University, West      May 2015**  
Emphasis: Organizational Communication, Sport Communication, & Advocacy  
Thesis: *The co-construction of moral emotions and employee treatment in the workplace*  
**Kamrath, J. K.** (2015). *The co-construction of moral emotions and employee treatment in the workplace.* (Master's Thesis). Retrieved from ProQuest Dissertations and Theses database. (UMI NO. 1587230)  
Masters Supervisory Committee:  
Dr. Jeffrey W. Kassing, Chair, Dr. Lindsey Mean, Dr. Vincent R. Waldron  
GPA: 4.0
- B.S.      Education – University of Wisconsin, Oshkosh, Cum Laude      June 2008**  
Major: Speech Communication Education (Grades 6-12)  
Minor: English Education (Grades 6-12)
- B.A.      Communication – University of Wisconsin, Oshkosh      June 2005**  
Major: Speech Communication  
Minor: English (Liberal Arts – Rhetoric)  
Minor: Spanish

**ACADEMIC POSITIONS**

**Assistant Professor – California State University, Fullerton – Fullerton, California – August 2019 to Present**

**Instructor – Arizona State University – Tempe, Arizona – August 2018 – May 2019**

**Faculty Teaching Associate – Arizona State University – Tempe, Arizona – May 2018 – August 2018**

**Graduate Teaching Associate – Arizona State University – Tempe, Arizona – August 2014 – July 2017**

**Course Assistant** – Arizona State University, West – Phoenix, Arizona – May 2012 to July 2013 & March 2014 – May 2014

**Graduate Teaching Assistant** – Arizona State University, West – Phoenix, Arizona – August 2013 to December 2013

## COURSES TAUGHT

### GRADUATE

Note: Courses denoted with an \* represent those taught under the California State University, Fullerton affiliation.

#### **\*Qualitative Research Methods, (Masters) (Synchronous & Asynchronous Virtual)**

HCOM 509 – Fall 2020 (Instructor on Record)

This course will be a space where we bring together communication theory, qualitative research methods, and lived experience to examine the ways in which they inform and influence each other and our lives. Through reading about qualitative methodology and immersion into one's own in-depth project, this course provides experience in a variety of research approaches, accounting for issues of epistemology (ways of knowing), methodology (ways of examining), and representation (ways of reporting). We will examine the ways in which these skills attend to important research questions as well as prepare students for a variety of life and work experiences. The main project involves planning, execution, analysis, and presentation of an original qualitative research project working individually or collaboratively.

#### **\*Seminar: Organizational Communication, (Masters) (In-Person moved to Synchronous & Asynchronous Virtual)**

HCOM 525 – Spring 2020 (Instructor on Record)

This course provides an in-depth review of the core concepts and areas of organizational communication to advance students' understanding of the role of communication in workplace interactions. Students will learn and discuss key scholarly perspectives to better articulate the changing nature of modern work, analyze their own work experiences, and improve their adaptability at work by applying their knowledge of communicative interactions.

#### **Communication in the Workplace, (Masters) (Online)**

COM 598 – Spring 2019 (Instructor on Record)

This course provides an in-depth review of the core concepts and areas of organizational communication to advance students' understanding of the role of communication in workplace interactions and professional achievement. Students will learn and discuss key scholarly perspectives and use conceptual and analytical lenses to examine various organizational phenomena. Key topics include technology use, knowledge management, virtual work, workplace diversity, leadership, social capital, and organizational conflict and change.

#### **Training and Development, (Masters) (Online)**

COM 598 – Fall 2018 (Instructor on Record)

This course engages students in the process of developing, implementing, and evaluating training framed within communication theory and processes. The key elements covered include: needs analysis, curriculum design, training development, delivery, and evaluation. To support a successful end-product, course work will include assessment of training trends, support from theory, and effective application.

#### **Negotiation Theory and Practice, (Masters) (Online)**

COM 598 – Summer 2018, Fall 2018 (Instructor on Record)

The course focuses on the theory and practice of negotiating as well as how theory and practice influence one another. Course readings, including both academic and research-based applied texts, will address principles of effective negotiating and the impact of emotion, sex, and culture on practice, among other topics. Students are required to engage in applied negotiation activities and reflect on experiences and the relevance of theory to those experiences.

**Being a Leader through Language, Graduate, (Doctoral) (In-Person)**

COM 691 – Fall 2016 (Seminar Assistant)

This doctoral level course utilizes an ontological/phenomenological approach to leadership through transformative learning methodologies giving students access to being a leader and the effective exercise of leadership through personal transformation required to individually be an effective leader.

**UNDERGRADUATE**

Note: Courses denoted with an \* represent those published under the California State University, Fullerton affiliation.

**\*Communication and the Art of Happiness, (In-Person & Synchronous & Asynchronous Virtual)**

HCOM 452 – Fall 2020, Fall 2021 (Instructor on Record)

This course challenges students to think deeply and critically about happiness while connecting intentional communication behaviors and activities to construct flourishing. This process requires students to question taken-for-granted assumptions and worldviews to create a space for transformation for students to *become* and *be* happier. We examine and practice how communication behaviors relate to constructing happiness and wellbeing. Topics and activities are related to gratitude, forgiveness, empathy, social support, appreciation, social networks, committing to goals, taking care of your body and soul, and communicative contagion of mood—intersecting with issues of relational, group, and organizational communication.

**\*Introduction to Communication and Critical/Cultural Studies, (Qualitative Methods Focus) (In-Person & Synchronous & Asynchronous Virtual)**

HCOM 307 – Fall 2019, Summer 2020, Fall 2020 (Instructor on Record)

This course is a space where we bring together critical/cultural approaches and paradigmatic frameworks, communication theory, qualitative research methods, and lived experience to examine the ways in which they inform and influence each other and our lives. Through reading about qualitative methodology and immersion into one's own in-depth project, this course provides experience in a variety of research approaches, accounting for issues of epistemology (ways of knowing), methodology (ways of examining), and representation (ways of reporting). The main project involves planning, execution, analysis, and presentation of an original qualitative research project working individually or collaboratively.

**\*Advanced Communication Theory, (In-Person & Synchronous & Asynchronous Virtual)**

HCOM 420 – Spring 2020, Fall 2021 (Instructor on Record)

This culmination course challenges students to delve deeper into theoretical explorations of communication theories by moving beyond basic understandings of various theories to developing theoretical perspectives on human communication through practical application. We examine the concept of communication in both abstract and concrete terms. Ultimately, this course has the goal of creating an environment and intentional activities wherein students can apply the concepts and theories learned to post CSUF life. Additionally, students draw on past communication courses to explore opportunities afforded by a degree in communication studies while deconstructing dominant discourses and reframing societal and relational expectations of post CSUF life.

**\*Sport Communication, (In-Person)**

HCOM 370 – Fall 2019, Fall 2021 (Instructor on Record)

An introduction to the theories and processes of sport communication. Surveys the communication processes of sport fans, coaches, athletes, teams, organizations, and society. Application of these theories and processes to careers in sports communication, research, and administration is emphasized. This course is designed to introduce students to sport from a communication framework and explore current issues driving sport communication research. Students will learn about sport and the surrounding issues from a communication perspective, which includes interpersonal, organizational, cultural, rhetorical approaches, and a mass communication perspective (media studies and journalism). Students will have a firm understanding of the history of sport communication research, current issues in the sport communication field, and where sports communication research is headed.



**Communication, Conflict, and Negotiation, (In-Person)**

COM 312 – Spring 2019 (Instructor on Record)

Theories and strategies of communication relevant to the management of conflicts and the conduct of negotiations.

**Advanced Critical Methods in Communication, (In-Person)**

COM 407 – Fall 2018 (Instructor on Record)

Examines critical approaches relevant to communication, including textuality, social theory, cultural studies, and ethnography.

**Communication in the Professions: Intercultural Business Communication, Undergraduate, (Online)**

COM 400 – Summer 2017, 2018 (Graduate Teaching Associate; Instructor on Record)

Course introduces students to basic concepts, principles and skills for improving communication across cultural differences in business contexts. Topics include concepts of cultural intelligence, individual cultural backgrounds, cultural values in verbal and nonverbal practices, conflict strategies, negotiation styles, identifying cultural rules, establishing relationships across cultures, understanding the role of technology and ethics across cultures.

**Leadership and Group Communication, Undergraduate, (Online)**

COM 430 – Summer 2015, 2016, & 2017 (Instructor on Record)

Course that emphasizes theory and process of leadership in group communication, emphasizing philosophical foundations, contemporary research and applications to group situations.

**Communication and the Art of Happiness, Undergraduate, (In-Person)**

COM 452 – Fall 2015, Spring 2016, Fall 2016, Fall 2018 (Instructor on Record)

Course that examines how communication behaviors relate to constructing happiness and wellbeing. Topics include gratitude, forgiveness, social support, appreciation, social networks and communicative contagion of mood intersecting with issues of dyadic, group and organizational communication.

**Communication and Sport: Surveying the Field, Undergraduate (In-Person)**

COM 300 – Spring 2016, Spring 2019 (Instructor on Record)

Course is designed to introduce students to communication and sport by exploring current issues driving sport communication research. Students learn about sports issues and contexts from various communication lenses, such as interpersonal, organizational, cultural, rhetorical, and a mass communication perspective.

**Being a Leader, Undergraduate, (In-Person)**

COM 494 – Spring 2015 & Fall 2015 (Graduate Teaching Associate)

Course utilizes an ontological/phenomenological approach to leadership through transformative learning methodologies giving students access to being a leader and the effective exercise of leadership through personal transformation required to individually be an effective leader.

**Small Group Communication, Undergraduate, (In-Person)**

COM 230 – Fall 2014 (Graduate Teaching Associate – Lecture; Instructor on Record – Breakout Session); Fall 2015 (Instructor on Record)

Course surveying the principles and processes of small group communication, attitudes, and skills for effective participation and leadership in small groups, small group problem solving, and decision making.

**Introduction to Human Communication, Undergraduate, (In-Person & Online)**

COM 100 – Fall 2014 (Graduate Teaching Associate – In-Person); Spring 2019 (Instructor on Record – Online)

Course that focuses on a topics-oriented introduction to basic theories, dimensions, and concepts of human communicative interaction and behavior.

**Communication and Work Relationships, Undergraduate, (Online)**

COM 451 – Spring 2014 (Course Assistant)

Course that analyzes communication principles and practices associated with supervisory, peer, and client relationships.

**Dissent in Organizations, Undergraduate, (Hybrid)**

COM 400 – Fall 2013 &amp; Spring 2014 (Course Assistant)

Course that features specialized study of communication processes in professional and organizational settings with this offering focused on the expression of dissent in organizations.

**Communication Training and Development, Undergraduate, (Online)**

COM 453 – Summer 2012 &amp; 2013 (Course Assistant); Spring 2015 (Instructor on Record)

Course examines procedures for and skills associated with conducting communication training and development in business, industry, and government settings.

**COURSE DESIGN AND NEW COURSE PROPOSALS**

Note: All courses listed were (re)designed and proposed under the California State University, Fullerton affiliation.

**HCOM 452/428: Communication and the Art of Happiness.** Accepted through Curriculog process for special topics course Fall 2020 & Fall 2021; Accepted through Curriculog process for regular course rotation to be offered every semester starting Spring 2021. **Lead on course design, development, and course proposal.**

**Course Description:** This course challenges students to think deeply and critically about happiness while connecting intentional communication behaviors and activities to construct flourishing. This process requires students to question taken-for-granted assumptions and worldviews to create a space for transformation for students to *become* and *be* happier. We examine and practice how communication behaviors relate to constructing happiness and wellbeing. Topics and activities are related to gratitude, forgiveness, empathy, social support, appreciation, social networks, committing to goals, taking care of your body and soul, and communicative contagion of mood—intersecting with issues of relational, group, and organizational communication.

**HCOM 480: Communication Studies Capstone.** Accepted through Curriculog process for regular course rotation to be offered every semester starting Spring 2021. **Lead on course design, development, and course proposal.**

**Course Description:** The main goal of this class is to provide students tools for flourishing after graduation through communication actions, intentions, and behaviors. For Aristotle, the first contemporary theoretician of rhetoric and communication, the purpose of human life is to flourish. This course breaks down perceptual, ontological, and functional constraints created in language and rooted in discourse. This process requires students to question taken-for-granted assumptions and worldviews connected to post-graduation life, such as success and what it means to live well, that have become part of who we are, our identities. The goal of this course is to create a transformation for students to *practice* and *do* communication and intentionally create flourishing in their own lives and others, rather than simply *knowing about* communication topics. By the end of this course, students will have experimented with, applied, practiced, and critically reflected on success to create a paradigm that fits students' personal, professional, and social values. We will identify blind spots, practice new ways of being, accept breakdowns, and celebrate breakthroughs.

**ADVISOR & MENTOR ROLES**

Note: All listed advisor and mentor roles were directed under the California State University, Fullerton affiliation.

**Graduate Thesis, Project, & Comprehensive Exams Committees****Thesis Chair & Co-Chair**

- Tayler Wahl – **Thesis Chair** – Fall 2020 – Present (Expected Spring 2021)
- Liz Heaton – **Thesis Co-Chair** – Fall 2020 – Present (Expected Fall 2021)

- McKenna Patton – **Thesis Chair** – Fall 2019 - Summer 2021  
-*Coaching Ideographs: How Coaches Create Cohesion and Generate a Culture of Social Support for their Teams* (Successfully defended Spring 2021; Approved Summer 2021)

### Thesis Committee Member

- Kiersten (Kiki) Bjerke – **Thesis Committee Member** – Fall 2021 – Present (Expected Spring 2022)
- Shawna Carper – **Thesis Committee Member** – Fall 2020 – Present (Expected Spring 2022)
- Andrea Ruiz – **Thesis Committee Member** – Fall 2021 – Present (Expected Spring 2022)
- Delia Socolan – **Thesis Committee Member** – Spring 2020 – Summer 2021  
-*Unboxing Goth: The Impact of Style and Capital on Goth Identity* (Successfully defended and approved May 2021)
- Elyssa Schultheiss – **Thesis Committee Member** – Fall 2020 – Spring 2021  
-*Social Media and Politics: How Social Media Participation Influences Voter and Leader Identity* (Successfully defended and approved April 2021)

### Project Chair & Co-Chair

- Damian Durango – **Project Chair** – Fall 2020 – Present (Expected Spring 2022)
- Jacqueline Yu – **Project Co-Chair** – Fall 2020 – Spring 2021  
-*Not All Disabilities Are Visible: Recognizing Mental Health and Mental Illness in the Classroom Through Instructor Training and Student Curriculum* (Successfully defended and approved May 2021)

### Project Committee Member

- Connor Davison – **Project Committee Member** – Fall 2021 – Present (Expected Spring 2022)

### Comprehensive Exam Committee Member

- Kayla Schneller – **Comprehensive Exam Committee Member** – Fall 2020 – Present (Expected Spring 2022)
- Elijah Kim – **Comprehensive Exam Committee Member** – Fall 2020 – Spring 2021 (Passed April 2021)

## Conference Papers, Abstracts, Panels, & Poster Sessions Advisement

### Graduate

Patton, M. (April 2020). A preliminary study on nonverbal behaviors in the weight room. Presented at the International Association of Communication and Sport (IACS) Summit 2020, St. Petersburg, FLA.

Wahl, T. (February 2021). Zoom and chill: The Impact of the Covid-19 pandemic on Dating. Submitted to the Western States Communication Association Annual Convention, Portland, OR.

### Undergraduate

Ringor, L.P. (February 2019). A preliminary analysis of Filipino Families' Empathic Communication. Presented at Western States Communication Association Annual Convention, Denver, CO.

Villamor, C. (November 2019). Financial assistance programs in recreation. Accepted to the Southern California Conferences for Undergraduate Research (SCCUR), San Marcos, CA.

## Independent Study, Independent Research, Project and Course Apprentice/Tutor Supervision

### Graduate

- Jasmine Arcos – Independent Study (599) – Fall 2021
- Damian Durango – Independent Study (599) – Fall 2021
- McKenna Patton – Independent Study (499) – Spring 2020

- Mckenna Patton – Independent Graduate Research (599) – Fall 2020

### Undergraduate

- Llesha Precious Feliz Ringor – Honors Contract – Introduction to Critical/Cultural Communication – Fall 2019
- Joshua Dodds – Independent Study (499) – Fall 2020 – Course Apprentice – Introduction to Critical/Cultural Communication – Fall 2020
- Aaron Matemate – Independent Study (499) – Fall 2020 – Course Apprentice – Introduction to Critical/Cultural Communication – Fall 2020

## RESEARCH POSITIONS

### Research Team Member – Ontological Leadership Assessment Team

Arizona State University – Tempe, Arizona – August 2016 – Present

### Research Team Member – NCAA Mind Matters Challenge Concussion Research (Grant Funded)

Arizona State University – Tempe, Arizona – October 2015 – May 2016; May 2018 – May 2019

### Research Assistant – Sarah Tracy/Qualitative Research Methods 2<sup>nd</sup> Edition

Arizona State University – Tempe, Arizona – May 2018 – August 2018

### Graduate Research Assistant (Paid) – NCAA Mind Matters Challenge Concussion Research (Grant Funded)

Arizona State University – Tempe, Arizona – May 2016 – May 2018

## REFERRED PUBLICATIONS

Note: Publications denoted with an \* represent those published under the California State University, Fullerton affiliation.

- Adame, E.A., Tracy, S.J., Town, S., Towles, M., Razzante, R., Tietsort, C., **Kamrath, J.K.\***, Clark, L., Tremblay, R., Pettigrew, J., Donovan, M., & Becker, K. (2021). Can we create the 'being' of leadership?: A mixed-methods study of two leadership pedagogies at a southwestern, U.S. University. *Journal of Applied Communication Research*, 49:3, 286-304, DOI: 10.1080/00909882.2020.1851040 [**Impact Factor 0.959**]
- Zanin, A., **Kamrath, J.K.\***, Corman, S.R. (2019) Agentic denial: How athletic healthcare teams sustain divergent structures during concussion events. *Small Group Research*.  
<https://doi.org/10.1177%2F1046496419883948> [**Impact Factor 1.745**]
- Beach, E. B., Razzante, R. J., **Kamrath, J. K.\***, Scarduzio, J. A., Eger, E. K., & Tracy, S. J. (2019). Instructor's manual materials for Tracy, S. J. (2019). *Qualitative research methods: Collecting evidence, crafting analysis, and communicating impact*, 2nd ed. Wiley-Blackwell Publishing.
- Corman, S.R., Adame, B.J., Tsai, J-Y., Ruston, S.W., Beaumont, J.S., **Kamrath, J.K.\***, Liu, Y., Posteher, K.A., Tremblay, R., & van Raalte, L.J. (2019). Socioecological influences on concussion reporting by NCAA Division 1 athletes in high-risk sports. *PLoS ONE* 14(5): e0215424  
<https://doi.org/10.1371/journal.pone.0215424> [**Impact Factor 2.740**]
- Zanin, A., **Kamrath, J.K.\***, Posteher, K.A. Ruston, S., & Corman, S.R. (2019). Labeling avoidance in healthcare decision-making – How stakeholders make sense of concussion events through sport narratives. *Health Communication*. DOI: 10.1080/10410236.2019.1598742 [**Impact Factor 1.965**]
- Ruston, S., **Kamrath, J.K.\***, Posteher, K.A., Zanin, A., Liu, Y., & Corman, S.R. (2018) Performance vs. safety: Understanding the logics of cultural narratives influencing concussion reporting behaviors. *Communication & Sport*, 1-20. DOI: 10.1177/2167479518786709 [**Impact Factor 1.292**]

### Papers in Progress (Data Collection & Analysis COMPLETED)

**Kamrath, J.K.\*** & Tracy, S.J. (paper in progress). Extending the Communication Theory of Resilience: An empirical examination of an organizational context. To be submitted to the International Communication Association Annual Conference (2022, Paris, France; Deadline November 6, 2021) & *Communication Theory*.

**Kamrath, J.K.\*** & Adame, E.A. (paper in progress). Growth mindset messages & positive communication as a framework for resilience in an organizational context: Storytelling & conceptualizing through retrospective sensemaking. To be submitted to the National Communication Association Annual Conference (2022, New Orleans, LA; Deadline March 2022).

**Kamrath, J.K.\*** (paper in progress). The reciprocity of resilience: A shared communicative process in public education. To be submitted to the National Communication Association Annual Conference (2022, New Orleans, LA; Deadline March 2022) *Journal of Applied Communication Research*.

**Kamrath, J.K.\*** & Patton, M. (paper in progress) Enacting resilience through messages of mental toughness: An Exploration of coaches' messages to youth athletes. To be submitted to *Communication & Sport*.

**Kamrath, J. K.\***, & Mean, L. J. (paper in progress). Conceptualizing and enacting mental toughness in youth sport: Coach perspectives on training youth athletes for mental toughness. To be submitted to *Communication & Sport*.

### Research in Progress (Data Collection & Analysis)

Eddington, S. & **Kamrath J.K.\*** (18,000 #NBABoycott tweets collected, IRB and preliminary analysis in progress). Communicating impact through athlete activism: How professional athletes enacted resilience and cohesion through #NBABoycott

### REFEREED CONFERENCE PAPERS

Note: Conference papers denoted with an \* represent those submitted, accepted, and/or presented under the California State University, Fullerton affiliation.

Adame, E.A., Tracy, S.J., Towles, M.E., Town, S., Razzante, R.J., Tietsort, C., **Kamrath, J.K.\***, Clark, L., Tremblay, R., Pettigrew, J., Donovan, M., & Becker, K. (November 2019). *Communicating leadership beyond classroom boundaries: An investigation of two leadership pedagogies*. Paper presented at the National Communication Association (NCA) Annual Convention (Instructional Development Division), Baltimore, MD.

Zanin, A., **Kamrath, J.K.**, Corman, S.R. (November 2018). *A Bona Fide Group perspective of athletic healthcare teams and concussion reporting*. Paper presented at the National Communication Association (NCA) Annual Convention (Small Group Communication Division. **Top Paper Panel**), Salt Lake City, UT.

Zanin, A., **Kamrath, J.K.**, Posteher, K.A., Ruston, S., & Corman, S.R. (November 2018). *Athletic team concussion sensemaking and cultural sport narratives*. Paper presented at the National Communication Association (NCA) Annual Convention (Health Communication Division), Salt Lake City, UT.

Ruston, S., **Kamrath, J.K.**, Posteher, K.A., Zanin, A., Liu, Y., & Corman, S.R. (November 2018) *Performance vs. safety: Understanding the logics of cultural narratives influencing concussion reporting behaviors*. Paper presented at the National Communication Association (NCA) Annual Convention (Sport Communication Division), Salt Lake City, UT.

**Kamrath, J.K.** (February 2018) *Increasing subjective happiness levels in university students: Interventions through Communication and the Art of Happiness coursework*. Paper presented at Western States Communication Association (Communication and Instruction), Santa Clara, CA.

Town, S., Adame, E., Tracy, S., Donovan, M., Clark, L., **Kamrath, J. K.**, Pettigrew, J., Razzante, R., Towels, M., Tremblay, R., & Becker, K. (February 2018). *Would they get the job?: Predicting the hireability of transformational leaders*. Paper presented at the Western States Communication Association, Santa Clara, CA.

Corman, S.R., Adame, B.J., Tsai, J., Ruston, S.W., Beaumont, J.S., **Kamrath, J.K.**, Liu, Y., Posteher, K.A., Tremblay, R., & van Raalte, L.J. (November 2017). *Changing the culture of concussion reporting among college athletes: The role of vested interests, organizational culture, and cultural narrative*. Paper presented at the National Communication Association (NCA) Annual Convention (Health Communication Division), Dallas, TX.

Donovan, M., Tracy, S.J., & **Kamrath, J.K.** (May 2016). *The case of a transformation adventure: Meeting phenomenology through Being a Leader pedagogy*. Paper presented at the annual conference of The Interdisciplinary Coalition of North American Phenomenology. Phoenix, AZ.

Tracy, S.J., **Kamrath, J.K.**, & Jones, S. (October 2016). *Why 'practical application' isn't enough: Creating organizational communication scholarship that matters*. Paper presented at Organizational Communication Traditions, Transitions, and Transformations, a 40<sup>th</sup> Anniversary Conference, Austin TX.

### REFEREED CONFERENCE PANELS & WORKSHOPS

Note: Conference panels & workshops denoted with an \* represent those submitted, accepted, and/or under the California State University, Fullerton affiliation.

**Kamrath, J.K.\*** (February, 2022). *Leading in the midst of crisis and trauma: Cultivating compassion, resilience, and connection*. Panel submitted to Western States Communication Association (WSCA) Annual Convention (Organizational Communication Division), Portland, OR

Arcos, J. & **Kamrath, J.K.\*** (November 2021). *Is this how you see me? (Mis) Representations of women of color in media and impacts on self-esteem and identity performance*. Research in progress presenter at the National Communication Association (NCA) Annual Convention (Health Communication Division), Seattle, WA.

**Kamrath J.K.\*** (November 2019). *Survival in the classroom: Pedagogical approaches to failure in the classroom*. Panel presenter at the National Communication Association (NCA) Annual Convention (Organizational Communication Division), Baltimore, MD.

**Kamrath J.K.\*** (November 2019). *Conversation as a defining moment for the communication discipline. How human connection can survive and thrive in an age of social media and digital communication*. Panel presenter at the National Communication Association (NCA) Annual Convention (NCA First Vice President), Baltimore, MD.

**Kamrath J.K.** (November 2018). *Resilience at play: Communicative approaches to understanding, researching, and extending resilience research*. Panel presenter at the National Communication Association (NCA) Annual Convention (Applied Communication Division), Salt Lake City, UT.

Adame, B.J., Tsai, J., Ruston, S.W., Beaumont, J.S., Liu, Y., Posteher, K.A., **Kamrath, J.K.**, Corman, S.R. (April 2018) *Collegiate athletes' vestedness in perceived concussion and head impact risks*. Poster presented at the Kentucky Health Communication Conference. Lexington, KY.

- Tracy, S.J., **Kamrath, J.K.**, Adame, E., Clark, L., Donovan, M., Pettigrew, J., Razzante, R., Tietsort, C., Towles, M., Town, S., Tremblay, R. (March 2018). *How to qualitatively assess an intervention with a large collaborative (relatively unfunded) research team: A backstage story of analyzing the being of leadership*. Presented at the International Qualitative Research in Management and Organizations Conferences (QRM), Albuquerque, New Mexico.
- Adame, E., Tietsort, C., Tracy, S. J., Clark, L., Donovan, M., **Kamrath, J.K.**, Pettigrew, J., Razzante, R., Towles, M., Town, S., & Tremblay, R. (March 2018). *Teaching leadership or transforming students into leaders: A qualitative exploration of the role of transformational leadership pedagogy on student learning orientation*. Presented at the International Qualitative Research in Management and Organizations Conferences (QRM), Albuquerque, New Mexico.
- Kamrath, J.K.** (November 2017) *Breakthroughs, breakdowns, tips: Practical wisdom & negotiating organizational research access*. Panel presenter at the National Communication Association (NCA) Annual Convention (Organizational Communication Division), Dallas, TX.
- Kamrath, J.K.** (October 2017) *Narratives of successes and strengths as a method toward employee resilience & well-being*. Presented at the Organizational Communication Mini Conference 2017, Athens, OH.
- Tremblay, R., **Kamrath, J. K.**, Town, S., Towles, M., Razzante, R., Tracy, S. J., Adame, E., Pettigrew, J., & Becker, K. (July 2017). *Tomorrow's leaders: Crafting and assessing transformative pedagogy in leadership*. Presented at the annual meeting of The Aspen Conference on Engaged Scholarship, Aspen, CO.
- Tsai, J., Liu, Y., **Kamrath, J.K.**, Ruston, S., Adame, B.J., Tremblay, R., Posteher, K.A., van Raalte, L.J., Beaumont, J.S., & Corman S.R. (November 2017). *Exploring the influence of organizational norms on sport related concussion management for NCAA Division 1 collegiate athletes*. Presented at the American Public Health Association (APHA) 2017 Annual Meeting & Expo, Atlanta, GA.
- Liu, Y., Tsai, J., **Kamrath, J.K.**, Ruston, S., Adame, B.J., Tremblay, R., Posteher, K.A., van Raalte, L.J., Beaumont, J.S., & Corman S.R. (November 2017) *Understanding concussion education in NCAA Division 1 collegiate sports*. Presented at the American Public Health Association (APHA) 2017 Annual Meeting & Expo, Atlanta GA.
- Ruston, S., **Kamrath, J.K.**, Liu, Y., Posteher, K.A., van Raalte, L.J., Tremblay, R., Beaumont, J.S., & Corman, S.R. (March 2017). *NCAA Mind Matters Challenge: Cultural narratives and their role in the student-athlete concussion injury reporting*. Presented at the International Association of Communication and Sport 10<sup>th</sup> Summit on Communication and Sport. Phoenix, AZ.
- Tsai, J., Liu, Y., **Kamrath, J.K.**, Poesteher, K.A., van Raalte, L.J. & Corman, S.R. (March 2017). *Exploring organizational culture and concussion reporting in NCAA Division 1 collegiate sports*. Presented at the International Association of Communication and Sport 10<sup>th</sup> Summit on Communication and Sport. Phoenix, AZ.
- Adame, B.J., van Raalte, L.J., Liu, Y., Poesteher, K.A., **Kamrath, J.K.**, Tremblay, R., Beaumont, J.S., & Corman, S.R. (March 2017) *Vestedness in concussion reporting attitudes and behaviors in Division 1 collegiate athletes*. Presented at the International Association of Communication and Sport 10<sup>th</sup> Summit on Communication and Sport. Phoenix, AZ.
- Tracy, S.J., **Kamrath, J.K.**, & Donovan, M. (April 2015). *Creating a context for transformation: A plenary workshop on language & leadership*. Leadership workshop and plenary session presented at the Conflict Transformation Summit. Tempe, AZ.

Tracy, S.J., **Kamrath, J.K.**, & Donovan, M. (March 2015). *Report from the field on the Being a Leader workshop and course at ASU*. Report from the field presented at The First Annual Conference for Ontological Inquiry. UCLA, Los Angeles, CA.

**Kamrath, J.K.** (March 2016). *Leader and leadership as a realm of possibility: Creating a context for transformation and the effective exercise of leadership*. Leadership presentation and workshop presented at the CLAS Student Leader Night. Arizona State University, Tempe, AZ.

**Kamrath, J. K.**, & Mean, L. J. (March 2014). *Conceptualizing and enacting mental toughness in youth sport: Coach perspectives on training youth athletes for mental toughness*. Presented at the International Association of Communication and Sport 7<sup>th</sup> Summit on Communication and Sport. New York, NY.

### **INVITED SPEAKING ENGAGEMENTS, GUEST LECTURES & WORKSHOPS**

Note: Invited Guest Lectures & Workshops denoted with an \* represent those carried out under the California State University, Fullerton affiliation.

\**Eclectics 1 class: The Art of Happiness*. Osher Lifelong Learning Institute (OLLI) members and non-members (open to the public) via Zoom. California State University, Fullerton. (November 2021).

\**Happiness and Nurturing Relationships: Reframing Love and Compassion through Language*. Red Rock Relationships Podcast. (November 2021).

\**How to Crush Your Teaching Dossier and Teaching Demonstration*. Doctoral Students in the Hugh Downs School of Human Communication Friday Form Event. Arizona State University via Zoom. (October 2021).

\**Intentionally Creating Happiness through Language and Action: Identifying Constraining Worldviews and Dominant Discourses*. **Keynote speaker** for Health care workers at the 2021 16<sup>th</sup> Annual Evidence Based Practice Conference. Fullerton, CA in person and via zoom. (October 2021).

\**The CSUF Podcast – How You Can FINALLY Be Happy with Dr. Jessica Kamrath*. The CSUF Podcast Episode [https://open.spotify.com/episode/1c4TKwAVpe2TgnuI0pdMml?si=9k17\\_DJSTw2dNEbycNR-DA&dl\\_branch=1&nd=1](https://open.spotify.com/episode/1c4TKwAVpe2TgnuI0pdMml?si=9k17_DJSTw2dNEbycNR-DA&dl_branch=1&nd=1) (Aired August 21, 2021).

\**Leadership through Communication. Creating a context for transformation: Leading through listening*. Fall 2020 Leadership Group via Zoom. California State University, Fullerton (October 2020).

*Perceptual and ontological constraints: Questioning mindsets in the implementation of sustainable interventions*. Graduate and undergraduate students in Sustainable Neighborhoods for Happiness. Arizona State University, Tempe, AZ. (September 2016).

*Analyzing the role of the activist athlete within the framework of organizational stakeholders in sport organizations*. Doctoral students in Organizational Survey. Arizona State University, Tempe, AZ. (March 2015).

*Communicating emotion at work*. Doctoral students in Emotion in Organizations: Communication, Commodification, Expression of Feelings at Work. Arizona State University, Tempe, AZ. (August 2014).

*Leading small groups*. Undergraduate students in Small Group Communication. Arizona State University, Tempe, AZ. (November 2014).

*Small group communication*. Undergraduate students in Introduction to Human Communication. Arizona State University, Tempe, AZ. (November 2014).

*Communicating in organizations*. Undergraduate students in Introduction to Human Communication. Arizona State University, Tempe, AZ. (November 2014).



## POPULAR PRESS ARTICLES FEATURING MY WORK

Lindell, K. (March 2, 2021). *Finding Happiness: New Course Teaches Students the 'Art of Happiness'* (March 2, 2021). California State University, Fullerton (CSUF) News. <http://news.fullerton.edu/2021/03/finding-happiness-jessica-kamrath/> Article featuring the Communication and the Art of Happiness class, the CSUF Human Communication Studies Department, and the College of Communications.

Sukovaty, V. (February 16, 2021). *College of Communications' Dr. Jessica Kamrath Set to Teach Happiness Course this Fall; Grabs Attention of Local Media*. California State University, Fullerton Spotlight on Success <http://www.fullerton.edu/acadaffairs/spotlight/jessica-kamrath.php> Article featuring the Communication and the Art of Happiness class, the CSUF Human Communication Studies Department, and the College of Communications.

Urish, L. (February 10, 2021). *Popular CSUF class explores the art of happiness: Students learn diligent effort can pay lifelong dividends*. The OC Register (The OCR). <https://www.ocregister.com/2021/02/10/popular-csuf-class-explores-the-art-of-happiness/> Article featuring the Communication and the Art of Happiness class.

## PROFESSIONAL SERVICE

Note: Service denoted with an \* represent involvement under the California State University, Fullerton affiliation.

### Disciplinary Service

#### Academic Journal Reviewer (ongoing)

Sport and Society\*  
 Communication Research Reports\*  
 Journal of Applied Communication Research  
 Sport Communication

#### Conference Reviewer (ongoing)

Western States Communication Association\*  
 -Health Communication Division\*  
 National Communication Association\*  
 -Health Communication Division\*  
 -Sport Communication Division\*  
 -Organizational Communication Division

### University, College, & Departmental Service

**Member, Faculty Search Committee, Health Communication Tenure Track Position\*** - California State University, Fullerton, California – August 2020 – February 2021

**Co-Lead, Happiness Course Re-Design Committee\*** - Virtual, Multiple Universities – May 2020 to Present

**Department Curriculum Committee\*** – California State University, Fullerton – Fullerton, California – August 2019 – Present

### Pre-CSUF Service

**Athlete Leadership Council Advisor** – Williams Field High School – Gilbert, Arizona – 2018 – 2019

**Graduate Professional Student Association Awards Reviewer** – Arizona State University – Tempe, Arizona – 2017 – 2018

**Events Coordinator – International Association for Communication and Sport 10<sup>th</sup> Summit on Communication and Sport** – Arizona State University West – Phoenix, Arizona - 2017

**Transformation Project Coordinator** – Arizona State University – Tempe, Arizona – 2016 – 2017

**Graduation/Commencement Speaker Advisor** – Williams Field High School – Gilbert, Arizona – 2010 – 2013

**Team Lead/Presenter – Incorporating Thinking Maps & Writing into Physical Education** – Williams Field High School – Gilbert, Arizona – 2013

**Writing Tutor** – Gilbert, Arizona – 2013-2014

**Speech & Debate Judge** – Locations Vary/Arizona Tournaments – 2010-2013; Locations Vary/Wisconsin Tournaments – 2006 - 2008

**New Teacher Mentor** – Williams Field High School – Gilbert, Arizona – 2012-2013

**Member, AP Language and Composition Professional Learning Community** – Williams Field High School – Gilbert, Arizona – 2012 - 2013

**Member, Junior Level Professional Learning Community** – Williams Field High School – Gilbert, Arizona – 2011 - 2013

**Member, School Data Team (Sophomore/Junior Level)** – Williams Field High School – Gilbert, Arizona – 2011 - 2013

**Junior Level Team Lead** – Williams Field High School – Gilbert, Arizona – 2010-2013

**Member, Professional Learning Communities Committee** – Williams Field High School – Gilbert, Arizona – 2012-2013

**Community Advocate Presenter (Trish Spencer, President, Boxer Luv Rescue)** – Arizona State University Phoenix Arizona - 2012

**High School Curriculum Team** – Williams Field High School/Higley Unified School District – Gilbert, Arizona – 2011-2012

**AIMS Reading and Writing Tutor** – Williams Field High School – Gilbert, Arizona – 2010-2011

**Speech & Debate Course Curriculum Development Advisor** – Williams Field High School – Gilbert, Arizona – 2009-2010

### **PROFESSIONAL DEVELOPMENT**

Note: Professional development denoted with an \* represent those completed under the California State University, Fullerton affiliation.

**Faculty Search Committee Training\*** - Virtual – September 2020  
California State University, Fullerton Department of Human Resources, Diversity, & Inclusion training for faculty search committee members on faculty recruitment procedures.

**Exploring Race Matters in 2020 with Dr. Brenda J. Allen\*** – Virtual – August 2020  
Dr. Brenda J. Allen, former Chief Diversity Officer for the University of Colorado Denver and the Anschutz Medical Campus, will lead a three-day workshop exploring race in 2020. The workshop will involve discussions

about what race is and why it matters, why race is relevant to everyone, and practices for addressing racism.

**Academy of Management: Organizational Communication & Information Systems Junior Faculty Consortium\*** – Virtual – August 2020

The purpose of the workshop is to explore strategies and helpful practices for developing successful academic careers. Over the years, the OCIS Junior Faculty Consortium has played a significant role in helping hundreds of scholars develop their careers and build professional relationships. This year's topics include publication quality and quantity, tenure and promotion, work-life balance, developing and fostering professional relationships, and other topics of interest to pre-tenure faculty. (Jennifer Gibbs, University of California, Santa Barbara, organizer)

**Writing Bootcamp\*** – Virtual – May 2020 – August 2020

A 12-week, online program that was designed to teach tenure-track and tenured faculty the skills they need to increase both their research and writing productivity while maintaining a healthy work-life balance.

**Faculty Development Center New Faculty Support Meetings\*** – California State University, Fullerton – August 2019 – May 2020

New faculty support series meeting monthly for two semesters. Meetings cover onboarding and foundations, such as service opportunities, prospectus and tenure files, and more.

**Being a leader and the Effective Exercise of Leadership: An Ontological/Phenomenological**

**Model** – Clemson University – Clemson, South Carolina – June 2016

7-day leadership laboratory course where participants discover what it is to be a leader and exercise leadership effectively as their natural self-expression. Participants work to master certain powerful contexts that shape and color the way in which the circumstances one confronts in leadership situations occur or show up, and how one occurs for oneself in such situations. When mastered, these contexts for leader and leadership result in the circumstances of any leadership situation, and oneself in such situations, occurring or showing up so that one's naturally correlated way of being and acting is that of being a leader and exercising leadership effectively.

**Global Reporting Initiative (GRI) G4 Training/Certification** – Arizona State University – Scottsdale, Arizona – October 2015

Two-day certification training of GR – the latest version of GRI's guidelines. GRE is a comprehensive framework that is used globally for disclosing corporate social responsibility and sustainability impacts, management and performance. Training encompasses analysis of data, stakeholder engagement, and communication of organizational impact.

**Creating Course Leaders 2** – Toronto, Ontario, Canada – July 2015

This workshop deals with the four areas of mastery in being an effective course instructor for *Being a Leader and the Effective Exercise of Leadership: An Ontological Phenomenological Model*, which are mastering the content of the course, mastering the effective delivery of the course, mastering interactions with participant and mastering instructor growth and development.

**Creating Course Leaders 1** – Toronto, Ontario, Canada – July 2015

Designed to make a significant contribution to the effectiveness in reading the slides for the course, *Being a Leader and the Effective Exercise of Leadership: An Ontological Phenomenological Model*.

**Being a Leader 3 Day Workshop** – Arizona State University – Tempe, Arizona – October 2014

To create a context in which you will have access to personal transformation in a way that contributes to your being who you need to be to be a leader, and with what it takes to exercise leadership effectively as part of your natural self-expression.

## PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

- National Communication Association (NCA)
- Western States Communication Association (WSCA)
- International Association for Communication & Sport (IACS)
- International Communication Association (ICA)
- Transformation Project – Arizona State University
- Arizona Education Association

## HONORS & AWARDS

Note: Honors and awards denoted with an \* represent those earned under the California State University, Fullerton affiliation.

- Academy of Management: Organizational Communication & Information Systems Junior Faculty Consortium – Competitively Selected as one of 20 Junior Faculty to be funded and attend (Summer 2020)\*
- National Communication Association: Group Communication Division – Top Paper Award (November 2018)
- Arizona State University Graduate Fellowship – Prospectus completion award (Fall 2017)
- Transformation Project at Arizona State University Travel Grant (Fall 2017)
- Transformation Project at Arizona State University Travel Grant (Summer 2017)
- Wayne State Summer Seminar “Constructing Resilience in Career” with Guest Scholar Patrice Buzzanell – Competitively selected as one of 17 doctoral students to be funded and attend (Summer 2017)
- Arizona State University Graduate Fellowship – Comprehensive exams completion award (Spring 2017)
- Hugh Downs School of Human Communication at Arizona State University Summer Research Grant (Summer 2017)
- Transformation Project at Arizona State University Travel Grant (Summer 2015)
- Graduate Teaching Assistantship (Fall 2014, Spring 2015, Fall 2016, Spring 2017)
- Arizona State University Graduate and Professional Student Association Travel Grant (Spring 2014)
- Arizona State University Graduate College Dean’s Fellowship (Fall 2011)
- Higley Unified School District/Williams Field High School Teacher of the Year Nominee (2010-2011)
- Graduation Honors: Cum Laude (June 2008)
- University of Wisconsin, Oshkosh Spring 2008 Commencement Speaker

## SECONDARY TEACHING EXPERIENCE

**Physical Education/Strength & Conditioning Teacher/Coach** – Williams Field High School – Gilbert, Arizona – August 2014 – October 2014

**English/Speech & Debate Teacher** – Williams Field High School – Gilbert, Arizona – July 2008 to May 2013

**Student Teacher** – Winneconne High School – Winneconne, Wisconsin – April 2008 to June 2008

**Student Teacher** – Oshkosh North High School – Oshkosh, Wisconsin – January 2008 to March 2008

**Clinician** – Neenah High School – Neenah, Wisconsin – February 2006 to May 2006

## SPEECH/DEBATE/FORENSICS COACHING EXPERIENCE

**Head Speech and Debate Coach** – Williams Field High School – Gilbert, Arizona – August 2008 to May 2013 (Seasonal)

**Assistant Forensics Coach** – Oshkosh North High School – Oshkosh, Wisconsin – November 2006 to April 2008 (Seasonal)

### **ATHLETIC COACHING EXPERIENCE**

**Head Girls Cross Country Coach** – Williams Field High School – Gilbert, Arizona – July 2008 to November 2012; July 2018 – November 2018 (Seasonal)

**Assistant Coach/Track and Field/Head Boys & Girls Distance Coach** – Williams Field High School – Gilbert, Arizona – January 2009 – May 2014; January 2019 – May 2019 (Seasonal)

**Assistant Boys & Girls Cross Country Coach** – Williams Field High School – Gilbert, Arizona – July 2013 – November 2013 (Seasonal)

**Volunteer Assistant Girls Distance Track Coach** – Oshkosh North High School – Oshkosh, Wisconsin – March 2008 to June 2008 (Seasonal)

**Volunteer Assistant Girls Cross Country Coach** – Oshkosh North High School – Oshkosh, Wisconsin - September 2007 to November 2008 (Seasonal)

### **TEACHING LICENSURE**

#### **Arizona Licensure – 2011 to 2017; Renewed 2017 to 2026**

Standard Secondary Education, 7-12: English; Structured English Immersion, K-12 (2017-2026)

Provisional Secondary Education, 7-12: English (2009 to 2011)

Reciprocal Provisional Secondary Certificate (2008 to 2009)

Arizona Substitute Certification – 2009 to 2015

#### **Wisconsin Licensure – 2008 to 2013**

Early Adolescence to Adolescence (age 10-21)

Speech Communication (73-320 EA-AD/6-12)

English (73-300 EA-AD/6-12)

### **SECONDARY EDUCATION COURSES TAUGHT (GRADES 9-12)**

**General Strength & Conditioning** (Grades 9-12). Course teaches the structure and function of the muscular system while increasing muscular strength and body composition. Lifting programs are designed on a semi-individual basis and individual target areas will be the focus.

**Strength & Conditioning Athletic Emphasis** (Grades 9-12). Courses teaches the structure and function of the muscular system while increasing muscular strength and body composition. Lifting programs are designed to increase overall strength as well as sport specific strength while focusing on core strength, basic lifts, and supplemental/sport specific lifts.

**English Literature** (Grade Level 11/12). Survey course in American Literature that involves the study of styles, techniques, philosophies, biographies, and ideas of major American writers as well as the historical events that influenced their works.

**Advanced Placement (AP) English Language and Composition** (Grade Level 11/12). Course prepares students for the AP Language and Composition exam. Students read college-level materials with an emphasis on rhetorical analysis and argument.

**Speech and Debate** (Grade Level 10-12). Course centers on developing effective public speaking skills, focusing on informing and persuading others through research and argumentation. Content includes traditional two-person debates, storytelling, oral interpretation, dramatic performance, as well as participation in adjudicated debate competitions.

**English Composition** (Grade Level 10-12). This course explores genres through reading and writing. Students write expository, expressive, persuasive, and functional text essays.

**Honors English** (Grade Level 10-12). Advanced coursework in English literature and composition designed to provide preparation for subsequent AP Language and Literature courses.

**Freshman Speech** (Grade Level 9). Introductory course designed to develop communication and public speaking skills, research, organization and time management skills, and interpersonal and team skills.

**Written Communication** (Grade Level 12). This course helps students improve writing skills with an emphasis on workplace writing. Students learn to use the language, style and format appropriate to the subject matter, purpose and audience. Successful completion with a B or better equates to Fox Valley Technical College Credit.

**Oral/Interpersonal Communication** (Grade Level 12). Course emphasizes the interpersonal workplace communication skills related to communicating effectively with co-workers, supervisors, clients, and customers. Successful completion with a B or better equates to Fox Valley Technical College Credit.

**Fundamentals of Speech** (Grade Level 11/12). Course combines theory, practice and competency evaluation to help students understand the communication process. Course uses the University of Wisconsin, Oshkosh curriculum and students may earn college credit.

**English Literature 3** (Grade Level 11). This course focuses on major American writers, literary forms, and themes in American literature.

**Effective Speech** (Grade Level 10-12). Course is designed to expose students to various types and contexts of communication. Research, organization, and documentation, in addition to the use of specific public speaking skills, are practiced and assessed.

**Speech** (Grade Level 10). Students learn skills associated with public speaking by preparing and delivering demonstration, informative and persuasive speeches.

## Patty Callish Malone

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### EDUCATION

Ph.D. (May, 2006). Communication Studies. The University of Texas at Austin.

Dissertation: *Communicative Responses to Malicious Envy at Work*. An examination of envy in the workplace and how employees communicatively respond to envy. This dissertation explores triggers to feelings of envy and communicative reactions and responses to feelings of envy. Specifically, the study focuses on what factors influence employees' choice of communicative response, what attributions employees make about their feelings of envy, and the relationship between attributions and communicative responses. Advised by Dr. John A. Daly.

M.S. (*Summa Cum Laude*). Speech Communication. University of Southern Mississippi, Hattiesburg, Mississippi (2000).

Master's Thesis: *Organizational Conflict: Coworker Backstabbing*. Advised by Dr. John Meyer.

B.A. (*Summa Cum Laude*). Speech Communication, California State University Sacramento, California.

### TEACHING

**Associate Professor:** California State University Fullerton. Department of Human Communication Studies. (Fall 2005-present).

**Instructor:** Fullerton College. Speech Department. (Fall, 2008-Spring 2009).

**Instructor:** The University of Texas at Austin. Department of Communication Studies. (Fall 2000-Spring 2005).

**Teacher Assistant:** The University of Texas at Austin. Department of Communication Studies. (Fall 2000, Summer 2001).

### **COURSES: Primary Instructor**

#### ***Seminar in Group Communication (HCOM 520)***

California State University Fullerton, Department of Human Communication Studies (Spring 2012). Instruct students in theory of small group communication. Focuses on

group variables, methods and outcomes, and group process as a learning tool. Discussion oriented and experiential learning.

***Seminar in Organizational Communication (HCOM 525)***

California State University Fullerton, Department of Human Communication Studies (Fall 2011). Instructs students in theory concerning managerial and organizational communication. Examine research findings and case studies relating to communication determinants and organizational effectiveness. Also focus on communicative relationships among individuals, the work unit, and the organization.

***Training and Development (HCOM 433)***

California State University Fullerton, Department of Human Communication Studies (Fall 2015-present). Instruct students in communication training as a means to enhance human resources development in organizations. This course helps prepare students to implement communication workshops, seminars, and training programs for professional development. Methods of assessing learning outcomes and evaluation of training programs are also covered.

***Organizational Communication Dynamics (HCOM 326)***

California State University Fullerton, Department of Human Communication Studies (Fall 2009-present). Instruct students in the connections between communication, theory, and organizations. The micro-systems and macro-systems within an organization are emphasized in terms of intra-personal, interpersonal, small group, and organizational communication theories.

***Communicating in Teams and Groups (HCOM 324)***

California State University Fullerton, Department of Human Communication Studies (Fall 2008-present). Instruct students in communication and communication facilitation in small groups and teams. Focuses on interpersonal needs, leadership, norms, roles, verbal and nonverbal messages, group systems and procedures.

***Communication in Business and the Professions (HCOM 333)***

California State University Fullerton, Department of Human Communication Studies (Fall 2007-Spring 2008). Instructed students to prepare for managerial competencies and leadership roles in business and organizations. Taught students how to communicate competently in business settings and how to deliver a business report and presentation. Also how to research a company and conduct interviews.

***Interviewing Principles and Practices (HCOM 325)***

California State University Fullerton, Department of Human Communication Studies (Fall 2005-present). Instruct students how to prepare for and conduct employment and internship interviews, probing and information gathering interviews, and persuasive interviews. Teach students how to research and effectively contact companies they want to work for.

***Introduction to Speech Communication (HCOM 100)***

California State University Fullerton, Department of Human Communication Studies (Fall



2005, Summer 2006-present). Teach students skills for improving interpersonal relationships in a variety of contexts: groups, organizations, and public settings. This course is an introduction to the theory and practice of human communication.

***Internship in Human Communication (HCOM 437)***

California State University Fullerton, Department of Human Communication Studies (Spring 2007). Mentored students through course of their internships. Met with site supervisors. Taught students to draw connections between communication theories and applied work experience.

***Interpersonal Communication (Speech 105)***

Fullerton College, Speech Department (Fall 2008-Spring 2009). Taught students interpersonal communication theory and interpersonal communication in different contexts including dyads, small groups, and presentational.

***Public Speaking (Speech 100)***

Fullerton College, Speech Department (Fall 2008-Spring 2009). Taught students presentational skills for a variety of speeches including informative and persuasive. Taught students theories of persuasion and how to organize and deliver a speech.

***Interviewing Skills (CMS 316L)***

University of Texas at Austin, Department of Communication Studies (Fall, 2002-Spring, 2005). Instructed students how to construct and conduct probing interviews, persuasive interviews, information gathering interviews, and employment interviews.

***Sales Briefings & Presentations (CMS 370L)***

University of Texas at Austin, Department of Communication Studies (Spring, 2002). Taught students to prepare and deliver business presentations (individual and group), how to conduct and participate in press conferences, and specific sales techniques and strategies. Also instructed students in creating dynamic PowerPoint business presentations.

***Professional Communication Skills (CMS 306M)***

University of Texas at Austin, Department of Communication Studies (Fall, 2001, Summer 2004). Instructed students to plan and conduct professional interviews, to facilitate and participate in group meetings, and prepare and give informative and persuasive presentations.

***Business and Professional Speaking (CMS 319)***

University of Texas at Austin, Department of Communication Studies (Spring, 2001). Instructed students on creating informative, group, persuasive, and sales presentations. Also instructed students on creating PowerPoint presentations and on other uses of technology in their presentations.

**Teaching Assistant**

***Organizational Communication (CMS 350K)***

University of Texas at Austin (Summer, 2001). Responsible for meeting with students to discuss grades and course related questions. Aided in preparation of exam questions and reviews and graded student papers and exams. Led some class activities and some lectures.

***Interpersonal Communication (CMS 315), n=600+***

University of Texas at Austin (Fall, 2000). Responsible for meeting with students to discuss grades and course related questions. Aided in preparation of exam questions and reviews and graded student papers and exams.

**RESEARCH**

**PUBLICATIONS**

Malone, P.C. & Daly, J. (2012). Malicious envy at work: Causes and communicative responses. *Iowa Journal of Communication, 44*, 220-248.

Malone, P. & Hayes, J. (2011). Backstabbing in organizations: Employees' perceptions of incidents, motives, and communicative responses. *Communication Studies, 63*, 194-219.

Stephens, K.K., & Malone, P.C. (2010). New media for crisis communication: Opportunities for technical translation, dialogue, and stakeholder responses. In W.T. Coombs and S.J. Holladay (Eds.), *The Handbook of Crisis Communication*, (pp. 381-395). West Sussex, UK: Wiley-Blackwell.

Malone, P.C. & Coombs, W.T. (2009). Co-Editor of special issue on crisis communication. *Journal of Public Relations Research, 21* (2).

Malone, P.C. & Coombs, W.T. (2009). Introduction to special issue on crisis communication. *Journal of Public Relations Research, 21* (2), 121-122.

Malone, P.C. & Stephens, K.K. (2009). Give me information or I will blog. In J. Keyton & P. Shockley (Eds.), *Case Studies for Organizational Communications* (3<sup>rd</sup> ed.), (pp. 324-331). New York: Oxford University Press.

Stephens, K.K., & Malone, P.C. (2009). If the organizations won't give us information: The use of multiple new media for crisis technical translation and dialogue. *Journal of Public Relations Research, 21* (2), 229-239.

Malone, P. (2006). Organizing a successful presentation. In A.M. Young & J.A. Daly (Eds.), *Professional Communication Skills* (pp.145-177). Indianapolis, IN: Pearson.

Stephens, K.K., Malone, P.C., & Bailey, C. (October 2005). Communicating with stakeholders during a crisis: Evaluating message strategies. *Journal of Business Communication, 42*, 390-419.

## COMPETITIVELY SELECTED CONFERENCE PAPERS

- \*\*Malone, P. & Hayes, J. (2011).** Backstabbing in organizations: Employees' perceptions of incidents, motives, and communicative responses. Presented to the Organizational Communication Division of the National Communication Association in November 2011 at the annual conference in New Orleans. **\*\**Top Paper, Organizational Communication Division.***
- Malone, P.C. (2011). 'Tell it like it is': TV news as narrative, the real story. Presented to the Ethnography Division of the National Communication Association at the annual conference in New Orleans.
- Malone, P.C. (2010). Working with difficult people. Presented to the G.I.F.T.S. Division of the National Communication Association Conference in San Francisco.
- Malone, P.C. & Stephens, K.K. (2008). Give me information or I'll blog: a case study analysis of the pet food recall. Invited paper presented to the Applied Communication Division at the National Communication Association Conference in San Diego.
- Malone, P.C. (2008). Malicious envy at work: Causes and communicative responses. Invited paper presented to the Organizational Communication Division at the National Communication Association Conference in San Diego.
- \*\*Stephens, K.K. & Malone, P.C. & (2008).** If the organizations won't give us information: The use of multiple new media for crisis technical translation and dialogue. Presented to the Applied Communication Division at the National Communication Association Conference in San Diego. **\*\**Top Paper, Applied Communication Division.***
- Stephens, K.K. & Malone, P.C. & (2008). If the organizations won't give us information: The use of multiple new media for crisis technical translation and dialogue. Scholar to Scholar Session II at the National Communication Association Conference in San Diego.
- Malone, P.C. (2007). Communicative responses to malicious envy in the workplace. Presented to the Organizational Communication Division at the National Communication Association Conference in Chicago, IL.
- Malone, P.C. (2007). Internal world views: Employee trust in organizations and perceptions of the violation of psychological contracts. Presented as part of a panel "Faith, trust, & distrust in organizations: An examination and discussion of recent research trends and practices focusing on organizational trust" to the Public Relations Division at the National Communication Association Conference in Chicago, IL.
- Malone, P. (2007). Coworker backstabbing: Strategies, motives, and responses. Presented to the Organizational Communication Division at the International Communication Association Conference in San Francisco, CA.

- Malone, P.C. (2004). TV news as narrative: The “real” story. Paper presented to the Mass Communication Division at the International Communication Association Conference in New Orleans, LA.
- Malone, P.C. (2004). Malicious envy in the workplace. Paper presented to the Organizational Communication Division at the International Communication Association Conference in New Orleans, LA.
- Malone, P.C. (2004). Verbal aggression in the workplace. Paper presented at the Southwestern Nuevo Dia Organizational Communication Conference in Austin, TX.
- \*\* Stephens, K.K., Malone, P.C., & Bailey, C. (2002). From technical translation to fluff: Evaluating relationships between message strategies and stakeholders during crisis communication. Paper presented at the National Communication Association Conference in New Orleans, LA. \*\**Top Paper, Applied Communication Division.*
- Malone, P.C. (2002). Culture impact on IOR communication in a homeless service network. Paper presented to the Organizational Communication Division at the International Communication Association Conference in San Diego, CA.
- Stephens, K.K., Malone, P.C., Young, A., & Hudson, D. (2002). An organizational model of communication adequacy, perceived supervisor communication competence, and outcomes. Paper presented to the Organizational Communication Division at the National Communication Association Conference in New Orleans, LA.
- Mitchell, M. M., Rankin, C., D’Urso, S., & Malone, P.C. (2002). The impact of intention to handle conflict face-to-face or via e-mail on perceived conflict resolution style. Paper presented to the Interpersonal Communication Division at the International Communication Association Conference in Seoul, Korea.
- Mitchell, M. M., Rankin, C., D’Urso, S. & Malone, P.C. (2001). Relationship saver or egregious error? Handling conflict on-line. Presented at the International Network for Personal Relationships Conference in Phoenix, AZ.
- Malone, P.C. (2001). From the outside in: Pictures of organizational representation, a case study of recruitment in organizations. Panel for the Applied Communication Division of the National Communication Association in Atlanta, GA.
- Malone, P.C. (2000). Organizational conflict: Coworker backstabbing. Paper presented to the Organizational Communication Division at the Southern States Communication Association Conference in New Orleans, LA.
- Malone, P.C. (2000). “Chicago Hope”: Gone too far? Paper presented to the Mass Media Division at the Southern States Communication Association Conference in New Orleans, LA.

## SERVICE & COMMITTEES

***Scholarship and Awards Committee:*** Planned year end scholarship and awards banquet. Helped organize program and script. Helped determine award and scholarship recipients from field of applicants. Involved in all phases of planning and attended all meetings. (Most semesters).

***Co-Emceed Scholarship and Awards Program:*** California State University Fullerton Human Communication Department's Year-End Awards Banquet. (Numerous semesters).

***Graduate Committee:*** Determine which students are accepted into Human Communication Studies Graduate Program. Review applications, essays, letters of recommendations, and GPA's. 2012-2013, 2016.

***Graduation/Commencement Committee (Chair):*** Notify nominated speakers, hold auditions, and select student speakers for commencement in Human Communication Department. (Most semesters).

***Commencement Student Speaker Committee (Chair):*** Chaired committee that selected student speakers for commencement in Human Communication Department (Most semesters).

***Recruitment Committee (Chair):*** Formed committee to recruit more majors and minors into HCOM. Developing a recruitment presentation with OASIS. Visited numerous classes to give presentation on benefits of majoring in HCOM (Spring 2011, Fall 2011).

***GIFTS Submission Reader:*** Read and selected teaching ideas to be presented to the GIFTS division of the National Communication Association Convention in Orlando, Florida in November 2012.

***Paper Reader:*** Read and selected papers for presentation to the Organizational Division of the International Communication Division at the International Communication Association Conference in Boston, MA. (Spring, 2011).

***Commencement Name Reader:*** Read names of graduating undergraduate students and graduate students during graduation ceremonies (Most semesters).

***Summer Training Institute:*** Accepted into Summer Training Institute by Faculty Development Center to learn how to develop and teach online courses. I developed two modules which were incorporated into my HCOM 326 Organizational Communication Dynamics class (Summer, 2009).

***Commencement Diploma Presenter:*** Handed diplomas to undergraduates and graduates during graduation ceremonies (Most semesters).

***College Commencement Committee:*** On the College of Communications Commencement

Committee for the school years (2009-2010, 2008-2009, 2007-2008).

**Speaker:** Introduced and presented award to winner of the Antonia Maria Paula Bapat-Zaat Graduate Award at the California State University Fullerton Communication Department's Year-End Awards Banquet. (Many semesters).

**Paper Reader:** Read and selected papers for presentation to the Organizational Division of the International Communication Division at the International Communication Association Conference in Chicago, IL. (Spring, 2009).

**Research Committee:** Served on the Research Committee for the school year (2011-2012, 2008-2009).

**Paper Reader:** Read and selected papers for presentation to the Organizational Division of the International Communication Division at the International Communication Association Conference in Montreal, Canada. (Spring, 2008).

**Graduate Committee:** Determined which students were accepted into Human Communication Studies Graduate Program. Reviewed applications, essays, letters of recommendations, and GPA's (2007-2008).

**Speaker:** Introduced and presented award to winner of the Antonia Maria Paula Bapat-Zaat Undergraduate Award at the California State University Fullerton Communication Department's Year-End Awards Banquet. (Many semesters).

**Letters of Recommendation:** Continuously write numerous letters of recommendation for students applying to graduate schools, study abroad programs, and applying for internships and jobs (2006-present).

### **Outside Seminars & Committees**

**Advisory Committee for University of California Irvine Extension School Curriculum:** for UCI's new Communication and Leadership certificate program (Spring, 2012-present).

**Curriculum Developer:** Developed curriculum including course descriptions, objectives, and competencies for 10 new courses for the University of California Irvine Extension School (Spring, 2012).

**Irvine Chamber of Commerce:** Member (Fall 2011-present).  
*Economic Vitality Committee*  
*Ambassadors*

**Selected for Development Committee for Values Institute with DGWB** (Summer, 2012).

**Dale Carnegie Course: Effective Communication & Human Relations Skills for Success** (2010).

***Dale Carnegie: High Impact Presentation Course*** (2010).

***Strictly Business: The Dale Carnegie Strictly Business Immersion Seminar*** (2010).

***Dale Carnegie: How to Win Cooperation and Influence People*** (2010).

### **Television Programs**

***Gregory Mantell Talk Show Guest:*** Appeared on Gregory Mantell Talk Show in Los Angeles discussing TV News and serial killers. (Spring, 2009).

***Gregory Mantell Talk Show Guest:*** Appeared on Gregory Mantell Talk Show in Los Angeles discussing TV News and media bias, Part II. (Spring, 2009).

***Gregory Mantell Talk Show Guest:*** Appeared on Gregory Mantell Talk Show in Los Angeles discussing TV News and the criminal justice system, Part II. (Fall, 2009).

***Gregory Mantell Talk Show Guest:*** Appeared on Gregory Mantell Talk Show in Los Angeles discussing TV News and media bias, Part I. (Fall, 2009).

***Gregory Mantell Talk Show Guest:*** Appeared on Gregory Mantell Talk Show in Los Angeles discussing TV News and the criminal justice system, Part I. (Summer, 2008).

***KOCE TV News Guest:*** Interviewed on KOCE TV “The Real Orange” newscast on “Interviewing Skills: Winning Your Dream Job.” (Spring, 2008).

### **Additional Speaking and Workshops**

Ongoing. This is my business. At this point at least 75 keynote presentations, workshops, and corporate trainings for companies and associations over the last 10 years. Too many to list here. These are my very early ones.

***Speaker:*** GoSummit “Increase Productivity Through Clear Communication” (Spring, 2012). Spoke to small business owners and C-level executives in Garden Grove.

***Video Interviewer:*** Entrepreneur Summit (Spring, 2012). Conducted video interviews for the Entrepreneur Summit in Garden Grove. Interviewed participants, angel investors, and speakers.

***Speaker:*** NHRAOC “Clear Communication Saves Your Company Money and Keeps Employees” (Summer, 2012). Spoke to Human Resources Directors at the Orange County chapter of National Human Resources Association meeting in Irvine.

***Speaker:*** World Connections India 2012 “Clear Communication Across Cultures Saves Your Company Money” (Summer, 2012). Spoke to CEO’s at international business convention in Irvine.

**Speaker:** HR.Com “Transform Resistance into Support During Organizational Change” (Summer, 2012). Conducted webinar for international association of Human Resources Directors.

**Speaker:** Spoke on “Recession Proof Your Job Search” as part of Fullerton Downtown Library’s “Town and Gown” lecture series. (Spring 2010, 2009).

**Speaker:** Spoke on “Interviewing Skills: Winning Your Dream Job” as part of Fullerton Downtown Library’s “Town and Gown” lecture series. (Fall, 2007).

**Moderator:** Moderated panel during a break-out session for 2007 Southern California Real Estate Conference and Trade Show in Anaheim. Panel: “Changing Lanes: the Human Side of Mergers, Acquisitions, & Consolidations in the Real Estate Industry.” (Summer, 2007).

**NSA Conference:** Attended National Speaker’s Association Conference in Palm Springs (Summer, 2008).

**Steven Covey Workshop:** Attended Steven Covey’s “7 Habits” workshop at CSUF (Fall, 2007).

**Guest Speaker:** Spoke to the Texas Advertising Group at The University of Texas at Austin on presentation skills (Fall 2004).

**Public Relations Graduate Chair:** Promoted “Nuevo Dia” Graduate Organizational Communication Conference at the University of Texas at Austin. Headed a committee of graduate students that developed and conducted a public relations campaign to encourage conference attendance (Spring 2004).

**Guest Speaker:** Spoke to the National Communication Association Student Club at The University of Texas at Austin on interviewing skills (Spring 2004).

**Guest Speaker:** Spoke to Dr. Larry Browning’s graduate seminar course in Narratives at The University of Texas at Austin on methods and narratives (Spring 2004).

## **PROFESSIONAL MEMBERSHIPS**

National Communication Association  
International Communication Association  
Western States Communication Association  
National Speaker’s Association  
Association of Sales and Training Development  
International Association of Business Communication  
Irvine Chamber of Commerce

## **CONSULTING**



Again, too many to list here at this point.

**Facilitator:** Selected as workshop leader and conference facilitator for 2005 Student Leadership Conference. Responsible for comprehensive learning synthesis during the conference and development and execution of an ethical leader workshop. Sponsored by the Center for Ethical Leadership, University of Texas at Austin (January, 2005).

**Presentation Seminar Leader:** Facilitated one-day workshop on business and professional presentation skills to Austin Evening MBA candidates. Sponsored by the Red McCombs School of Business, University of Texas at Austin (Fall 2002, Fall 2003, Fall 2004).

**Presentation Coach:** Facilitated a two-week workshop on professional communication skills for the MBA Student Communications workshop. Sponsored by the Department of Finance in the Red McCombs School of Business, University of Texas at Austin (Fall 2003, Fall 2004).

**Presentation Workshop Coach:** Facilitated weekly sessions throughout the semester training MBA students in professional presentation skills during their Speakeasy sessions. Sponsored by MBA Speakeasy students, Red McCombs School of Business, University of Texas at Austin (Fall 2003).

### **ADDITIONAL WORK EXPERIENCE**

**Sales Director/Consultant:** Mary Kay Cosmetics, Meridian, Mississippi. Recruited, trained, and led team of sixty people. Developed and taught weekly training sessions and sales meetings. Taught sales and marketing classes at various seminars and conventions (1992-1998).

**TV News Anchor/Producer:** WTOK TV, Meridian, Mississippi for **award winning** 6:00 and 10:00 weeknight newscasts. Wrote bulk of both newscasts. Also covered health stories as field reporter.

**Anchor/Reporter:** KCRL TV, Reno, Nevada for 6:30 and 11:00 weeknight newscasts. Wrote bulk of 6:30 newscast. Covered health and general assignment stories. Co-hosted several telethons.

**Corporate TV Anchor/Manager:** General Dynamics, Pomona, California for **award winning** corporate television newscast FOCUS. Produced and wrote program. Supervised camera crew and all aspects of program. Managed budget.

**Anchor/Producer:** KHSL TV, Chico, California for 6:30 PM and Noon newscasts. Wrote bulk of both newscasts. Co-hosted several parades and telethons.

### **HONORS AND AWARDS**

#### **Faculty Recognition:**

**Top Paper:** *Organizational Communication Division*. Malone, P. & Hayes, J. (2011).

Backstabbing in organizations: Employees' perceptions of incidents, motives, and communicative responses. Presented to the Organizational Communication Division of the National Communication Association in November 2011 at the annual conference in New Orleans.

**Scholarly & Creative Activity** (2010). Received award for "Recognition of Scholarship that results in the highest quality, peer reviewed journal articles."

**Top Paper:** *Applied Communication Division*. Stephens, K.K. & Malone, P.C. & (2008). If the organizations won't give us information: The use of multiple new media for crisis technical translation and dialogue. Presented to the Applied Communication Division at the National Communication Association in San Diego.

**Top Paper:** *Applied Communication Division*. Stephens, K.K., Malone, P.C., & Bailey, C. (2002). From technical translation to fluff: Evaluating relationships between message strategies and stakeholders during crisis communication. Paper presented at the National Communication Association Conference in New Orleans, LA.

WTOK TV: **First Place** Small Market Television Achievement. Mississippi Associated Press Broadcasters Association.

**Second Place** Small Market Television Achievement. Mississippi Associated Press Broadcasters Association.

**Third Place** Small Market Television Newscast. Mississippi Associated Press Broadcasters Association.

**Best Newscast.** Mississippi Associated Press Broadcasters Association.

**First Place** Award for Excellence in Medical Reporting. Mississippi State Medical Association.

**First Place** Award for Health Reporting. American Heart Association. Mississippi Affiliate.

General Dynamics: **First Place** Polaris Award for Best Corporate Newscast. Public Relations Society of America.

# Summer Carnett Martin

## Curriculum Vitae

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**Address** Department of Human Communication Studies  
California State University, Fullerton  
Fullerton, CA 92834

**Phone** 657-278-4197

**E-Mail** sumartin@fullerton.edu

## EDUCATION

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**Ph.D.** University of Illinois at Urbana-Champaign; 2012  
Communication  
Areas of concentration: Health and interpersonal communication  
Dissertation: *Couples coping with Parkinson's disease: Implications for the patient, partner, and relationship*  
Advisor (2010-2012): Dr. John Caughlin  
Advisor (2006-2010): Dr. Dale Brashers (deceased)  
Committee: Drs. Marian Huhman, Leanne Knobloch, and Brian Quick

**M.A.** San Diego State University; 2005  
Communication Studies  
Advisor: Dr. Patricia Geist-Martin

**B.A.** University of California, Santa Barbara; 2001  
Communication  
Graduated with Highest Honors (top 2.5% of class)

## ACADEMIC APPOINTMENTS

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**2016-present** Associate Professor  
California State University, Fullerton  
Department of Human Communication Studies

**2012-2016** Assistant Professor  
California State University, Fullerton  
Department of Human Communication Studies

**2006-2012** Graduate Teaching Assistant  
University of Illinois, Urbana-Champaign  
Department of Communication

- 2009-2010**            **Graduate Assistant, Internship Coordinator**  
University of Illinois, Urbana-Champaign  
Department of Communication
- 2007-2008**            **Graduate Research Assistant**  
University of Illinois, Urbana-Champaign  
Department of Communication
- 2005**                    **Graduate Research Assistant**  
San Diego State University  
School of Communication
- 2003-2004**            **Graduate Teaching Assistant**  
San Diego State University  
School of Communication

## **TEACHING**

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### **COURSES TAUGHT**

#### **California State University, Fullerton**

##### Human Communication 425: Health Communication

- Course on research related to communication in health contexts, with a focus on how messages from interpersonal, organizational, and media sources affect health beliefs and behaviors.
- Open to graduate and undergraduate students.
- SOQ rating = superior.

##### Human Communication 300: Introduction to Research in Communication

- Introductory course designed to help students develop skills for critical interaction with the field's research.
- SOQ rating = superior.

##### Human Communication 509: Qualitative Research Methods (graduate seminar)

- Through scholarly readings, discussions, activities/workshops, quizzes, and assignments (including immersion into an in-depth research project), this course explores a variety of qualitative research approaches.
- SOQ rating = superior.

Human Communication 413: Communication in Interpersonal Relationships

- Course on research and theory relevant to communication in interpersonal relationships (particularly close relationships).
- Open to graduate and undergraduate students.
- SOQ rating = superior.

Human Communication 318: Family Communication

- Course on communication phenomena in the setting of the family, including how people develop, maintain, enhance, or disturb family relationships through communication.
- SOQ rating = superior.

**University of Illinois, Urbana-Champaign**

Communication 260: Health Communication

- Introductory course on research related to communication in health contexts, with a focus on how messages from interpersonal, organizational, and media sources affect health beliefs and behaviors.

Communication 115: Interviewing

- Course on the fundamental theories and concepts of interviewing, with a focus on the practical application of skills as an interviewee and an interviewer.

Communication 230: Interpersonal Communication

- Survey course on the major research in the interpersonal communication field. Special emphasis on how students can apply course concepts to improve their own interpersonal relationships.

Speech Communication 101: Principles of Effective Speaking

- Introductory course on preparing and delivering short speeches.

**San Diego State University**

Communication 103: Oral Communication

- Introductory course on communication theory and public speaking.

## PROFESSIONAL DEVELOPMENT FOR TEACHING/ADVISING

- 2020, 2021 Completed several Faculty Development Center training courses for online teaching (e.g., Teaching Remotely, Keeping the Good Stuff, Canvas, Titanium, Quality Matters).
- 2019, 2020 Attended the “Culturally-Informed Advising of Latino/a/x Graduate Students Mini-Conference.”
- 2013 Attended the Southern California Communication Symposium on October 11, 2013.
- 2012-2013 Regularly attended *New Faculty Development* sessions (e.g., “Active Teaching and Active Learning,” “Accessibility Technology Initiative”) at California State University, Fullerton.
- 2011 Received a certificate from the Sloan Consortium for completing the requirements of a course about how to teach an online class.

## TEACHING HONORS

Honored at the Academic Affairs 2016-17 Faculty Recognition Event for Teaching, California State University, Fullerton.

List of Teachers Rated as Excellent, University of Illinois, Urbana-Champaign.

*(Instructors are appointed to the List of Teachers Rated as Excellent when their students’ evaluations of their overall teaching effectiveness rank them among the top 30% campuswide. Asterisks signify ratings in the highest category, the top 10% campuswide.)*

- Spring 2012\*
- Fall 2011\*
- Spring 2011\*
- Fall 2010\*
- Spring 2010\*
- Fall 2009\*
- Spring 2009\*
- Fall 2008\*
- Spring 2008\*
- Fall 2007
- Spring 2007
- Fall 2006

## ADVISING

### California State University, Fullerton

#### Graduate Advisor, Communication Studies M.A. Program 2015 - 2021

- Primary responsibilities included supporting/advising graduate students (or prospective graduate students) on such issues as admission, coursework, progress towards their degree, and exit options.

#### Graduate Student Committee Membership

##### *Graduate Thesis Committee Membership:*

Jacqueline Yu (*completed Spring 2021*) – Co-Chair  
 McKenna Patton (*completed Summer 2021*)  
 Jessica Tero (*ongoing*)  
 Linh Vo (*completed Fall 2018*) – Chair  
 Arielle Leonard (*completed Fall 2017*)  
 Michelle Davis (*completed Fall 2016*)  
 Alexandra Chrystal (*completed Summer 2016*) – Chair  
 Tiffany Ruggeri (*completed Spring 2015*)  
 Julia Schneiderman (*completed Spring 2015*)  
 Lucy Niess (*completed Summer 2014*)

##### *Graduate Project Committee Membership:*

Jacquie Truckee (*completed Summer 2021*) – Chair  
 Lyndsey Christoffersen (*completed Fall 2020*)  
 Franck Lemperle (*ongoing*)  
 Shannon Moore (*completed Fall 2020*)  
 Dennise Morones (*completed Fall 2019*)  
 Austin Schmidt (*completed Spring 2018*)  
 Jacqueline Torres (*completed Spring 2017*)  
 Shih-Ting Wu (*completed Spring 2016*) – Chair  
 Cynthia Nguyen (*completed Fall 2013*)

##### *Comprehensive Exam Committee Membership:*

Erin Dobson (*completed Fall 2021*)  
 Mary Hill (*completed Spring 2021*)  
 Matt Shin (*completed Spring 2020*)  
 Rosemarie Enriquez (*completed Spring 2020*)  
 Ashley Graham (*completed Spring 2016*) – Chair  
 Kristine Butterly (*completed Spring 2014*) – Chair  
 Megan Tunzi (*completed Fall 2015*)  
 Aley Razook (*completed Fall 2014*)  
 Peter Solomon (*completed Spring 2014*)

Supervisor for Graduate Independent Study (for Research Study)

- Laura Martinez (*Fall 2015*)

**University of Illinois, Urbana-Champaign**Supervisor for James Scholar (Honors) Work

- Brandon Mitchell, Allison Sherry (*Spring 2012*)
- Kourtnei Brooke, Nicholas Shine (*Fall 2011*)
- Ashley Cho, Hani Kuttub, Christine Hall (*Spring 2011*)
- Kelsey Porreca, Alexander Hillmer-McGee (*Fall 2010*)
- Paloma Lau, Sean Swearingen (*Spring 2010*)
- Christine Hall, Claire Moller, Kendra Muntz (*Fall 2009*)
- Kaitlin Hooper (*Spring 2009*)
- Shanshan Yuan, Kira Varava (*Spring 2008*)
- Kirsten Thomas (*Fall 2007*)

Internship Coordinator, Department of Communication Internship Program*Fall 2009-Spring 2010*

- Consulted with undergraduate students and assisted in placing them in internships.
- Assisted in marketing internship program to students and employers.

Supervisor for Undergraduate Teaching Internship

- Jim Liu (*Fall 2009*)

Supervisor for Undergraduate Research Assistantship

- Emma Joy, Katie Drinka (*Summer 2008*)

**SCHOLARLY ACTIVITY**

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**RESEARCH INTERESTS**

- Health communication
- Interpersonal communication
- Couples coping with chronic illness
- Psychosocial issues of chronic illness (e.g., identity, uncertainty)
- Social support and health



## PEER-REVIEWED JOURNAL ARTICLES

**Martin, S. C.** (2016). Relational issues within couples coping with Parkinson's disease: Implications and ideas for family-focused care. *Journal of Family Nursing*, 22, 224-251. doi:10.1177/1074840716640605

**Martin, S. C.** (2016). The experience and communicative management of identity threats among people with Parkinson's disease: Implications for health communication theory and practice. *Communication Monographs*, 83, 303-325. doi:10.1080/03637751.2016.1146407

**Martin, S. C.** (2015). Psychosocial challenges experienced by partners of people with Parkinson disease. *Journal of Neuroscience Nursing*, 47, 211-222. doi:10.1097/JNN.0000000000000141

Stone, A. M., Scott, A. M., **Martin, S. C.**, & Brashers, D. E. (2013). Using information to manage uncertainty during organ transplantation. *Qualitative Communication Research*, 2, 42-60. doi:10.1525/qcr.2013.2.1.42

Scott, A. M., **Martin, S. C.**, Stone, A. M., & Brashers, D. E. (2011). Managing multiple goals in supportive interactions: Using a normative theoretical approach to explain social support as uncertainty management for organ transplant patients. *Health Communication*, 26, 393-403. doi:10.1080/10410236.2011.552479

**Martin, S. C.**, Stone, A. M., Scott, A. M., & Brashers, D. E. (2010). Medical, personal, and social forms of uncertainty across the transplantation trajectory. *Qualitative Health Research*, 20, 182-196. doi:10.1177/1049732309356284

Geist-Martin, P., Becker, C., **Carnett (Martin), S.**, & Slauta, K. (2008). The call to Hawaii: Holistic practitioners' perspectives of their communicative practices of healing. *Communication & Medicine*, 5, 133-144.

## OTHER PUBLICATIONS

**Martin, S. C.** (2016). Caregiver communication. In C. Berger & M. Roloff (Eds.), *The International Encyclopedia of Interpersonal Communication*. ICA Wiley-Blackwell. doi:10.1002/9781118540190

**Martin, S. C.** (2016). Uncertainty related to health and illness [“Health communication in action” sidebar for health communication textbook]. In J. S. Yamasaki, P. Geist-Martin, & B. F. Sharf (Authors/Editors), *Storied health and illness: Communicating personal, cultural, and political complexities*. Long Grove, IL: Waveland Press.

**Carnett (Martin), S.**, Slauta, K., & Geist-Martin, P. (2008). Dialectics of doubt and accomplishment: Re-counting what counts in cultural adaptation. In L. A. Samovar, R. E. Porter, & E. R. McDaniel (Eds.), *Intercultural communication: A reader* (12<sup>th</sup> ed., pp. 401-412). Boston, MA: Wadsworth.

### CONFERENCE PRESENTATIONS (SELECTED BASED ON PEER REVIEW)

Stone, A. M., **Martin, S. C.**, & Scott, A. M. (2021, November). “*Research in progress*” panel: *The experience and communication of uncertainty regarding genetic testing for the BRCA Mutation*. Research presented in “research in progress” panel session at the meeting of the National Communication Association, Seattle, WA.

**Martin, S. C.** (2019, May). *The communication of social support within couples coping with Parkinson’s disease*. Poster presented at the International Congress of Qualitative Inquiry, Urbana, IL.

Vo, L., & **Martin, S. C.** (2019, May). *Understanding communication and privacy management in persons with Type 2 diabetes*. Poster presented at the International Congress of Qualitative Inquiry, Urbana, IL.

Rey, R., & **Martin, S. C.** (2019, April). *Understanding concussions and communication from the student-athlete perspective: Conversations that occurred while recovering from a concussion*. Paper presented at the meeting of the Eastern Communication Association, Providence, RI.

Martinez, L., & **Martin, S. C.** (2018, November). *Communicating and negotiating identity post-mastectomy*. Paper presented at the meeting of the National Communication Association, Salt Lake City, UT.

**Martin, S. C.** (2014, February). *The experience and communicative management of identity challenges among people with Parkinson’s disease: Implications for health communication theory and practice*. Paper presented at the meeting of the Western States Communication Association, Anaheim, CA. **Top Paper of Top Paper Panel, Health Communication Division.**

**Martin, S. C.** (2013, November). *“It’s me talking all the time”*: Psychosocial challenges experienced by partners of people with Parkinson’s disease. Paper presented in poster session at the meeting of the National Communication Association, Washington, D.C.

**Martin, S. C.** (2012, November). *Relational issues within couples coping with Parkinson’s disease*. Paper presented at the meeting of the National Communication Association, Orlando, FL.

Scott, A. M., Stone, A. M., **Martin, S. C.**, & Brashers, D. E. (2012, November). *Revival, uncertainty, and medication adherence among transplant patients*. Paper presented at the meeting of the National Communication Association, Orlando, FL.

**Martin, S. C.** (2010, November). *The experience of social support for people with Parkinson’s disease: Multiple meanings of support*. Paper presented at the meeting of the National Communication Association, San Francisco, CA.

**Martin, S. C.** (2010, April). *The experience and management of identity challenges among people with Parkinson’s disease*. Paper presented at the Kentucky Conference on Health Communication, Lexington, KY.

Stone, A. M., **Martin, S. C.**, Scott, A. M., & Brashers, D. E. (2010, April). *Life after organ transplantation: Experiences of revival and uncertainty*. Paper presented at the Kentucky Conference on Health Communication, Lexington, KY.

Stone, A. M., Scott, A. M., **Carnett (Martin), S.**, & Brashers, D. E. (2009, November). *Using information to manage uncertainty during transplantation*. Paper presented at the meeting of the National Communication Association, Chicago, IL. **Top Four Paper, Health Communication Division.**

**Carnett (Martin), S.**, Stone, A. M., Scott, A. M., & Brashers, D. E. (2009, May). *Medical, personal, and social forms of uncertainty across the transplantation trajectory*. Paper presented at the meeting of the International Communication Association, Chicago, IL.

Scott, A. M., **Carnett (Martin), S.**, Stone, A. M., & Brashers, D. E. (2008, November). *Social support and uncertainty management for transplant patients*. Paper presented at the meeting of the National Communication Association, San Diego, CA.

Stone, A. M., Brashers, D. E., **Carnett (Martin), S.**, & Scott, A. M. (2008, April). *Uncertainty and information management for transplant patients*. Paper presented at the Kentucky Conference on Health Communication, Lexington, KY.

**Carnett (Martin), S.**, Prigg, E., Seaman, A., & Stone, A. (2007, November). *HIV disclosure to children: A metasynthesis*. Paper presented at the meeting of the National Communication Association, Chicago, IL.

Fritz, S., **Carnett (Martin), S.**, & Dozier, D. (2007, May). "Mom, Dad, am I fat?" *The effects of physique, parental body image, and parental communication on satisfaction with one's body*. Paper presented at the meeting of the International Communication Association, San Francisco, CA.

**Carnett (Martin), S.** (2006, November). *The patient-practitioner relationship as medicine: Exploring communication in the context of biomedicine and holistic medicine in Costa Rica*. Paper presented at the meeting of the National Communication Association, San Antonio, TX.

**Carnett (Martin), S.**, Slauta, K., & Geist-Martin, P. (2006, February). *Dialectics of doubt and acknowledgment: Re-counting what "counts" in cultural immersion*. Paper presented at the meeting of the Western States Communication Association, Palm Springs, CA.

**Carnett (Martin), S.**, Fritz, S., & Dozier, D. (2005, November). *Parental influences on body satisfaction of female college students*. Paper presented at the meeting of the National Communication Association, Boston, MA.

**Carnett (Martin), S.**, & Slauta, K. (2005, November). "Facilitating the healing:" *Exploring relationship construction between health practitioners and patients*. Paper presented at the meeting of the National Communication Association, Boston, MA.

**Carnett (Martin), S.**, Slauta, K., Becker, C., & Geist Martin, P. (2005, February). *The call to Hawaii: Communicating the values of healing*. Paper presented at the meeting of the Western States Communication Association, San Francisco, CA.

## SCHOLARLY GRANTS, HONORS, AND FELLOWSHIPS

### University Research Grants

Junior Faculty Intramural Research Grant Recipient (Principal Investigator); California State University, Fullerton; funding used 2015.  
*Awarded \$2,500 (plus 3 WTUs) to fund research expenses for an ongoing study titled, "The Experience and Communication of Uncertainty Regarding Genetic Testing for the BRCA Mutation."*

Seed Grant Recipient (Principal Investigator); Center for Healthy Minds (Beckman Institute of University of Illinois, Urbana-Champaign); 2008.  
*Awarded \$5,000 to fund research expenses for a preliminary study about the psychosocial issues of living with Parkinson's disease.*

### Top Paper Awards

Top Paper of the Top Four Paper Panel, Western States Communication Association, Health Communication Division, 2014.

Top Four Paper, National Communication Association, Health Communication Division, 2009.

### Departmental Awards and Fellowships; University of Illinois, Urbana-Champaign

Recipient of the *Karl Wallace Award*, 2010.  
*Awarded to a graduate student in the Department of Communication based on outstanding scholarly record.*

Dissertation Completion Fellowship, Summer 2010.  
*Fellowship granted by the Department of Communication.*

Friends of University of Illinois, Urbana-Champaign, Communication Travel Grant, 2006, 2007, 2008, 2009, 2010.  
*Funding awarded to help offset expenses of traveling to conferences to present research papers.*

Elizabeth Winter Young Fellow, Summer 2007.  
*Fellowship granted by the Department of Communication.*

## **Undergraduate Honors; University of California, Santa Barbara**

Highest Honors, June 2001.

*Indicates graduating among the top 2.5% of university class.*

Recipient of the *Award for Academic Excellence in Communication*, June 2001.

*Awarded to two undergraduates in the major selected by the faculty based on consistent academic excellence.*

Dean's Honors, 1997-2001.

*Awarded to undergraduates with a GPA of 3.75 or higher.*

## **RESEARCH POSITIONS (GRADUATE AND UNDERGRADUATE LEVELS)**

### **University of Illinois, Urbana-Champaign**

6/08-12/08

Research Assistant

- Coded simulations of medical residents interacting with “patients” to assess the effectiveness of a program designed to teach residents communication skills.
- Project leader: Dr. Dale Brashers

1/07-4/07

Research Assistant

- Assisted in the preparation of a conference session for medical students emphasizing the importance of communication skills.
- Project leader: Dr. Dale Brashers

### **San Diego State University**

1/05-5/05

Research Assistant

- Interviewed patients and practitioners in Costa Rica as part of a project examining patient-practitioner relationships in holistic medical contexts.
- Project leader: Dr. Patricia Geist-Martin

### **University of California, Santa Barbara**

1/99-9/01

Research Assistant

- Coded data for a large-scale content analysis project (Kaiser Family Foundation's *Study of Sex on TV*).
- Project leader: Dr. Dale Kunkel

## **SERVICE**

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### **DEPARTMENT/COLLEGE SERVICE**

**Committees** (*Note: For graduate student committee membership, please see p. 5*)

#### **California State University, Fullerton**

Chair, Search Committee (for new faculty member in health communication), 2020-2021.

Member, Executive Committee, 2021.

Chair, Graduate Committee (as part of the role of Graduate Advisor), Fall 2015-2021.

Member, Department Personnel Committee, 2017-2018.

Member, Scholarship and Awards Committee, Fall 2012-March 2016 (served as co-chair from Fall 2013-Spring 2015).

Member, Search Committee (for new faculty member in rhetorical/critical studies), 2014-2015.

Member, Curriculum Committee, 2013-2015.

Member, College Senate Elections Committee, 2013-2014.

### **Leadership of Student Organization**

#### **California State University, Fullerton**

Faculty Advisor, Lambda Pi Eta, Fall 2013-Spring 2015.

### **Invited Presentations**

#### **California State University, Fullerton**

Guest Speaker, Seminar on Pedagogy for HCOM Graduate Teaching Associates, Fall 2013, Fall 2015.

*Gave a 75-minute presentation on "Reflections on Teaching" to the department's Graduate Teaching Associates.*

Presenter, *Titan Shops Award* to Melody Ferras, 2014 Honors and Awards Ceremony, Department of Human Communication Studies.

Presenter, *Titan Shops Award* to Ralph Castellanos, 2013 Honors and Awards Ceremony, Department of Human Communication Studies.

### **University of Illinois, Urbana-Champaign**

Guest Scholar, CMN 529 (Relational Uncertainty), Spring 2015.

*Served as a guest speaker (via conference call) for a graduate-level seminar. Discussed, and fielded questions from M.A. and Ph.D. students about, research related to uncertainty and organ transplantation.*

Guest Scholar, CMN 529 (Relational Uncertainty), Spring 2012.

*Visited a graduate-level seminar to discuss, and field questions about, uncertainty and health.*

Guest Speaker, CMN 462 (Interpersonal Health Communication), Fall 2010, Spring 2011, and Fall 2011.

*Presented data regarding uncertainty and organ transplantation to a class of approximately 30 undergraduate and graduate students.*

Guest Speaker, CMN 230 (Introduction to Interpersonal Communication), Spring 2011.

*Presented data regarding identity and Parkinson's disease to a class of approximately 200 undergraduate students.*

Guest Speaker, CMN 260 (Introduction to Health Communication), University of Illinois at Urbana-Champaign, 2009.

*Presented data regarding how Parkinson's disease affects the family to a class of approximately 30 undergraduate students.*

Panelist, *Welcome Weekend* for prospective graduate students, *Graduate Student Research*, 2008.

### **San Diego State University**

Panelist, departmental colloquium, *Preparations for Conducting Research Abroad*, 2004.

## **COMMUNITY AND UNIVERSITY SERVICE**

### **California State University, Fullerton**

Member, Children's Center Advisory Board, 2020-2021.

Member, Advisory Board for Project upGRADs, 2020-2021.



Member, Search Committee for AVP of Graduate Studies, 2019-2020.

Board Member, *Center for Children Who Stutter*, 2014-2015 (Advisory Board Member, since 2015).

Developer/Trainer, *Health Communication Certificate Program (Interpersonal Health Communication Sessions)*, Orange County Health Care Agency (in association with the California-Nevada Public Health Training Center and the Department of Health Science), March 2013.

*Developed and administered training related to interpersonal health communication as part of a health communication certificate program designed to strengthen the public health workforce. Led two face-to-face sessions, each 2.5 hours in duration, for a total of 118 public health professionals.*

### **University of Illinois, Urbana-Champaign**

Mentor to undergraduate student in *I-Promise Mentoring Program*, 2011-2012.

*This program matches each volunteer mentor with an incoming undergraduate student who is at or below the poverty line to ease the undergraduate student's transition to college.*

LGBT Ally, 2011-2012.

*University of Illinois LGBT allies aim to reduce discrimination experienced by members of the lesbian, gay, bisexual, and transgendered community.*

### **DISCIPLINE SERVICE**

Editorial Board Member and Reviewer, *Communication Reports* (since 2014).

Editorial Board Member, *Nursing Communication* (accepted invitation 2013).

Reviewer, *Communication Quarterly*, since 2021.

Reviewer, *Journal of Family Nursing*, since 2017.

Reviewer, *Qualitative Health Research*, since 2016.

Reviewer, *Health Communication*, since 2010.

Conference Paper Reviewer, *Health Communication Division of NCA*, reviewed papers for the 2013 conference.

Conference Paper Reviewer, *Health Communication Division of ICA*, reviewed papers for the 2009 and 2010 conferences.

## **PROFESSIONAL MEMBERSHIPS**

### **Discipline Associations**

National Communication Association  
*Health Communication Division*  
*Interpersonal Communication Division*  
*Family Communication Division*

Western States Communication Association  
*Health Communication Division*  
*Interpersonal Communication Division*

### **California State University, Fullerton**

Health Promotions Research Institute

**S. IRENE MATZ, PH.D.**

California State University, Fullerton  
2600 Nutwood  
CP 420-11  
Fullerton, CA 92831  
657-278-4418 (direct line)  
Email: [imatz@fullerton.edu](mailto:imatz@fullerton.edu)

**Education**

<u>Degree</u>	<u>University</u>	<u>Emphasis</u>
Ph.D., Education	Claremont Graduate University	Education
M.A., Speech Communication	California State University, Fullerton	Organizational Communication
B.A., Speech Communication	California State University, Fullerton	Organizational Communication

**Credential**

- California Community Colleges, Instructor Credential
  - Subject Area: Language Arts and Literature. Lifetime
- Connective Leadership Certified Practitioner (CLI-CP)
- Certified Mediator, Institute for Conflict Management  
State Department of Consumer Affairs

**Experience Overview**

**Administrative:**

Dean (Interim), College of Communications, CSUF, 2014 – 2016  
Associate Dean, College of Communications, CSUF, 2009 - 2014

**Director:**

California Corporate Board Registry, State of California 1999-2001  
College of Communications Advising Center, 1990-1995

Assistant Dean for Student Affairs:

College of Business, CSUF, 1994-1998  
College of Communications, CSUF, 1990-1994

**Faculty:**

California State University, Fullerton (CSUF)

Human Communication Studies, associate professor, 2008 – present  
Human Communication Studies, assistant professor, 2003 - 2008

Human Communication Studies, lecturer, 2001-2003  
Business Writing Program, lecturer, 1993-2001  
Human Communication Studies, teaching fellow & lecturer, 1981-1994

Whittier College professor, 1987-1989  
Orange Coast Community College lecturer, 1985-1986  
Cypress College lecturer, 1984-1987  
Golden West College lecturer, 1985  
Cerritos College lecturer, 1984

## **Publications**

- Matz, S. I. & Stelluto, D. L. (2015, June). First ladies: Leading their way. *Journal of Leadership, Accountability and Ethics*.
- Matz, S. I. (2013, December 25). Retaining your resolutions. *Orange County Register*.
- Matz, S. I. & Brzovic, K. (2008, September). Students advise *Fortune 500* company: Designing a problem-based learning community. *Business Communication Quarterly*.
- Matz, S.I. (2007, Spring). 21<sup>st</sup> Century women leaders: Uncharted journey. *Iowa Journal of Communication*, 39, (2), 101-118.
- Matz, S. I. (2007, April). North America: Can women lead? *La Esperanza World Vision*, 2,(3), 10-13.
- Matz, S. I. & Brusckhe, J. (2006). Gender inequity in debate, legal and business professions. *Contemporary Argumentation and Debate*, 27, 29-47.
- Matz, S. I. (2005, July/August). The Samantha Runnion abduction and murder a case study on leadership and process. *Sheriff*, 57(5), 14-61. Alexandria, VA.
- Sanders, J. A., Wiseman, R. L., & Matz, S. I. (1991). Uncertainty reduction in acquaintance relationships in Ghana and the United States. In S. Ting-Toomey & F. Korzeny (Eds.), *Cross-cultural Perspectives on Interpersonal Communication* (pp. 79-98). Newbury Park, CA: Sage.
- Wiseman, R. L., Sanders, J. A. & Matz, S. I. (1990). The influence of gender on the uncertainty reduction strategies of disclosure, interrogation, and nonverbal immediacy. *Women's Studies in Communication*, 13 (2), 85-108.

## **Presentations**

### Competitively Selected Presentations

- Matz, S. I. (2018). *Miscommunication, leadership, whistle blowers, ethics*. International Leadership Association Conference, Pretoria, South Africa 2018.
- Matz, S. I. (2018) *From honor to dishonor*. International Leadership Association Conference, Pretoria, South Africa 2018.
- Matz, S. I. (2014, November). *First ladies: Leading their way*. International Leadership Association Conference, San Diego, CA
- Matz, S. I. & Yergler, J. D. (2009, November). *Transforming fallen leaders: Possibility or fantasy?* International Leadership Association Conference, Los Angeles, CA
- Matz, S. I. & Brzovic, K. (2006, September) *Designing a learning Community*. Center for Internships & Service-Learning (CISL). Fullerton, CA.
- Matz, S. I. & Carona, M. S. (2006, November). *Murder, madness, methodology: A study in leadership and collaboration*. International leadership Association Conference, Chicago, IL
- Matz, S. I. (2005, November). *American women as a model for EU leadership: The durability of consensus in the 21<sup>st</sup> century*. International Leadership Association Conference, Amsterdam, the Netherlands.
- Matz, S. I. (2005, June). *21<sup>st</sup> Century Leadership*. American Association of University Women, Washington, DC.
- Matz, S. I. (2003, March). *Women and a new paradigm of consensual leadership*. Women's History Month. California State University, Fullerton.
- Matz, S.I. (2002, October). *Women leaders in the 21<sup>st</sup> century – their styles, confidence, and influences*. Organization for Study of Communication Language and Gender (OSCLG), Minneapolis, MN.
- Sanders, J.A., Wiseman, R.L., & Matz, S.I. (1989, November). *Interethnic uncertainty reduction: A cross-cultural comparison of Ghana and the United States*. Speech Communication Association Conference, San Francisco.
- Wiseman, R. L., Sanders, J.A., & Matz, S.I.(1989, May). *A cross-cultural comparison of uncertainty reduction theory: The cases of Ghana and the United States*. Presented at the International Communication Association, San Francisco, CA.
- Wiseman, R.L., Sanders, J.A., & Matz, S.I. (1989, February). *The influence of gender on the uncertainty reduction strategies of disclosure, interrogation, and nonverbal immediacy*. A "Top Three" paper presented at the Western States Communication Association, Spokane, WA.
- Matz, S.I., & Wiseman, R.L. (1985, February). *Organizational climate, individual motivated behaviors, and productivity in a sales environment*. Presented at the Western Speech Communication Association, Fresno, CA.

### **Invited Presentations**

- Matz, S. I. (2016, August). *Conflict Management*. Leadership and Management Certificate Program, California State University, Fullerton.
- Matz, S. I. (2016, August). *Meeting for Results*. Leadership and Management Certificate Program, California State University, Fullerton.

- Matz, S. I. (2016, May). *Under the Spotlight into the Future*. Keynote speaker: Kappa Tau Alpha 2016 Induction Ceremony, California State University, Fullerton.
- Matz, S. I. (2014, October). *MPP leadership Fundamentals*. California State University, Fullerton.
- Matz, S. I. (2013, December). *New Year, New Goals Panel Discussion*. California State University, Fullerton.
- Matz, S. I. (2013, June). *Keep Your Enthusiasm*. Leadership Institute Panel Discussion. California State University, Fullerton.
- Matz, S. I. & Kazoleas, D. (2013, May). *College of Communications, California State University, Fullerton*. Shenyang City University Forum, Shenyang, China.
- Matz, S. I. (2011, October). *Leadership and Gender: Is the Glass Ceiling Shattered?*, Southeast University, Nanjing, P.R. China. Presented at CSUF, Fullerton, CA.
- Matz, S. I. & Bedell, J. (2011, September; 2012, October; 2013, March; 2014, February). *Surviving Meetings*. CSUF, Fullerton, CA.
- Matz, S. I. (2011, June). *Leadership and Gender: Is the Glass Ceiling Shattered?*, Jin-Ai University, Fukui Prefecture, Japan.
- Matz, S. I. (2011, June). *Communicating with Diverse Populations*. Jin-Ai University, Fukui Prefecture, Japan.
- Matz, S. I. (2011, February). Opening Ceremony Greeting, Dong-Ah Institute of Media and Arts, Anseong, South Korea.
- Matz, S. I. (2008, March). *Leadership skills and theories*. Leadership & Multicultural Development Programs, CSUF, Fullerton. CA.
- Matz, S. I. (2008, March). *Bullies in the workplace*. Women's Center, CSUF, Fullerton, CA.
- Matz, S. I. (2008, February). *Diversity and mediation*. Institute for Crisis Management. St. Vincent de Paul, Santa Ana, CA.
- Matz, S. I. (2007, July). *Diversity and mediation*. Institute for Crisis Management. St. Vincent de Paul, Santa Ana, CA.
- Matz, S. I. & Brusckhe, J. (2006, November). *Gender inequity in debate and the professions*. Women Center, CSUF, Fullerton, CA.
- Matz, S. I. (2003). *Leadership: Abduction & Murder Case*. Women's Center, CSUF,

- Fullerton, CA.
- Matz, S. I. (2003). *Leadership: Abduction & Murder Case*. CSUF Faculty Day, Poster Session, Fullerton, CA.
- Matz, S. I. (2003). *Leadership*. Presented to student leaders and administrators for Comm Week, College of Communications, California State University, Fullerton.
- Matz, S. I. (2003). Panel moderator. “*What will I do with a speech communication degree?*” Comm Week, College of Communications, California State University, Fullerton.
- Matz, S. I. (2003). *Women Leadership in the 21<sup>st</sup> Century*. Women’s History Month Conference on Scholarship on Women, California State University, Fullerton.
- Matz, S. I. (2002). *Strategies to Facilitate Learning in the Diverse, Multicultural Classroom*. Multicultural Leadership Center, CSUF, Fullerton, CA.
- Matz, S. I. (2002). *Leadership in the 21<sup>st</sup> Century*. Women’s Center, CSUF, Fullerton, CA.
- Matz, S. I. (2002, September) *Leadership in the 21<sup>st</sup> Century – Leading with Consensus and Compassion*. International Associations of Law Enforcement Planners Conference, Long Beach, CA.
- Matz, S.I. (2002, August). *Leadership in the 21<sup>st</sup> Century*. CSUF Faculty Day, Poster Session, Fullerton, CA.
- Matz, S.I. (2002). *What do you do with a speech communication degree*. CSUF, Comm Week Panel, Fullerton, CA.
- Matz, S.I. (2001). *Women leaders, their styles, confidence, and influences*. CSUF Faculty Day, Poster Session, Fullerton, CA.

### **Professional Presentations**

- Matz, S. I. (2020). New Faculty Senate Orientation, FDC, California State University, Fullerton.
- Matz, S. I. (2016). *Conflict Management*, Leadership Institute Program, FDC, California State University, Fullerton.
- Matz, S. I. & Bedell, J. (2016). *Surviving Meetings*, Leadership & Management Certificate Program, California State University, Fullerton.
- Matz, S. I. (2013). *Panel Discuss on University Structure to Delegation from Shenyang University*, California State University, Fullerton.
- Matz, S. I. (2010). *Keeping Your Edge, Professionally, Personally, Relationally*.

- Women's Center, California State University, Fullerton.
- Matz, S. I. (2009). *Keeping Your Edge*. Women of Distinction Reception. Center Club, Costa Mesa, CA.
- Matz, S. I. (2004). *Leadership: Abduction & Murder Case*. Long Beach Police Department Management Training Day, Long Beach, CA.
- Matz, S. I. (2003). *Leadership: Abduction & Murder Case*. Academic Education & Action Research Committee, Long Beach Police Department, Long Beach, CA.
- Matz, S. I. (2003). *Women Leaders*. Cypress Women's Club, Cypress, CA.
- Matz, S.I. (2002). *Leadership in the 21<sup>st</sup> Century*. Erie Insurance Group, Erie, PA.
- Matz, S.I. (2002). *Women leaders*. Leadership Erie (certificated leadership program with Gannon University), Erie, PA.
- Matz, S.I. (2002). *California Corporate Board Registry*. Women's Empowerment Conference, Sacramento, CA.
- Matz, S.I. (2001). *Women leaders*. Chief's Advisory Board, Long Beach Police Department, Long Beach, CA.
- Matz, S.I. (2001). *Women and leadership*. CSUF, Nursing 511 class, Fullerton, CA.
- Matz, S.I. (2001). *Joining a corporate board*. 100 Black Women of Orange County, Garden Grove, CA.
- Matz, S.I. (2001). *Panel discussion on diversity*. Junior League of Orange County, CA.
- Matz, S.I. (2000). *Women leaders*. Women's Center, CSUF, Fullerton, CA.
- Matz, S.I. (2000). *Corporate board membership*. California Federation of Business and Professional Women Conference, Sacramento, CA.
- Matz, S.I. (1998). *Ghana, West Africa*. Retirees from Sears, Erie, PA.
- Matz, S.I. (1997). *Conflict management*. Management Training Day. Long Beach Police Department, Long Beach, CA.
- Matz, S.I. (1992, August). *Building trust/bridging differences*. Community Youth Gang Services Training Conferences, Los Angeles, CA.
- Matz, S.I. (1992, September). *Building trust/bridging differences*. Community Youth Gang Services Training Conferences, Los Angeles, CA.
- Matz, S.I. (1992). *Families/Communities in Crisis*. Community Youth Gang Services Training Seminar for Board Members, Los Angeles, CA.
- Matz, S.I. (1990). *Stress management*. Cypress Rotary Club, Cypress, CA.
- Matz, S.I. (1988). *Stress management*. Japanese/American Arthritic Group, Cypress, CA.
- Matz, S.I. (1987). *Family communication*. Japanese/American Arthritic Group, Cypress, CA.
- Matz, S.I. (1985). *Effective communication, interaction and effective listening*. Brenner-Fielder Company, Artesia, CA.
- Matz, S.I. (1984). *Interpersonal trust*. Hollenbeck Businessmen's Council, Hollenbeck Division of the Los Angeles, Police Department, Los Angeles, CA.

### **Establishment and Maintenance of Centers of Excellence**

- Center for Children Who Stutter
- Center for International Communications & Media
- Center for Grand Values, Communication & Research
- Latino Communications Specialist



- Center for Entertainment & Tourism Communications

## **Professional, University and Community Service**

### **California State University**

Chair, Faculty Affairs Committee, Academic Senate California State University (ASCSU), 2021 – 2022

Member, Extended Executive Committee Academic Senate California State University (ASCSU), 2021-2022

State Senator, Academic Senate California State University, ASCSU, 2019-2022

ASCSU Faculty Affairs Committee 2020

ASCSU Commission on Extended Affairs Committee 2020-21

Academic Council on International Programs 2020-21

ASCSU Nontenure Faculty Committee 2020-21

Member, CSUF President Search Committee, Faculty Representative, CSUF 2018-19

### **University Committees**

Academic Senate Liaison, Library Committee, 2021-2022

Academic Senate Liaison, Advancement Committee, 2021-2022

Academic Senate Liaison, Writing Proficiency Committee, 2019-2021

Academic Senate Liaison, Extended Education Committee, 2019-2020

Academic Senate Liaison, Library Committee, 2019-2021

Academic Senate Liaison, Advancement Committee 2020-21

### **Senator, Statewide Academic Senate CSU, 2019-2022**

Member, Academic Senate Executive Committee, 2019 - 2022

Member, Academic Senate, 2016-2022

### **Member, President Search Committee, Faculty Representative, CSUF 2018-19**

Member, University Advancement Committee, CSUF, 2018-19

Member, University Writing Proficiency Committee, CSUF, 2018-19

Member, Faculty Development Board, CSUF, 2017-18

Member, Search Committee, Faculty Development Center Director, CSUF, 2016

Senate Liaison, Academic Standards Committee, CSUF, 2016-17

Senate Liaison, Writing Proficiency Committee, CSUF, 2016-17

Treasurer, Academic Senate Executive Board, CSUF, 2016-17

Senator, Academic Senate, CSUF, 2016 – 2019

Exec Member & Co-chair, Academic Master Plan (AMP) Subcommittee 3, CSUF, 2016 - present

Member, The Values Institute Genesis Board, 2015 - present

Skelly Review Officer, CSUF, November 2015

Co-Chair, ACE Conference, April 2015, CSUF

Member, Council of Deans (COD), June 2014 - 2016

Member, President's Advisory Board (PAB), June 2014 - 2016

Substitute Member, Academic Senate Executive Committee, Summer 2013

Member, University Advancement Committee, 2013-2015

On-campus Coordinator, Strategic Planning Committee, 2012-13

Member, Academic Senate Executive Committee, 2012-13

Liaison Member, Faculty Affairs Committee, 2012-13  
 Member, Elections Committee, 2012  
 Member, Research Misconduct Inquiry Committee, 2012  
 Member, Chairs' Development Planning Committee, 2012  
 Panelist, University Student Research Competition, 2011, 2012, 2013  
 Member, University Instructional Facilities Committee, 2011 - 2012  
 Member, University Constitution Committee, 2011 - 2013  
 Member, Information Technology Committee, 2011 - 2012  
 Senator, Academic Senate, CSUF, 2011 – 2014  
 Co-chair, Leadership Center, 2009 - 2011  
 Member, Petitions Committee, CSUF, 2009 - 2014  
 Chair, Senate's ad hoc FDC Committee, CSUF, 2008 - 2010  
 Member, University Constitution Committee, CSUF, 2008 – 2011; 2015 – 2017  
 Chair, Faculty Affairs Committee, CSUF, 2009-2010  
 Co-chair, Faculty Affairs Committee, CSUF, 2008-2009.  
 Co-chair, WASC Student Engagement: Student/Faculty Collaboration Task Force, SE-5. CSUF, 2008-2011.  
 Women's Center Network Committee, 2008 – 2010  
 Member, OLLI-CSUF Collaboration Steering Committee, 2009 - 2014  
 Member, Faculty Hearing Panel, CSUF, 2007 – 2009.  
 University Co-institutional representative (appointed by VPAA), American Council on **ACE Women's Network of Southern California, Institutional Representative for CSUF, 2007- present**  
 Senator for College, Academic Senate, 2004-2006  
 Member, Ad Hoc Development Committee, College of Communications, 2003 - 2005  
 Chair, President Scholars' Selection Committee 2008-2009, 2010, 2011  
 Member, President Scholars' Selection Committee, 2004; 2005; 2006; 2007  
 Chair, Elections Committee, CSUF, 2002 - 2008  
 Member, Steering Committee, California Corporate Board Registry, 2001- 2004  
 Chair, Academic Standards Committee, 2000-2002  
 Member, Academic Appeals Committee, 2001-2002  
 Senator, Academic Senate, 1997-1999  
 Member, University Planning Committee, 1996-1998  
 Chair, Student Academic Life Committee, 1996-1998  
 Member, CSU Urban University Coalition, 1992-94  
 Co-chair, CSU Urban University Coalition, Gang Subcommittee, 1992-94  
 AAF judge, Department of Communications, 1990 - 1993  
 Seminars, Black Mentor Workshop, CSUF, 1991  
 Seminars, Intercultural Communication, CSUF, 1991  
 Facilitated New Faculty Orientations, CSUF, 8/91, 10/91, 8/92, 10/92, 8/93, 8/94  
 Participated in revision of Mentor Handbook for Educational Equity, CSUF, 1990  
 Student mentor in Mentor Program, CSUF, 1990 – 1999  
 Faculty Advisor, Resident Student Association, CSUF, 1989-90  
 Lecturer, Leadership Institute for Student Affairs, CSUF, 3/91, 5/91, 4/94  
 Judge, American Advertisement Federation Judge's Committee, 1990-91  
 Lecturer, Intercultural Awareness workshop for faculty, Cypress College, 1987

Member, Professional Interest Committee, Whittier, College, 1987  
Forensics coach, Whittier College, 1987

### **University Search Committees**

Member, Associate Dean, Library 2020  
Member, Associate Vice President Institutional Effectiveness, 2020  
Member, Dean for College of Theatre and Arts, 2014 - 2015  
Chair, Associate Dean for College of Education, 2009, 2013  
Chair, Associate Dean for HHD, 2013  
Member, Associate Dean for Mihaylo College of Business & Economics, 2012, 2014  
Member, Associate Vice President for Undergraduate Programs, 2011  
Chair, Associate Dean for College of Theatre and Arts, 2010  
Member, Associate Dean for Mihaylo College of Business & Economics, 2008  
Member, Assistant Dean for School of Business & Economics, 1999  
Chair, Director of Career Placement & Planning, 1999  
Member, Assistant Dean for School of Engineering, 1999  
Member, Assistant Dean for School of Communications, 1998  
Member, Vice President for Student Affairs, 1997

### **College Committees**

Member, Department of Human Communications Executive Committee, 2019-2021  
Chair, Scholarship/Awards Committee 2018  
Chair, SSP II, College of Communications, 2014  
Member, Assistant Dean for Student Affairs for College of Communications, 2013  
Acting Advisor for SOAR, Student Group, 2013  
Chair, Hispanic Media Position Search Committee, College of Communications, 2013  
Chair, Analyst/Specialist Search Committee, College of Communications, 2013  
Member, Dean's Advisory Board, College of Communications, 2011 – 2014  
Member, Center for Entertainment & Tourism Board, 2011 – 2014  
Member, Center for International Communications & Media board, 2011 – 2016  
Member, 50<sup>th</sup> Debate Anniversary Committee, 2012  
Chair, Administrative Analyst/Specialist Search Committee, College of Comm 2009  
Chair, Department Search Committee, Faculty Health Communication, 2008  
Ad Hoc Member College, 50<sup>th</sup> University Anniversary Committee, CSUF  
Chair, Memorial Service for Dr. Rich Wiseman, CSUF, February 9, 2007  
Chair, Awards Committee, Dept. of Human Communication Studies, CSUF, 2003, 2004, 2005, 2006, 2008, 2018  
Member, Commencement Committee, College of Communications, CSUF, 2002 to 2006  
Faculty Marshals, College of Communications, CSUF, 2002 - 2006  
Faculty Marshal, CBE, Commencement, 2001  
Coordinator, CBE, Award Reception, 1995-1999  
Coordinator, CBE, Scholarships, 1995-1999  
Faculty Advisor Business Week, 1995 – 1998  
Faculty Advisor, Business Interclub Council, 1995-1999  
Coordinator, College of Communications Awards Ceremony, 1990-1995  
Coordinator, College of Communications Commencement, 1990-1995

Director, Corporate Resource Center, CBE, 1995-98  
Seminars for Comm Week, CSUF, 1992 – 1994

### **Professional Associations**

International Leadership Association (ILA)  
Alpha Iota of Pi Lambda Theta Honor Society  
Golden Key National Honor Society  
CSUF Alumni Association  
President's Associates Member, CSUF 2007 – 2013

### **Grant and Scholarship Awards**

Target Campus Grant for Academic Programs, \$2,000 (2006, August).  
Learning Communities  
    Cal State Fullerton University Incentive Grant, \$8,000 (2005)  
California Corporate Board Registry  
    Cal State Fullerton University Incentive Grant, \$25,000 (2000)  
College of Business and Economics  
    Probationary Student Program, *P.S., We Care*, \$24,200 (1998-99)  
    Student Scholarships for Juveniles under Protective Custody, \$23,000  
    Computer Advisement \$9,474 (1995)

### **Awards and Honors**

Wang Family Excellence Award Nomination from President Framroze M. Virjee, 2020-21  
Faculty Leadership in Collegial Governance, CSUF 2019-20 Award  
Faculty Marshal, College of Communications, Commencement 2019  
Distinguished Faculty Marshal, Human Communication Studies Department, Commencement 2019  
CSUF, Twenty-five Years of Service, 2015  
CSUF College of Education's *Honor an Educator Award*, 2014  
Faculty Leadership in Collegial Governance, CSUF 2013 Nomination, 2014 Nomination  
Academic Advising Certificate in Excellence, CSUF, 2009.  
Faculty Leadership in Collegial Governance, CSUF 2009 Nomination  
Outstanding Faculty Recognition, CSUF, 2008.  
Outstanding Service Award, CSUF, 2005-06  
Faculty on the Bench Award, CSUF Basketball Program, 2006  
Outstanding Teacher and Scholar, CSUF, 2004-05  
Most Influential Professor for a President's Scholar, CSUF, 2003  
Most Influential Professor for a President's Scholar, CSUF, 2002  
Two Thousand Notable American Women, American Biographical Institute, 2002  
Claremont Graduate University Scholarship, 1998-2001  
Alpha Iota of Pi Lambda Theta Honor Society, 1999 – present  
CSUF Forgivable Loan Scholarship, 1999-2000  
Golden Key National Honor Society, Honorary Members, CSUF, 1998  
Who's Who Among America's Teachers, 1996, 1998, 2000, 2005, 2006, 2007  
Citation, Long Beach Police Department, 1997

Long Beach Police Department Academic Advisory Board, 1997  
 School of Communications Outstanding Mentor Award, CSUF, 1992  
 Plaque of Appreciation, Faculty Advisor, Resident Student Association, 1990  
 Certificate of Appreciation, Lion's International Student Speakers', 1998  
 Hollenbeck Police and Businessmen's Council Award, 1984

**Non-academic Publications**

*Erie Times*, Erie, Pennsylvania  
*Flashback/Inspiration Columns*  
 From Ashes, an Unforgettable Glow of Healing and Peace, 2003  
 The Stranger, 2002  
 Christmas in Ghana, West Africa, 2001  
 The Auction, 2001  
 The Pen Is Silent, Words Remain, 1995  
 The Missing Yearbook, 1995

**Volunteer Service**

Creator & donor Carli Christina Cummings Scholarship (\$1,000-1,500 annual award)  
 2010- 2016  
 Creator & donor Christine Rene' Cote' Scholarship (\$500 annual award) 2010 - 2016  
 Mediator Instructor, Institute for Conflict Management, Society of St. Vincent de Paul,  
 Santa Ana, CA, Workshop on Intercultural Communication, July 2007; February  
 2008.  
 Mediator, Superior Court of California, County of Orange, North Court, Fullerton.  
 2004 – 2006  
 Creator & donor, Bobbie Verdugo Scholarship, 2003 (\$500 award)  
 Mentor, First Steps, YWCA of Central Orange County, 2002 - 2003  
 Member, Long Beach Police Advisory Board, 1998 – 2002  
 Creator & donor, Dr. Robert Rooney Scholarship, 1995-2002 (\$1,000 annual award)  
 Court Appointed Special Advocate (CASA), Orange County, 1996 - 2002  
 Educational Surrogate for juvenile, CASA Program, 1996 – 2002  
 Los Angeles Gang Violence Committee, 1980s

**Courses Taught**

<b>Title</b>	<b>Department</b>	<b>University</b>
Leadership	HCOM 445	CSUF
Seminar in Organization Communication	HCOM 525	CSUF
Organizational Communication Dynamics	HCOM 326	CSUF
Communication Business & Industry	HCOM 333	CSUF
Small Group Communication	HCOM 324	CSUF
Intercultural Communication	HCOM 320	CSUF
Interpersonal Communication	HCOM 100	CSUF
Interviewing: Principles & Practices	HCOM 325	CSUF
Public Speaking	HCOM 102	CSUF
Human Communication Theory	HCOM 200	CSUF
Business Writing 201 & 301	MKTG	CSUF

Family Communication  
Communication for Teachers  
Nonverbal Communication  
Conflict Management

SpCom  
SpCom  
SpCom  
SpCom

Whittier  
Whittier  
Whittier  
Whittier

9/2021

*Shanara R. Reid-Brinkley, PhD*  
Assistant Professor of Race and Rhetoric  
Co-Director of Forensics  
Department of Human Communications Studies  
The California State University, Fullerton

## Curriculum Vitae

### EDUCATION

#### **Educational History**

PhD May 2008

Department of Speech Communication, University of Georgia

Advisor: Dr. Christine Harold; Committee Members: Dr. Celeste Condit, Dr.

Kevin Deluca, Dr. Tina Harris, Dr. Ed Panetta, Dr. Ede Warner

Dissertation: *The Harsh Realities of Acting Black: How African-American Policy Debaters Negotiate Representation Through Racial Performance and Style*

MA 2003

Department of Communication Studies, University of Alabama, Tuscaloosa Advisor: Dr.

Marsha Houston; Committee Members: Dr. Sherrienne Schuler and Dr. Robert Tolly.

Thesis: *“Will the Real Slim Shady Please Stand Up”: Rap, Rhetoric, and Ideology in Popular Press Representations of Rap Artist Eminem.*

BA 2001

Department of Political Science, Emory University

### RESEARCH

#### **Publications**

(\* indicates peer reviewed)

#### JOURNAL ARTICLES:

Reid-Brinkley, Shanara and Martin, Shauntrice eds.(2020) Special Issue: Celebrating the 20th Anniversary of the Louisville Project. *Contemporary Argumentation and Debate*, forthcoming.

Reid-Brinkley, Shanara R. (2012). Ghetto Kids Gone Good: Race, Representation and Authority in the Scripting of Inner City Youths. *Argumentation and Advocacy* 49 (2): 76-98. (Lead Article)\*

Reid-Brinkley, S. R. (2008). The Essence of Res(ex)pectability: Black Women's Negotiation of Black Femininity in Rap Music and Music Video. *Meridians: Feminism, Race, Transnationalism* 8(1): 236-260.\*

Reid, S., Palmisano, M. L., & Johnson, T. T. (2003). The Great Debates. *Teaching Ideas for the Basic Communication Course 7*.

Palmisano, M. L., Reid, S., & Johnson, T. T. (2003). To Inform or Persuade: Is that really a question? *Teaching Ideas for the Basic Communication Course 7*.

#### BOOK CHAPTERS:

Reid-Brinkley, Shanara R. (2020). Debating While Black: Wake Work in Black Youth Politics. *The Future is Black: Afropessimism, Fugitivity, and Radical Hope in Education*. Eds. Carl Grant, Michael Dumas, and Ashley Woodson; Routledge, New York.

Reid-Brinkley, Shanara R. (2019). Voice Dipped in Black: The Louisville Project and the Birth of Black Radical Argument in College Policy Debate. *Oxford Handbook of Voice Studies*. Ed. Nina Eidsham; Oxford University Press, New York.\*

Reid-Brinkley, Shanara R. (2012). Mammies and Matriarchs: Feminine Style and Signifyin(g) in Carol Moseley Braun's 2003-2004 Campaign for the Presidency. *Standing in the Intersection: Feminist Voices, Feminist Practices in Communication Studies*. Eds. Karma Chavez and Cindy Griffin; SUNY Press, New York. (Lead Chapter)\*

#### BOOK REVIEWS:

Reid-Brinkley, S. R. (2009). Community Literacy and the Rhetoric of Public Engagement. *Argumentation and Advocacy* 46 (2): 120-123. (Invited Book Review)

#### ONLINE BLOGPOSTS

Kelsie, A., Evans, R., Marty, J., Reid-Brinkley, S. (2012). "An Open Letter to Sarah Spring." [Resistanceanddebate.wordpress.com](http://resistanceanddebate.wordpress.com): November 15, 2012.

Reid-Brinkley, S. R. (2012). "Personalized Debate and the Difficulty of Building Coalitions." [Resistanceanddebate.wordpress.com](http://resistanceanddebate.wordpress.com): June 24, 2012.

Reid-Brinkley, S. R. (2012). "Privilege, Personal Experience and the Research Burden: Avoiding the Race Debate." [Resistanceanddebate.wordpress.com](http://resistanceanddebate.wordpress.com): June 23, 2012.

Reid-Brinkley, S. R. (2012). "Fairness, Predictability and Knowledge-making Practices." [Resistanceanddebate.wordpress.com](http://resistanceanddebate.wordpress.com): June 20, 2012.

Reid-Brinkley, S. R. (2012). "The Dr. Shanara Reid-Brinkley Interview." Series Ed., Scott Odekirk. <http://www.puttingthekindebate.com>: April 1, 2012.

#### **Conference Presentations**

2016 Black Women Debaters use of Black Feminist Rhetorical Practice and Argumentation. Panel on Black Girls and Educational Inequity. The And Still We Rise Conference, Columbia University's Teacher's College, New York, NY (February 20, 2016).

2014 The State of the Race Debates. Keynote Speaker, The Irvine Round Robin and Conference sponsored by The James Baldwin Debate Society at UC Irvine, Irvine, CA (March 2014).

2013 Building Connections and Breaking Linkages: The Politics of Coalition- Building in Resistance and Activism in Competitive Policy Debate.



- accepted to the Argumentation and Forensics Division, National Communication Association: Washington, DC (November 2013).
- 2013 Mutually-Preferred Judging: A Round Table Discussion (Respondent). Panel accepted to the Cross Examination Debate Association Division, National Communication Association: Washington, DC (November 2013).
- 2012 "Conversations About the Mentoring Experiences Between Women of Color Faculty and Graduate Students of Color," National Communication Association: Orlando, FL (November 2012).
- 2012 "Race, Representation and Privilege in the College Policy Debate Community" West Georgia Interdisciplinary Studies Conference, Carrollton, GA. (November 2012).
- 2012 "Black Feminist Analysis of Carol Moseley Braun's Run for the US Presidency." Paper at the Rhetoric Society of America Conference, Philadelphia, PA (panel had emergency cancellation).
- 2012 "Ghetto Kids Gone Good: Media Representation of the Urban Debate League." Paper presented at the Urban Affairs Association Conference, Byrd Track on Media, Pittsburgh, PA.
- 2009 "The Silence on Race in Current Feminist Communication Scholarship." Paper presented at the Western States Communication Conference.
- 2007 "Black Women and Hip Hop Representation." Paper Presented at the National Communication Association Conference.
- 2006 "Rap, Race, and Capital: Negotiating White Gazes through the Performance of Blackness." Paper presented at the National Communication Association Conference, San Antonio, TX.
- 2006 Folding the Rhetoric of Inclusion Back on Itself: Hip Hop, Debate and the Negotiation of Educational Identity. Paper Presented at the National Race and Pedagogy Conference, Tacoma, WA.
- 2005 "Black Buck Got Loose in the Big House:" An Analysis of Interracial Dating in the Film O. Paper presented at the National Communication Association Conference, Boston, MA.
- 2005 Absurdity and Defiance in Kanye West's The College Dropout: Negotiating the Polysemous and Polyvalent Nature of Rap Messages. Paper presented at the National Communication Association Conference, Boston, MA.
- 2005 Self-definition and Safe Spaces: Black Feminist Thought in Conversation with Poststructural Thought. Paper presented at the National Communication Association Conference, Boston, MA.
2004. "Will the Real Slim Shady Please Stand Up": Rap, Rhetoric, and Ideology in Popular Press Representation of Rap Artist Eminem. Paper presented at the National Communication Association Conference, Chicago, IL.
2002. The Silences of Centering Ourselves: Race, Gender, Sexuality and the Erasure of Black Lesbians. Paper presented at the National Communication Association Conference, New Orleans, LA.

2001. The Fact of Blackness in One Black Student's Experience of Academic Debate. Paper presented at the National Communication Association Conference, Atlanta, GA.

### **Employment History**

- 2019- Assistant Professor and Co-Director of Forensics, Department of Human Communication Studies, The California State University, Fullerton.
- 2019 – 2015 Director of Public Policy and Advocacy, Argumentation and Persuasion Consulting, LLC
- 2018 - 2017 Argument Scholar for the Wake Forest University Debate Team.
- 2018 – 2015 Visiting Scholar in the Humanities Center, University of Pittsburgh.
- 2017 - 2017 Visiting Scholar in the Havens Center for Social Justice. University of Wisconsin, Madison.
- 2015 – 2013 Resident Scholar and Debate Instructor, Eddie Conway Liberation Institute Summer Program for Talented Students of Color, Baltimore, MD. Sponsored by Leaders of a Beautiful Struggle.
- 2015 – 2007 Assistant Professor of Public Address and Advocacy and Director of Debate, William Pitt Debating Union. Department of Communication, University of Pittsburgh
- 2015 – 2007 Affiliate Faculty: Africana Studies, Women’s Studies, and Cultural Studies.
- 2012 - 2013 Research Lecturer for the New York City Urban Debate League Scholars Institute – New York, NY.
- 2012 - 2013 Research Lecturer for the Baltimore Urban Debate League – Baltimore Urban Debate League, Baltimore, MD.
- 2007-2012 Guest Lecturer and Instructor for the Stanford National Debate Institute – Stanford University, Palo Alto, CA.
- 2006 Director of the Teacher’s Institute for the Seattle Debate Institute – Seattle Debate Foundation, Seattle, WA
- 2007 - 2005 Guest Lecturer and Instructor for the Seattle Urban Debate Institute – Seattle Debate Foundation, Seattle, WA.
- 2007 - 2003 Graduate Teaching Assistant at the University of Georgia, Athens
- 2003 - 2002 Graduate Teaching Assistant at the University of Alabama, Tuscaloosa
- 2002 Debate Project Supervisor, SEEYL Program, summer program for Eastern European students, Washington, D.C.
- 2002 - 2001 Graduate Debate Assistant at the University of Alabama, Tuscaloosa
- 2001 – 1999 Exhibition Debater and Guest Lecturer for the Baltimore Urban Debate League sponsored by the Open Society Institute
- 2001 – 1997 Exhibition Debater and Guest Lecturer for the New York Urban Debate League sponsored by the Open Society Institute
- 2001 - 1995 Policy Debate Lecturer and Instructor at the Emory National Debate Institute sponsored by Emory University
- 2000 – 1998 Policy Debate Lecturer and Instructor for the Policy Project sponsored by Wake Forest University
- Summer 1998 Lecturer and Instructor for the World Debate Institute held at the University of Vermont, Burlington

### **Community/Academic Service**

Invited Research Talk, “Radical Black Feminist Rhetoric in College Policy Debate,” UW

Madison Department of Communication, March 21, 2016.

Guest Committee Member, The Women's Debate Institute Admissions Committee, 2015-2016.

Keynote Speaker, "We are all the same and yet we are not the same." The Women's Debate Institute, 2015.

Guest Reviewer, *Critical Studies in Media Communication*, 2014.

Guest Reviewer, Routledge Press, 2013.

Invited Lecturer. "Hip Hop, Debate and Modes of Resistance." Remarks delivered to the Xylem Debate Institute, (videoconference), August 15, 2012.

Invited Lecturer. "Anti-blackness, Policy Debate and Civil Society." Remarks delivered before the Towson State University debate team, Baltimore, MD, March 2012.

Invited Respondent, "Intersectionality, World Systems Theory, and Homosexuality." Humanities Center Research Lecture Series, University of Pittsburgh, Spring 2012.

Invited Lecturer, "Race and Representation in Non-Profit Programs." RAP Group, sponsored by the Center on Race and Social Problems, University of Pittsburgh, Spring 2012.

Moderator, viewing of "The Untitled Black Lesbian Elder Project," sponsored by the Kelly Strayhorn Theater, November 1, 2011.

Moderator, viewing of the film "The Agronomist," sponsored by the Homewood Branch of the Carnegie Library, November 15, 2008.

Invited Lecturer. "Anti-blackness, the Body, and Methodologies of Resistance." Remarks delivered before the West Georgia University debate team, Carrollton, GA, November 2011.

Invited Lecturer, "Hip Hop, Debate and Civil Society." Department of History, Carlow University, Spring 2011.

Guest Reviewer, *Feminist Media Studies*, 2010-2012.

Guest Reviewer, *Critical Studies in Media Communication*, 2009-2012. Moderator for the Hip Hop and Politics Panel sponsored by the Seattle Debate Foundation, 2007.

Guest Instructor and Judge for the University of Georgia sponsored Prison Debates, May 2006 – May 2007.

Guest Lecturer for Rhetorical Theory at the University of Georgia, Athens. Topic: Gender and Performativity in Rhetorical Theory, May 2006

Guest Reviewer *JoLLE*, Spring 2006

Mentor to Urban Debate League Students, 1999-2018

Minority Recruitment Efforts for the Speech Communication MA and PhD programs, November 2005.

Keynote Speaker for the Black Student Welcoming Program sponsored by Delta Sigma Theta Sorority, Inc. Emory University, September 2005. Guest Speaker and Moderator for Georgia State University's Black Student Alliance – "Forum and Discussion of American Race Relations through the film *Crash*," September 2005

Guest Lecturer in SPCM 2360: Media and Popular Culture at the University of Georgia, Athens. Topic: Hip Hop and the Visual Representation of Race, Gender, and Class, September 2005 and October 2006.

Panelist: "Surviving Graduate School as a Minority: Practical Advice" Sponsored by AAGSA, Fall 2004.

Keynote Speaker for the End of the Year Awards Banquet sponsored by the *District of Columbia Urban Debate League*, May 2002

Guest Motivational Speaker for New York Public Schools sponsored by *The Impact Coalition*, April 2002

Critic in the Final Round of the CEDA Nationals Debate Tournament – The first Black woman to be chosen for that judging panel in the history of the tournament, March 2002

Keynote Speaker for the Year End Student Banquet sponsored by the *Baltimore Urban Debate League*, May 2001

Discussant: Diversity in Debate Forum sponsored by Wake Forest University debate team at the "Dixie" college policy debate tournament, Fall 2001.

## PROFESSIONAL ACTIVITY

### **News and Online Interviews**

"Debateable." RadioLab, [www.radiolab.org](http://www.radiolab.org), 2016 (Premiere on NPR).

"Black Female Debaters Make History." *The Collegian*, October 17, 2013.

<http://collegian.csufresno.edu/2013/10/17/black-female-debaters-make-history/>.

"The Dr. Shanara Reid-Brinkley Interview." Series

Ed., Scott Odekirk. <http://www.puttingthekindebate.com>: April 1, 2012.

### **Grants and Awards**

Don Brownlee Award for Teaching, Scholarship and Service, CEDA Nationals, Tacoma, WA, March 2018.

African American Communication and Culture Division Research Award for "Mammies and Matriarchs." National Communication Association, Nov. 2013.

Third Term Research Grant, University of Pittsburgh, School of Arts and

Sciences, 2013. Award Amount: \$4,000.00.

Faculty Collaborative Research in the Humanities, University of Pittsburgh, Humanities Center, 2013. Maximum Amount Awarded: \$5,000.00.

Faculty Diversity Seminar, University of Pittsburgh, Office of the Provost, 2013. Award Amount: \$1700.00.

Third Term Research Grant, University of Pittsburgh, School of Arts and Sciences, 2010. Award Amount: \$4,000.00.

Letitia Woods Brown Award for Excellence in Scholarship for “The Essence of Res(ex)pectability.” Association of Black Women Historians, Fall 2008.

Paper chosen for the “New Voices” Panel sponsored by the Critical/Cultural Studies Division at the National Communication Association Conference, TX, November 2006.

NCA Doctoral Honors Seminar, Purdue University, IN, July 2006

Outstanding Graduate Teaching Assistant Award Recipient – Sponsored by the University of Georgia, Office of Instructional Services and Development, May 2006.

S.P.A.R.K.S. Teaching Award, University of Georgia, Athens – Student nominated teaching award, April 2005.

Charlotte Springford Scholar – Sponsored by the Communication Studies Department and the University of Alabama, 2002. Award Amount: \$2,000.00.

Southeastern Regional Debate Critic of the Year Award, September 2001

Unsung Heroine Award sponsored by the Emory Women’s Center, May 1999.

Debater of the Year Award sponsored by Baylor University, February 1999.

Various Debate Awards for individual speaking and team competition, September 1999 – March 1997.

### **Professional Development and Training**

Faculty Diversity Seminar, Summer 2013

Human Subjects Training and Certification, 2010

Safe Spaces Training and Certification, Spring 2006

Human Subjects Training and Certification, Spring 2004

### **University Service**

Cultural Studies Fellowship Committee, Cultural Studies Program, University of Pittsburgh, 2012-2013.

Admissions and Financial Aid Committee, Department of Communication, University of Pittsburgh, 2007-2010, 2011-2012.

Moderator for the British Debates, during the PITT sponsored Public Address Conference, Fall 2010.

Advisor, Ashley Hall, PhD student 2012 – 2016. PhD awarded April 2016.

Advisor, Dominique Johnson, MA student 2012 – 2014, awarded 2014.  
Advisor, Cherod Earl-Johnson, MA student, MA awarded 2012.  
Doctoral Committee Member, Chloe Hanson, 2012 -  
Doctoral Committee Member, Amber Kelsie, 2012 –  
Doctoral Committee Member, Larissa Brian, 2012 - 2015  
Doctoral Committee Member, Emily Crosby, 2012 - 2014  
Doctoral Committee Member, Christopher House, PhD awarded 2012.  
Doctoral Committee Member, Carleton S. Gholz, PhD awarded 2011.  
Master's Committee Member, Marie-Odile Hobeika, M.A. awarded 2011.

## Alyssa A. Samek

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Associate Professor  
Department of Human Communication Studies  
California State University Fullerton  
2600 Nutwood Ave, Suite 420  
Fullerton, CA 92831  
asamek@fullerton.edu  
657-278-3482

### EDUCATION

#### **Ph.D., Communication (Rhetoric and Political Culture Concentration)**

University of Maryland, College Park, 2012.

**Dissertation:** *Crafting Queer Identity, Building Coalitions, and Envisioning Liberation at the Intersections: A Rhetorical Analysis of 1970s Lesbian-Feminist Discourse*

Advisor: Dr. Shawn J. Parry-Giles

#### **Women's Studies Graduate Certificate**

University of Maryland, College Park, 2012.

#### **M.A., Speech Communication (Rhetorical Studies Concentration)**

Colorado State University, Fort Collins, CO, 2005.

**Thesis:** *Political Emotion and the Wellstone "Memorial Turned Political Rally."*

Advisor: Dr. Karrin Vasby Anderson

#### **Master's Certificate in Women's Studies**

Colorado State University, Fort Collins, CO, 2005.

#### **B.A., Communication Studies and English (Minor: Women's Studies)**

University of St. Thomas, St. Paul, MN, 2002.

### ACADEMIC APPOINTMENTS

Associate Professor, Department of Human Communication Studies, California State University, Fullerton, Fall 2020-present

Assistant Professor, Department of Human Communication Studies, California State University Fullerton, 2015 — 2020

Visiting Assistant Professor of Rhetoric, Study of Culture and Society, Drake University, 2013—2015

Lecturer, Department of Communication and LGBT Studies Program, University of Maryland, 2012—2013

Graduate Teaching Assistant, Department of Communication, University of Maryland, 2007—2012

Special Instructor, Department of Communication Studies, Colorado State University, 2005—2007

Lecturer, Ethnic Studies Department, Colorado State University, 2005—2007

Instructor, Department of Arts and Letters, Front Range Community College, 2005—2006  
 Graduate Teaching Assistant, Department of Communication Studies, Colorado State University,  
 2003—2005

## **TEACHING**

### **California State University Fullerton**

- HCOM 102: Public Speaking
- HCOM 300: Introduction to Research in Speech Communication
- HCOM 307: Introduction to Communication and Critical/Cultural Studies (FA19)
- HCOM 330: Rhetoric of Popular Culture
- HCOM 331: Rhetorical Dimensions of Sex and Gender
- HCOM 342: America Speaks
- HCOM 420: Communication Theory
- HCOM 492T: Proseminar in Political Communication
- HCOM 507: Seminar in Critical/Cultural Studies in Communication
- HCOM 530: Seminar in Rhetorical Theory and Criticism
- HCOM 536: Seminar in Communication and Rhetorical Theory
- HCOM 599: Graduate Independent Study in Communication and Music
- HCOM 599: Graduate Independent Study in Rhetorical Agency

### **CSUF M.A. Program in Communication Studies**

#### **Graduate Committee Chair**

- Shawna Carper—thesis; expected FA22
- Carlos Pelayo—thesis; expected SP22
- Michael Miller—project; expected SP22
- Lawdan Bazargan—thesis; expected FA22
- Rachel Null –thesis; completed SP21
- Elyssa Schultheiss – thesis; completed SP21
- Julie Sherwood –thesis; completed SP20
- Xi Li –comprehensive exams; SP18 (failed)/SP20 (passed)
- Matthew Webb (Advisor) –thesis; withdrawn from program, FA17

#### **Committee membership**

- Ramon Smith –comprehensive exams, Spring 2020
- Patricia Hughes –comprehensive exams, Spring 2020
- Anastasia Tatum –comprehensive exams; completed Spring 2019
- Romin Rajan–comprehensive exams; completed Spring 2018

#### **CSUF Honors Thesis Advising**

- 2018-2019: Anthony Saavedra, Honors Thesis “Making Lemonade: A Rhetorical Analysis of Beyonce’s Visual Album”

### **Drake University**



- SCSR 142: Political Communication
- SCSR 134: Rhetoric and Social Activism
- SCSR 128: Argumentation and Advocacy (cross-listed with the Leadership Concentration)
- SCSR 120: Rhetorics of Sex and Gender
- SCSR 110: History and Criticism of American Public Address
- SCSR 073: Introduction to Public Speaking
- FYS 19: Social Media 4 Social Change (First Year Seminar)

#### Drake University Honors Senior Thesis Advising

- Spring 2015: Laura Plumb
- Fall 2014: Quinn Becker
- Spring 2014: Lara Henderson, Lauren Rafter (with Dr. Bill Lewis), and Michael Edwards (with Dr. Bill Lewis)

#### University of Maryland

- COMM458: Seminar in Political Communication
- COMM 401: Interpreting Strategic Discourse (Instructors: Dr. Trevor Parry-Giles and Dr. Kristy Maddux)
- COMM 324: Communication and Gender
- COMM 107: Oral Communication: Principles and Practices
- LGBT 200: Introduction to Lesbian, Gay, Bisexual, and Transgender Studies

#### Colorado State University

- SPCM 200: Introduction to Public Speaking
- ETCC 205: Ethnicity and the Media
- SPCM 201: Rhetoric in Western Thought (Instructor: Dr. Michelle Holling)
- SPCM 412: Evaluating Contemporary Rhetoric (Instructor: Dr. Greg Dickinson)
- WMST 200: Introduction to Women's Studies (Instructor: Denise Watson)

#### Front Range Community College

- COM 125: Interpersonal Communication
- COM 115: Public Speaking
- COM 192: Introduction to Intercultural Communication (Instructor: Allison Searle)

### SCHOLARLY AND CREATIVE ACTIVITIES

#### Peer-Reviewed

Donofrio, Theresa and **Alyssa A. Samek**. "Jeopardized Bodies: Representations of Race, Gender, and Mortality in The Notorious R.B.G." *Women's Studies in Communication* 42, no. 2 (2019): 140-160. **Lead Article.**

Samek, Alyssa A. "Mobility, Citizenship, and 'American Women on the Move' in the 1977 International Women's Year Torch Relay." *Quarterly Journal of Speech* 103, no. 3 (2017): 207-229. **Lead Article.**

Samek, Alyssa A. "Rhetorical Violence and Identity Politics: 1970s Lesbian-Feminist Discourse and Robin Morgan's 1973 West Coast Lesbian Conference Keynote Address." *Communication and Critical/Cultural Studies* 13, no. 3 (2016): 232-249.

Samek, Alyssa A. "Pivoting Between Identity Politics and Coalitional Relationships: Lesbian-Feminist Resistance to the Woman-Identified Woman." *Women's Studies in Communication* 38, no. 4 (2015): 393-420.

Samek, Alyssa A. and Theresa Donofrio. "'Academic Drag' and the Performance of the Critical Personae: An Exchange on Sexuality, Politics, and Identity in the Academy." *Women's Studies in Communication* 36, no. 1 (2013): 28-55.

Samek, Alyssa A. "Frances Wright, Address Delivered in the New Harmony Hall at the Celebration of the Fourth of July, (4 July 1828)." *Voices of Democracy* 7 (2012): 1-20.

Samek, Alyssa A. and Karrin Vasby Anderson. "The Day the Campaign Died: The Wellstone Memorial, Civic Piety, and Political Propriety." *Communication Quarterly* 59 (2011): 155-178.

Samek, Alyssa A. "Political Skin: (Un) Covering the Presidential Candidates." *Feminist Media Studies* 8 (2008): 426-429.

### **Editor-Reviewed**

Samek, Alyssa. "(White) Women on the Move: Suffrage Memory and the 1977 International Women's Year Conference," *Quarterly Journal of Speech* 106, no. 3 (2020): 277-284.

Samek, Alyssa. "Late Night's Funny Feminists: The Women of *The Daily Show*, Satire, and Postfeminism." In *Women, Politics, and Popular Culture in the United States: From Bitch to Badass...And Beyond*, edited by Karrin Vasby Anderson, 165-186, New York: Peter Lang, 2018.

Samek, Alyssa A. "Marginalizing the Queer Vote Post-Marriage: The Challenge of Visibility," *Women's Studies in Communication* 39, no. 4 (2016): 361-365.

Samek, Alyssa. "The Fourth Demand." *QED: A Journal in GLBTQ Worldmaking* 3, no. 1 (2016): 148-156.

Samek, Alyssa A. "Domesticating Matrimonial Monstrosity: *Bridezillas* and Narratives of Feminine Containment." In *Media Depictions of Brides, Wives, and Mothers*, edited by Alena Amato Ruggerio, 11-25. New York: Lexington Books, 2012.

### **Non-Peer Reviewed**

Samek, Alyssa. "Beyond Binaries: Queer Studies" *QED: A Journal in GLBTQ Worldmaking* 8, no. 2 (2022).

"Visual Scholars Read the Fake Russian Ads—Part 1," *Reading the Pictures*, December 7, 2017, <https://www.readingthepictures.org/2017/12/fake-russian-ads-1/>

Samek, Alyssa. "Reclaiming Queer: Activist & Academic Rhetorics of Resistance" *Quarterly Journal of Speech* 102, no. 3 (2016): 316-319.

Samek, Alyssa. "Zines in Third Space: Radical Cooperation and Borderlands Rhetoric" *QED: A Journal in GLBTQ Worldmaking* 2, no. 2 (2015): 218-219.

Samek, Alyssa A. and Shawn J. Parry-Giles. "Rhetoric and Politics." In *The International Encyclopedia of Communication*, edited by Wolfgang Donsbach. Boston, MA: Blackwell Publishing, 2008/2013.

Samek, Alyssa A. "Current Research on Bisexuality." *Journal of GLBT Family Studies* 1 (2005): 108-110.

### **Projects In Process**

Samek, Alyssa A. *Pivotal Relations: Lesbian-Feminist Rhetoric in the 1970s* (book manuscript in development)

Samek, Alyssa "In the Ring: Using *Rocky* and *Creed* to examine Rhetoric and Popular Culture" (journal article in development)

### **Honors & Awards**

Dissertation of the Year Award, Critical & Cultural Studies Division, National Communication Association, 2013

Cheris Kramarae Outstanding Dissertation Award, Organization for the Study of Communication, Language, and Gender, 2013

GLBTQ Division and Caucus Dissertation of the Year Award, GLBTQ Division and Caucus, National Communication Association, 2013

Top Student Paper, "More than Women Identified Women: Unpacking Lesbian-Feminist Coalitional Subjectivities in the 1970s," Organization for Research on Women and Communication, February 2012

Outstanding Research Paper Award, "Queer Conversations: Confronting Power, Identity, and Voice" (co-authored with Theresa A. Donofrio), Department of Communication, University of Maryland, 2011

Top Presentation Award, "Expressing Identities and Popular Culture Panel," GRID: Graduate Research Interaction Day, University of Maryland, April 2011

Outstanding Teaching Award, Department of Communication, University of Maryland, 2010

Top Debut Paper, Organization for Research on Women and Communication, Western States Communication Association Convention, San Francisco, CA, February 2005

Harriet Patsy Boyer Memorial Scholarship, Office of Women's Programs and Studies, Colorado State University, 2004-2005

Lambda Pi Eta Honor Society, 2001- present

Omicron Delta Kappa Leadership Honor Society, 2001-2005

Delta Epsilon Sigma Honor Society, 2000-2002

### **Research Fellowships & Grants**

OSRP Grant for Faculty Support of Scholarly or Creative Productivity, 2021-22

Junior Faculty Intramural Grant, California State University Fullerton, 2019-2020

Jacob K. Goldhaber Travel Award, The Graduate School, University of Maryland, 2011

Course Release Fellowship, Department of Communication, University of Maryland, Fall 2011

Phil Zwickler Memorial Research Grant, Human Sexuality Collection, Cornell University Library, Cornell University, 2011

Dissertation Research Support Fellowship, Department of Communication, University of Maryland, 2010-2011

Research Development Grant, Level 2, Organization for Research on Women and Communication, 2010

Graduate Student Summer Research Fellowship, The Graduate School, University of Maryland, 2009

Travel Grant, Organization for Research on Women and Communication, December 2009

Undergraduate Research Grant, Luann Dummer Center for Women, University of St. Thomas, 2001

### **Conference Paper Presentations**

#### ***Competitively Selected Papers***

Donofrio, Theresa and **Alyssa Samek**. "“At Death’s Door’: Interrogating Constructions of Mortality and Advocacy in Notorious R.B.G. Discourse” National Communication Association Convention, Salt Lake City, UT, November 2018. **Top Paper in Critical Cultural Studies**

Samek, Alyssa. "Building and Resisting Co-Gender Coalitions: Lesbian-Feminists, Gay Pride, and Protest in the 1970s," National Communication Association Annual Convention, Dallas, TX, November 2017.

Donofrio, Theresa and **Alyssa Samek**. "The Frail, Fierce, and Feminist Jurist: Postfeminism, Celebrity, and The Notorious R.B.G." National Communication Association Convention, Philadelphia, PA, November 2016.

The RSA 15 (Suzanne Berg, Betsy Brunner, J. David Cisneros, Douglas Cloud, Michael Eisenstadt, Kelly Jakes, Michelle Kearl, Dominic Manthey, Jade Olson, Milene Ortega, Erin J. Rand, **Alyssa Samek**, Jessica Shumake, Ian Summers, and Justine Wells)

- "Presenting the White Paper: Whither Social Movements in Rhetorical Studies?"  
Rhetoric Society of America Biennial Conference, Atlanta, GA, May 2016.
- Samek, Alyssa. "'American Women on the Move': Athletic Femininity, Embodied Performances of Citizenship, and the 1977 International Women's Year Torch Relay." Western States Communication Association Convention, San Diego, CA, February 2016.
- Samek, Alyssa. "Fighting on Multiple Fronts: 1970s Lesbian-Feminist Anti-War Rhetoric." National Communication Association Convention, Chicago, IL, November 2014.
- Samek, Alyssa. "'We Are Everywhere': Fighting for Lesbian-Feminist Visibility at the 1977 National Women's Conference." Western States Communication Association Convention, Reno, NV February 2013.
- Samek, Alyssa. "Coalitional Politics and the Redefinition of 'Community,'" Society for Disability Studies Annual Conference, Denver, CO, June 2012.
- Samek, Alyssa. "More than Women Identified Women: Unpacking Lesbian-Feminist Coalitional Subjectivities in the 1970s." Western States Communication Association Convention, Albuquerque, NM, February 2012. **Top Student Paper ORWAC**
- Samek, Alyssa. "Domesticating Matrimonial Monstrosity: *Bridezillas* and Narratives of Feminine Containment." National Communication Association Convention, New Orleans, LA, November 2011.
- Samek, Alyssa. "(Un)Veiling Sexism: Disciplining the Monstrous-Feminine in *Bridezillas*." GRID: Graduate Research Interaction Day. College Park, Maryland, April 6, 2011. (First place presentation.)
- Samek, Alyssa. and Theresa A. Donofrio, "Queer Conversations: Confronting Power, Identity, and Voice." Western States Communication Association Convention, Monterey, CA, February 2011. **Top Papers in Rhetoric and Public Address Panel**
- Samek, Alyssa. "*The Lesbian Tide*: Crafting a Space for Lesbian Feminist Liberation." Western States Communication Association Convention, Anchorage, AK, March 2010.
- Samek, Alyssa. "Stranger Danger: Constructing Lesbian Citizenship in the Era of the Rising New Right." National Communication Association Convention, Chicago, IL, November 2009.
- Samek, Alyssa. "Fanny Wright: Reshaping Citizenship and the Fourth of July in 1828." National Communication Association Convention, Chicago, IL, November 2009.
- Samek, Alyssa. "Strategic Confession and Ironic Voice: Revisiting Rhetorical Resistance to the Military's Ban on Lesbians and Gay Men." Western States Communication Association Convention, Mesa, AZ, February 2009.
- Samek, Alyssa. "Political Skin: The Scopophilic Gaze and Constructing the Other in an Unconventional Presidential Race." National Communication Association Convention, San Diego, CA, November 2008.
- Samek, Alyssa and Karrin Vasby Anderson. "'Death of the Left': The Wellstone Memorial, Political Propriety, and the Strategic Use of Civil Religion." Western States Communication Association Convention, Seattle, WA, February 2007.

- Samek, Alyssa. "Conceptualizing Political Emotion: An Analysis of the Wellstone Memorial." National Communication Association Convention, San Antonio, TX, November 2006.
- Samek, Alyssa and Katharine Plate. "Perpetuating the Double-Bind: Representations of Women in Rock Climbing Magazines," National Communication Association Convention, San Antonio, TX, November 2006.
- Samek, Alyssa. "The Wellstone Memorial: Reconceptualizing Generic Violation." National Communication Association Convention, Boston, MA, November 2005.
- Samek, Alyssa. "Loss, Hope, and Political Agency: The Wellstone Memorial and the Materiality of Political Emotion." Western States Communication Association Convention, San Francisco, CA, February 2005.
- Samek, Alyssa. "Interrogating Patriarchy's Grip on the Institution of Marriage: A Discourse Analysis of Print Media Coverage on Same-Sex Marriage." Western States Communication Association Convention, San Francisco, CA, February 2005.
- Samek, Alyssa. "Framing Political Emotion: The Wellstone Memorial Turned Political Rally." Western States Communication Association Convention, San Francisco, CA, February 2005.
- Samek, Alyssa. "A Rhetorical Analysis of Hillary Rodham Clinton's Successful 2000 United States Senate Campaign." Undergraduate Communication Research Conference, University of St. Thomas, Minneapolis, MN, April 2003.
- Samek, Alyssa. "President Bill Clinton and the Don't Ask, Don't Tell, Don't Pursue Policy: Using Rhetorical Strategies to Change the Military's Policies Toward Gays and Lesbians in the Military." Undergraduate Communication Research Conference, University of St. Thomas, Minneapolis, MN, April 2002.
- Competitively Selected Conference Panels***
- Samek, Alyssa and Elizabeth Gardner, "Archival Survival: Why We Continue to Teach Archival Methods and What Archives Continue to Teach Us," National Communication Association Convention, Baltimore, MD, November 2019.
- Samek, Alyssa. "Marginalizing the Queer Vote Post-Marriage: Old Tactics, Shifting Margins" National Communication Association Convention, Philadelphia, PA, November 2016.
- Samek, Alyssa. "Late Night's Funny Feminists: The Women of *The Daily Show*, Satire, and Pop Politics" National Communication Association Convention, Philadelphia, PA, November 2016.
- Samek, Alyssa. "LGBT Rights are Human Rights?: Critical Commentary Concerning Secretary of State Hillary Clinton's 2011 Speech to the United Nations." National Communication Association Convention, Las Vegas, NV, November 2015.
- Samek, Alyssa. "From 'Feminist Superhero' to 'Abortion Barbie': Mediating Wendy Davis's Gubernatorial Candidacy." National Communication Association Convention, Chicago, IL, November 2014.

- Samek, Alyssa. "From 'Bitch' to 'Badass': Hillary Rodham Clinton's Social Media Image Transformation," Western States Communication Association Convention, Reno, NV, February 2013.
- Samek, Alyssa. "Lessons from Lesbian-Feminists: Considering Queer Coalitional Subjectivities and COMMunity," National Communication Association Convention, Orlando, FL, November 2012.
- Samek, Alyssa. "Defending the Borders of Identity: Interrogating Lesbian-Feminist Rhetorical Violence in the 1970s," National Communication Association Convention, Orlando, FL, November 2012.
- Samek, Alyssa. "Locating Lesbian Voices in GLBT Archives: A Contrast in Archival Experiences," Rhetoric Society of America Biennial Conference, Philadelphia, PA, May 2012.
- Samek, Alyssa. "Affective Technologies of Resistance: Uses of Humor in 1970s Lesbian Feminist Public Activism." Conference on College Composition and Communication, Atlanta, GA, April 2011.
- Samek, Alyssa. "Who is Wearing the Dress?: Bridezilla Discourse, Queer Bodies, and Heteronormativity." Western States Communication Association Convention, Monterey, CA, February 2011.
- Samek, Alyssa. "Reforming Citizenship: Analyzing Fanny Wright's Fourth of July Addresses." Society for Historians of the Early Republic Conference, Rochester, NY, July 2010.
- Samek, Alyssa. "Political Skin: The Scopophilic Gaze and Constructing the Other." GRID: Graduate Research Interaction Day. College Park, MD, April 17, 2008.

### **Conference Roundtables**

- "Legacy of GLBTQ Studies in Communication: (Dis)Connections between the Division and the Caucus," National Communication Association Annual Convention, Dallas, TX, November 2017.
- "Feminist Mentoring Practices: Advice for Navigating Service, Research, and Teaching in the Academy," National Communication Association Annual Convention, Dallas, TX, November 2017.
- "Feminist Perspectives on Hillary Clinton and the 2016 Election: A Roundtable" National Communication Association Annual Convention, Philadelphia, PA, November 2016.
- "Queer Worldmaking Across Intradisciplinary Borders," National Communication Association Annual Convention, Philadelphia, PA, November 2016.
- "Collaboration and Convergence: Writing Groups, Retreats, Coaches, and Accountability Circles," Western States Association Conference, San Diego, CA, February, 2016.
- "Academic and Advocacy Connections," 27<sup>th</sup> National Conference on LGBT Equality: Creating Change, Denver, CO, February 2015.

- "Creating a Presence for the Past: Connecting Today's Students with their Gendered History," National Communication Association Convention, Chicago, IL, November 2014.
- "'The Queen of America Goes to Washington City': Forging Connections Among Queer Archives, Archivists, and Scholars," National Communication Association Convention, Washington, DC, November 2013.
- "What to Make of SB48? Prospects and Challenges of Queer Curricular Interventions," National Communication Association Convention, Orlando, FL, November 2012.
- "Critical Genealogies: Retrospection and the Future of Rhetorical Criticism," Rhetoric Society of America Biennial Conference, Philadelphia, PA, May 2012.
- "Cranky Demeanors and Reparative Relations: Imagining a Politics of Responsibility and Accountability for Queer Studies," Annual Meeting of the American Studies Association, Baltimore, MD, October 2011.
- "Irony, Protest, and Political Spectacle: A Roundtable Discussion of the 'Rally to Restore Sanity' and 'March to Keep Fear Alive,'" Eastern Communication Association Convention, Arlington, VA, April 2011.
- "Queer(ing) Rhetorical Studies: Building Bridges Between Rhetoric and Queer Theory." National Communication Association Convention, San Francisco, CA, November 2010.

### **Invited Presentations**

- Samek, Alyssa. "Pivoting Between Identity Politics and Coalition Politics" Guest Facilitation for Graduate Seminar in Public Argument: Rhetoric of Social Movements, Dr. Gordon Mitchell, University of Pittsburgh, September 29, 2016.
- Samek, Alyssa. "Academic Drag, Research Methods, and the Graduate Classroom," Guest Facilitation for English 5377: Sexual Politics and Rhetoric, Dr. Michael Faris, Texas Tech University, July 22, 2015.
- Samek, Alyssa. "Queer Theory: History and Future Directions for Inquiry," Guest Lecture and Facilitation for SCSS 110: Culture, Knowledge, Power, Dr. Joseph Schneider, Drake University, March 30, 2015.
- Samek, Alyssa. "Analyzing Media Representations of Gender and Sexuality: Queer Theory, Feminist Criticism, and Queer World-Making," Guest Lecture and Facilitation for COMM 738G: Seminar in Mediated Communication: Gender, Media, and Culture, Dr. Sahar Khamis, University of Maryland, April 9, 2012.
- Samek, Alyssa. "Coalitional Flexibility and the Interstitial Politics of Del Martin and Phyllis Lyon," Department of Communication Fall Colloquium Series, University of Maryland, November 4, 2011.
- Samek, Alyssa and Theresa Donofrio, "Queer Conversations: Confronting Power, Identity, and Voice," Department of Communication Fall Colloquium Series, University of Maryland, September 23, 2011.
- Department of Communication Spring Colloquium Series, "Emerging Research: Gender and Communication," University of Maryland, March 26, 2010.



- Samek, Alyssa. "Mediated Representations of Queer and LGBT Identities," Guest lecture for COMM324: Communication and Gender, Dr. Nneka Ofulue, University of Maryland, December 1, 2009.
- Samek, Alyssa. "Crafting your Curriculum Vitae," SP692 Graduate Seminar, Colorado State University, Fort Collins, CO, November 2006.
- Samek, Alyssa. "Domestic Violence and the Gay, Lesbian, Bisexual, Transgender and Queer Community." Aims Community College, Greeley, CO, November 2005.
- Samek, Alyssa. "The Wellstone Memorial Turned Political Rally," Graduate Student Research Colloquium, Department of Speech Communication, Colorado State University, CO, October 2004.
- Samek, Alyssa. Undergraduate Grant Research Presentation, Feminist Friday Series, Luann Dummer Center for Women, University of Saint Thomas, April 2003.
- Samek, Alyssa. Undergraduate Grant Research Poster Presentation, "Inquiry at UST: A Poster Session with Results of Student/Faculty Collaboration at the University of St. Thomas," September 2002.
- Samek, Alyssa. Presentation on Feminism and Women's Rights for "Hate-Free Week," Sponsored by the President's Leadership, Education, and Diversity Group Endeavor (PLEDGE), University of St. Thomas, April 2002.

### **Seminars, Workshops, and Pre-Conferences**

- Rhetorics of Citizenship Seminar, Rhetoric Society of America Summer Institute, Madison, WI, June 2015
- Whither "Social Movement" in Rhetorical Studies? Workshop, Rhetoric Society of America Summer Institute, Madison, WI, June 2015.
- "Rhetoric's Critical Genealogies" Seminar, Rhetoric Society of America Summer Institute, Boulder, CO, June 2011.
- "Bridging Queer Histories and Queer Futures: A Day of Cruising Archives." National Communication Association Preconference, San Francisco, CA, November 2010.
- Doctoral Honors Seminar, National Communication Association, Salt Lake City, UT, July 31-August 2, 2010.
- "Queering Rhetorical Studies" Workshop, Rhetoric Society of America Summer Institute, State College, PA, June 2009.

### **Media & Interviews**

- Nair, Yasmin. "Queer: What is it good for? Language and the LGBT Movement," *The Windy City Times*. July 24, 2013. <http://www.windycitymediagroup.com/lgbt/Queer-What-is-it-good-for-Language-and-the-LGBT-movement/43813.html>
- Meyers, W. Ben and Desiree Rowe. "Episode 120: Academic Drag and the Queer Project," *The Critical Lede*. April 2013. <http://thecriticallede.com/120-academic-drag-and-the-queer-project/>

## **SERVICE**

### **Department, College, University**

#### ***California State University, Fullerton***

Children's Center Committee, Academic Senate, CSUF, 2022-2024

Graduate Program Director, Communication Studies MA Program, 2021-2024

College of Communications Personnel Standards Review Committee, 2019- 2021

Graduate Program Director, Master's Program in Communication Studies, Spring 2019

Faculty/Graduate Mentorship Program Mentor, 2018-2019

Search Committee Member, Provost and Vice President of Academic Affairs, chaired by Dr. Berenecea Eanes, Vice President for Student Affairs, Fall 2016- Spring 2018

Ad-hoc Committee for Revising HCOM Departmental Personnel Guidelines, 2016-2017

Communication Studies Faculty Retreat, co-coordinator (with Dr. Jon Brusckke), January 2017

Graduate Studies Committee (Communication Studies), 2016-2018

Search Committee Member, Associate Vice President of the Office of Research and Sponsored Projects, chaired by Dr. Dale Merrill, Dean of College of the Arts, Fall 2016

Safe Space Training, ASI LGBTQ Center, led by Anthony Ragazzo, Jr., October 26, 2015.

RACE, member, 2015 – present

#### ***Drake University***

Drake Rhetorical Theory Reading Group, 2013 – 2015

First Year Seminar Faculty Writing Project, led by Dr. Jody Swilky, Coordinator of Writing Instruction, Drake University, 2014-2015.

"Responding to Student Writing In and Out of the Classroom," First Year Seminar Program and Drake University Office of the Provost, led by Dr. Elizabeth Robertson, May 2014.

#### ***University of Maryland***

University of Maryland Association of Communication Graduate Students (COMMGrads) Board Member

- Communication Department Assembly Graduate Student Representative, 2010-2011
- President, 2009-2010
- Center for Political Communication and Civic Leadership Representative, 2008-2009
- Secretary/Treasurer, 2007-2008

University of Maryland Department of Communication Admissions Ambassador, 2008-2012

National Communication Association Reception Committee, University of Maryland, 2007

### **Disciplinary**

National Communication Association, 2005 – present

- James L. Golden Memorial Award Jury Panel, 2019

- Public Address Division Nominating Committee Chair, 2018-2019
- NCA Nominating Committee, 2015—2016
- Caucus on Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) Concerns, Past Chair, 2015—2016
- Rhetorical and Communication Theory Division Nominating Committee, 2015
- Caucus on Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) Concerns, Chair, 2014
- Caucus on Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) Concerns, Vice Chair & Program Planner, 2012-2013
- Caucus on Gay, Lesbian, Bisexual, Transgender, and Queer (GLBTQ) Concerns, Vice Chair Elect 2011-2012

Organization for Research on Women and Communication, 2007 — present

- Executive Board Officer—Treasurer, 2016—2020; 2020-2024
- ORWAC Research Grant Reviewer, 2018
- Graduate Student Ad Hoc Committee, 2009—2011

Manuscript Reviewer, National Communication Association

- Feminist and Women Studies Division, 2008-2016
- Public Address Division, 2009-2018
- Political Communication Division, 2015
- GLBTQ Studies Division, 2010-2017
- Caucus on GLBTQ Concerns, 2014-2017
- Critical & Cultural Studies Division, 2014-2015
- American Studies Division, 2017

Western States Communication Association, 2003 — present

Manuscript Reviewer

- Organization for Research on Women and Communication, 2009-2017
- Rhetoric and Public Address Interest Group, 2016-2017
- Media Studies Interest Group, 2009-2013
- Undergraduate Scholars Research Conference, 2011

Rhetoric Society of America, 2009 — present

### **Editorial Board Service and Review**

Ad-hoc Reviewer, *Southern Communication Journal*, eds. Benjamin Bates, 2021

Ad-hoc Reviewer, *QED: A Journal in GLBTQ Worldmaking*, eds. Charles E. Morris and Thomas Nakayama, 2019

Ad-hoc Reviewer, *Women's Studies in Communication*, ed. Kristen Hoerl, 2018-2019

Ad-hoc Reviewer, *Journal of Homosexuality*, ed. John Elia, 2018-2019

Ad-hoc Reviewer, *Advances in the History of Rhetoric*, Ed. Art Walzer, Fall 2016

Ad-hoc Reviewer, *Southern Communication Journal*, eds. Tasha Dubriwny and Kristin Poirot, Fall 2016

Ad-hoc Reviewer, *Communication Quarterly*, ed. Pamela Lannutti, Fall 2016

Ad-hoc Reviewer, *QED: A Journal in GLBTQ Worldmaking*, eds. Charles E. Morris and Thomas Nakayama, Spring 2016

Ad-hoc Reviewer, *Women's Studies in Communication*, ed. Joan Faber McAlister, 2015-2016

Ad-hoc Reviewer, *Journal of Homosexuality*, ed. John Elia, 2014-2015

Editorial Board Member, *Iowa Journal of Communication*, ed. David T. McMahan, 2014-2015

Editorial Board Member, *Voices of Democracy*, eds. Shawn J. Parry-Giles and J. Michael Hogan, 2014 –present

Chapter Reviewer, *A Rhetorical History of the United States, Vol. 9*, ed. Richard Jensen, 2014

Editorial Assistant and Manuscript Reviewer, *Communication Quarterly*, ed. Trevor Parry-Giles, 2009-2011

Editorial Assistant and Manuscript Reviewer, *Voices of Democracy*, 2009-2011

Editorial Assistant, *The Handbook of Rhetoric and Public Address*, eds. Shawn J. Parry-Giles and J. Michael Hogan, 2009

Editorial Board Member—Special Issue, *Rocky Mountain Communication Review*, ed. Autumn Garrison, 2009

### **Conference Respondent, Chair, and Moderator Activities**

Respondent, "Queering Rhetorical Movements," National Communication Association Convention, Salt Lake City, UT, November 2018

Chair, "The Restrictive Expectations/Representations of Health, Wealth, Motherhood, and Disability," Western States Communication Association Convention, Santa Clara, CA, February 2018.

Respondent, "Moving Sex, Gender, and Sexuality from the Margins," Western States Communication Association Convention, Salt Lake City, UT, February 2017.

Respondent, "GLBTQ Concerns: Focusing on Health," National Communication Association Annual Convention, Philadelphia, PA, November 2015.

Respondent, "Citizenship, Gender, and Power: Rhetorics of Agency and Inclusion," National Communication Association Annual Convention, Las Vegas, NV, November 2015.

Chair, "Gendered Representations in Reality Television and Film," Western States Communication Association Convention, Reno, NV, February 2013.

Convener and Chair, "Queer Activism Today: Local and National Voices," University of Maryland Pride Month Event, April 19, 2012.

Chair, "Embodiment and Representation," National Communication Association Convention, New Orleans, LA, November 2011.

"Gender, Sex, and Race in Contemporary Political Discourse," Western States Communication Association Convention, Monterey, CA, February 2011.

"Bolstering Feminist Bridge-Building Through Activism," National Communication Association Convention, San Francisco, CA, November 2010.

"Critical Personalizations and Interrogations of Identity in Everyday Life," Western States Communication Association Convention, Anchorage, AK, March 2010.

Chair, "Playing Games With (or By My) Self?: Analyses of Video Games, New Media, and Identity," Western States Communication Association Convention, Anchorage, AK, March 2010.

"Cracking the Glass Ceiling: Defining Moments for Women in Campaign 2008," Eastern Communication Association Conference, Philadelphia, PA, April 2009.

Chair, "Women and Political Knowledge, Leadership, and Partnership," National Communication Association Convention, San Antonio, TX, November 2006.

### **Community**

Presenter, "President Trump's First 100 Days," Town and Gown panel event at Fullerton Public Library convened by Dr. Vince Buck, May 1, 2017.

Presenter, "Election 2016 and California Ballot Measures," panel event at Fullerton Public Library convened by Dr. Vince Buck, October 25, 2016.

Gay and Lesbian Sierrans (member group of the Sierra Club), 2016- present

Des Moines Faith Committee on Peace, 2014 - 2015

Planned Parenthood of the Heartland, volunteer 2013 - 2015

National Gay and Lesbian Task Force, volunteer 2010-2013

Rainbow Terrapin Network member, University of Maryland, 2009-2013

National Stonewall Democrats, volunteer 2007-2009

Access Fund member and volunteer, 2007-2013

Colorado State University Campus Feminist Alliance member, 2005-2006

Colorado State University Feminist Research Group member, 2005-2007

Planned Parenthood of Minnesota/South Dakota public policy advocate, 2001-2003

# Christian Reed Seiter

Assistant Professor  
Human Communication Studies  
California State University, Fullerton  
Fullerton, CA 92831

Improvisation Instructor  
Alan Alda Center for Communicating Science  
Stony Brook University  
Stony Brook, NY, 11794

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## Research Profile

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My scholarly work focuses on the domain of end-of-life health communication. Specifically, my research uses a mixed-methods approach to better understand communication processes underlying advance care planning, social support in the end-of-life context, and death positivity. I also conduct research examining theatre and improvisation-based communication competence training interventions for healthcare providers and scientists.

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## Academic Appointments

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**Assistant Professor of Human Communication Studies**, California State University, Fullerton, 2021– present

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## Education

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- PhD** Communication, George Mason University, 2021  
Areas of Emphasis: Health Communication, Interpersonal Communication, Persuasion  
Dissertation Committee: Xiaoquan Zhao (chair), Gary Kreps, Kevin Wright  
Dissertation: *The Death Message Processing Model: A Mixed Methods Evaluation of a Humor-Based Approach to Motivate Advance Care Planning*
- MS** Medical Humanities, University of Rochester School of Medicine and Dentistry, 2016  
Capstone Project Chair: Stephanie Brown Clark  
Capstone Project: *Teaching clinical empathy with theatre-based experiential learning techniques*
- BFA** Theatre, Actor Training Program Emphasis, University of Utah, cum laude, 2014

### ***Additional Relevant Education***

**Improvisation Instructor Training Completion**, Alan Alda Center for Communicating Science, 2019- This qualifies me to lead all-day improvisation workshops for clients of the Alan Alda Center for Communicating Science

**“Medical Improv” Five-Day Seminar Completion**, Northwestern University Feinberg School of Medicine, 2016- Completion of this seminar qualifies me to conduct workshops based the “Medical Improv” curriculum

Grant Writing 101: Boot Camp with National Institutes of Health (all-day workshop), 2019

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## **Research Activity**

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### **Publications**

#### ***Refereed Journal Articles***

Brophy, N. S., **Seiter, C. R.**, & Zhao, X. (2021). COVID-19 Risk Perceptions and Intentions to Engage in Familial Advance Care Planning: The Mediating Role of Death Anxiety. *Journal of Health Communication*, 1–12.

<https://doi.org/10.1080/10810730.2021.1998844>

**Seiter, C. R.**, & Brophy, N. S. (2021). Social Support and Aggressive Communication on Social Network Sites during the COVID-19 Pandemic. *Health Communication*, 1–10.

<https://doi.org/10.1080/10410236.2021.1886399>

**Seiter, C. R.** (2020). Benefit, barrier, and self-efficacy messages in advance care planning education materials. *Health Communication*. Advance online publication.

<https://doi.org/10.1080/10410236.2020.1754601>

**Seiter, C. R.** & Brophy, N. S. (2020). Worry as a mechanism to motivate information seeking about protective end-of-life communication behaviors. *Journal of Health*

*Communication*. 25(5), 353-360 <https://doi.org/10.1080/10810730.2020.1765222>

Meyara, S. B., Phillips, K. E., Seiter, J. S., & **Seiter, C. R.** (2020). Outplay, outwit, outlast, outlearn: Communicating to survive in small groups. *Carolinas Communication Annual*.

Seiter, J. S., & **Seiter, C. R.** (2019). “Are you a good witch or a bad witch?” An exercise in suspending judgment when interacting with “difficult” people. *Communication Teacher*, 34(1), 35–39. <https://doi.org/10.1080/17404622.2019.1603393>

Seiter, J. S., Gass, R. H., & **Seiter, C. R.** (2018). Persuasion GO: An activity for increasing students’ awareness of approaches to social influence. *Communication Teacher*, 32(4), 179-185. <https://doi.org/10.1080/17404622.2017.1372606>

### ***Book Chapters***

**Seiter, C. R.** & Seiter, J. S. (2018) *Adapting the “A-B-Scene” to communication classrooms: An exercise for understanding the role of context, empathy, perceptions, and message dimensions*. In J. S. Seiter, J. Peeples, J., & M. L. Sanders (Eds.), *Communication in the Classroom: A Collection of G.I.F.T.S.* Boston, MA: Bedford/St. Martin’s.

### **Conference Presentations (blind peer-reviewed)**

Brophy, N. S., **Seiter, C. R.**, & Zhao, X. (2021, May). *Relationship between COVID-19 risk perceptions and intentions to engage in familial advance care planning: The mediating role of death anxiety*. Presented at the 71<sup>st</sup> Annual meeting of the International Communication Association.

**Seiter, C. R.** (2021, April). *Developing a Theoretical Framework for Understanding Death Positive Approaches to Advance Care Planning Motivation*. Presented to the D.C. Health Communication Conference.

Brophy, N. S., **Seiter, C. R.**, & Zhao, X. (2021, April). *The Advance Care Planning Benefits and Barriers Scales: Measuring HBM Constructs in the Context of End-of-Life Communication*. Presented to the D.C. Health Communication Conference.

**Seiter, C. R.** (2020, November). *Baptized by tears: How healthcare chaplains communicate with patients from diverse faith backgrounds during end-of-life encounters*. Presented to the Spiritual Communication division at the annual meeting of the National Communication Association, Indianapolis, IN. **(TOP STUDENT PAPER AWARD)**

**Seiter, C. R.** (2020, November). *Benefit, barrier, and self-efficacy messages in advance care planning education materials*. Paper presented to the Health Communication division at the annual meeting of the National Communication Association, Indianapolis, IN.

**Seiter, C. R.** (2020, November). *How healthcare chaplains provide social support during end-of-life encounters*. Paper presented to the Interpersonal Communication division at the annual meeting of the National Communication Association, Indianapolis, IN.

**Seiter, C. R.** (2020, November). *Online social support and antisocial communication during the COVID-19 pandemic*. Paper presented to the Human Communication and Technology division at the annual meeting of the National Communication Association, Indianapolis, IN.

**Seiter, C. R.**, & Brophy, N. S. (2020, April). *Worry as a mechanism to motivate information seeking about protective end-of-life communication behaviors*. Poster presented at the Kentucky Conference on Health Communication, Lexington, KY.



Meyara, S. B., Phillips, K. E., Seiter, J. S., & **Seiter, C. R.** (2019, November). *Outplay, outwit, outlast, outlearn: Communicating to survive in small groups*. Paper presented to the G.I.F.T.S. (Great Ideas for Teaching Students) division at the annual meeting of the National Communication Association, Baltimore, MD.

**Seiter, C. R.** (2019, May). *The statue game: An embodied experiential approach to Communication Accommodation Theory*. Paper presented to the G.I.F.T.S. (Great Ideas for Teaching Students) division at the annual meeting of the International Communication Association, Washington, D.C.

Seiter, J. S., & **Seiter, C. R.** (2019, May). *The Wicked treatment: An exercise in suspending judgment when interacting with “difficult” people*. Paper presented to the G.I.F.T.S. (Great Ideas for Teaching Students) division at the annual meeting of the International Communication Association, Washington, D.C.

Seiter, J. S., Gass, R. H., & **Seiter, C. R.** (2017, November). *Persuasion GO: An activity for increasing students’ awareness of approaches to social influence*. Paper presented to the G.I.F.T.S. (Great Ideas for Teaching Students) division at the annual meeting of the National Communication Association, Dallas, TX.

**Seiter, C. R.** (2017, May). *Teaching clinical empathy with theatre-based experiential learning techniques*. Paper presented at the annual meeting of the Association of America Medical College’s Northeast Group on Educational Affairs, Rochester, NY.

**Seiter, C. R.,** & Seiter, J. S. (2016, October). *Adapting the “A-B Scene” to communication classrooms: An exercise for understanding the role of context, empathy, perceptions, and message dimensions*. Paper presented at the annual meeting of the New York State Communication Association, Callicoon, NY.

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## Professional Teaching Experience

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### **California State University, Fullerton – Fullerton, CA**

- HCOM 535 – Graduate Seminar in Persuasion and Argumentation
- HCOM 100 – Introduction to Human Communication
- HCOM 300 – Introduction to Research in Speech Communication (Spring 2022)
- HCOM 425 – Health Communication (Spring 2022)

### **George Mason University – Fairfax, VA**

- COMM 304 – Foundations of Health Communication
- COMM 101 – Fundamentals of Communication

*Alan Alda Center for Communicating Science – Stony Brook, NY*

- Science Communication Workshop, Stony Brook University, 2019
- Science Communication Workshop, Virginia Institute of Marine Science, 2019
- Science Communication Workshop, University of Vermont, 2020

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## Professional Research Experience

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*George Mason University*

**Full-Time Graduate Research Assistant**, May 2020- August 2020

PI: Matthew Rossheim & Xiaoquan Zhao

Project Description: Training undergraduates to assist in developing, refining, and evaluating e-cigarette counter-marketing message strategies using a community-based participatory approach. Responsibilities: Developing and leading a fully realized research project, training and assisting undergraduate RAs in developing and realizing their own research projects.

**Full-Time Graduate Research Assistant**, August 2019- August 2020

PI: Chris Clarke

Project Description: External evaluation of Alan Alda Center all-day improvisation science communication workshop.

Responsibilities: Facilitating improvisation workshops, facilitating control (all-day, non-improv) workshop, designing control condition (all-day, non-improv workshop), survey design, recruitment, managing participant incentives/survey completion/administrative tasks.

**Part-Time Graduate Research Assistant**, June 2019- August 2019

PI: Sojung Kim

Project Description: Examining efficacy of FDA anti-smoking campaigns on current smoker using eye-tracking software in the Communication, Health, and Relational Media (CHARM) Lab. Responsibilities: Facilitating experiment procedure, managing/calibrating eye-tracking equipment, designing recruitment materials/media, managing participant incentives/administrative tasks.

*Alan Alda Center for Communicating Science*

**Part-Time Research Assistant**, September 2018- August 2019

PI: Brenda MacArthur

Project Description: Internal evaluation of workshop efficacy.

Responsibilities: Survey dissemination, post-test video proctoring, codebook development, coding and analysis of post-test videos, managing participant incentives/administrative tasks.

*University of Utah School of Medicine*

**Part-Time Research Assistant**, May 2015- May 2016

PI: Gretchen Case

Project Description: Systematic examination of theatre-based interventions in medical education

Responsibilities: Assisting in literature review and IRB processes, training and acting in instructional videos.

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## Awards & Recognitions

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### *Research Awards and Recognitions*

**Supplemental Research Support Award (\$1,000)**, George Mason University, December 2020

**Top Student Paper, Spiritual Communication Division**, National Communication Association, November 2020

### *Teaching Awards & Recognitions*

**Outstanding Core Oral Communication Course Recognition** (based on “overall rating of teaching” from student ratings of instruction), George Mason University, Summer 2019

**Outstanding Core Oral Communication Course Recognition** (based on “overall rating of teaching” from student ratings of instruction), George Mason University, Spring 2019 (recognized for two separate courses this semester)

**Outstanding Core Oral Communication Course Recognition** (based on “overall rating of teaching” from student ratings of instruction), George Mason University, Fall 2018

### *Student Awards & Recognitions*

**Outstanding Doctoral Student**, George Mason University, Department of Communication, Spring 2021 – Awarded to one doctoral student each year.

**Wendy Balazik Communication and Social Change Award (\$500)**, George Mason University, Department of Communication, Spring 2020 – Awarded to the graduate student whose research makes an important difference in the lives of others.

**Communication Graduate Student Award** (“Commitment to the Graduate Program Award”), George Mason University, Department of Communication, Spring 2019

**Department of Theatre Scholarship**, University of Utah, Department of Theatre, Fall 2013

**Utahna B. Meilstrup Theatrical Scholarship**, University of Utah, Department of Theatre, Fall 2012

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## Talks & Workshops Facilitated

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***Invited Workshops- Designed and Facilitated***

“Applied Improvisation/Public Speaking Efficacy Workshop” (George Mason University, HE 792/Hist 688, October 2019, September 2019 [delivered on two separate dates in September])

“Interdisciplinary Medical Improvisation Workshop” (University of Rochester School of Medicine and Dentistry, March 2017)

“Clinical Empathy Workshop” (University of Rochester School of Medicine and Dentistry, February 2016 [delivered on three separate dates in February])

“Faculty Diversity Applied Improvisation Workshop” (Rochester Institute of Technology, April 2016)

“Experiential Narrative Workshop for VIP Support Group” (John Moran Eye Center, University of Utah, 2017)

“Applied Medical Improvisation Workshop” (John Moran Eye Center Administrative Workers, University of Utah, September 2017 [delivered on two separate dates in September], October 2017 [delivered on two separate dates in October]; John Moran Eye Center Ophthalmology Residents, University of Utah, September 2017; Fourth Year Medical Students, University of Utah School of Medicine, April 2017)

“Applied Theatre Workshop for VIP Support Group” (John Moran Eye Center, University of Utah, February 2017)

***Invited External Talks***

“Medical Applications of Applied Improvisation” (Columbia University, P8906, February 2019)

“STEM Communication Competence” (InTech Collegiate Academy, October 2021)

***Invited Departmental Talks***

“Advance Care Planning and End-of-Life Values” (George Mason University, COMM 304; March 2020, September 2019)

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**Advising**

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Kiersten Bjerke, Master’s Thesis Committee, 2021

Elyssa Camarena, Master’s Thesis Committee, 2021

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## Service

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Reviewer, International Communication Association Annual Conference, 2022

Reviewer, *Communication Quarterly*

“STEM Communication Competence” (invited talk, InTech Collegiate Academy, October 2021)

Reviewer, D.C. Health Communication Conference, 2021

Poster Session Committee, D.C. Health Communication Conference, 2019

Panel Moderator, D.C. Health Communication Conference, 2019

Reviewer, D.C. Health Communication Conference, 2019

### ***Other Service***

Basic Course Teacher Training Mentor to Nathan Selove, George Mason University, 2019-Present

Volunteer Actor, HealthInSight Utah, End of Life Care Summit, 2017

Volunteer Model, University of Utah School of Medicine, Anatomy Course, 2017

Volunteer, John Moran Eye Center, University of Utah, Medical Outreach Trip to Navajo Nation, 2016

# Daniel M. Sutko, Ph.D.

Assistant Professor  
Human Communication Studies  
CSU Fullerton

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Long Beach, CA 90803  
(+1) 704-608-2691  
dsutko@fullerton.edu

## POSITIONS

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**Assistant Professor.** Department of Human Communication Studies, CSU Fullerton  
(August 2014–present)

**Teaching Fellow.** School of Communication and Information, Rutgers University  
(January 2013–May 2014)

## EDUCATION

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**Ph.D. Communication, Rhetoric and Digital Media.** North Carolina State University (2013)

**M.S. Communication.** North Carolina State University (2008)  
Concentrations: mobile technologies, serious gaming, social space and culture

**B.A. English.** Davidson College (2003)  
Concentrations: rhetoric, composition, film studies

## SCHOLARLY AND CREATIVE ACTIVITIES

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*Non-peer-reviewed publications appear at the end, marked as “invited.”*

**\*\* Marks work accomplished at CSUF.**

### Books

\*\* (proposal drafted) Sutko, D.M. *The production of piracy from sea to sovereign* ©. New York: NYU Press

de Souza e Silva, A. and Sutko, D.M. (eds.). (2009). *Digital Cityscapes: Merging Digital and Urban Playspaces*. New York: Peter Lang.

### Creative Activities

\*\* *The Women of El Toro*. iOS application released May 2016.

### Journal articles

\*\* Sutko, D.M. (accepted). Theorizing femininity in artificial intelligence: A framework for undoing technology’s gender troubles. *Cultural Studies*.

- \*\* Sutko, D.M. (2018). Ghost writer in the machine: The politics of determining the machinic/ expressive functions of software. *Communication and Critical/Cultural Studies*, 15 (1), 18–34.
- \*\* Sutko, D.M. (2018). Rewiring the DMCA's history: 20th Century new media and the expanding imaginary for infringement. *The Communication Review*, 21 (2), 153–173.
- \*\* (in progress, 8,971 words) Sutko, D.M. Piracy, power, and the politics of communication technologies. *Cultural Studies*.
- \*\* (in progress, 6,838 words) Sutko, D.M. Broadband, broadcast, books and boats?! Media theory's heuristic potentials for understanding piracy. *Critical Studies in Media Communication*.
- Sutko, D.M. and de Souza e Silva, A. (2011). Location-aware mobile media and urban sociability. *New Media and Society*, 13 (5), 807–823.
- de Souza e Silva, A. and Sutko, D.M. (2011). Theorizing locative technologies through philosophies of the virtual. *Communication Theory*, 21 (1), 23–42.
- Wiley, S.B.C., Sutko, D.M., & Moreno-Becerra, T. (2011). Assembling social space. *The Communication Review*, 13 (4), 340–372.
- de Souza e Silva, A., Sutko, D.M., Salis, F., & de Souza e Silva, C. (2011). Mobile phone appropriation in the *favelas* of Rio de Janeiro, Brazil. *New Media and Society*, 13 (3), 411–426.
- de Souza e Silva, A. and Sutko, D.M. (2009). Playing life and living play: how hybrid reality games reframe space, play, and the ordinary. *Critical Studies in Media Communication*, 25 (5), 447–465.

## Book Chapters

- \*\* (2017). Sutko, D.M. Medial wills to piracy and intellectual property's (im)possibilities. In S. Rodgers and T. Markham (Eds.), *Conditions of Mediation: Phenomenological Approaches to Media, Technology, and Communication* (pp. 135-146). New York: Peter Lang.
- Wiley, S.B.C., Moreno-Becerra, T., & Sutko, D.M. (2012). Subjects, networks, assemblages: A materialist approach to the production of social space. In J. Packer and S. Wiley (Eds.), *Communication matters* (pp. 183–196). Oxford: Routledge.
- de Souza e Silva, A. and Sutko, D.M. (2011). Placing location-aware media in a history of the virtual. In D. Park, N. Jankowski, and S. Jones (Eds.), *The long history of new media: Technology, historiography, and newness in context* (pp. 299–316). New York: Peter Lang.
- de Souza e Silva, A. and Sutko, D.M. (2009). Merging digital and urban playspaces: An introduction to the field. In A. de Souza e Silva and D.M. Sutko (Eds.), *Digital cityscapes: Merging digital and urban playspaces* (pp. 1–20). New York: Peter Lang.

## Special Sections

- \*\* Sutko, D.M., Lingel, J., Adams, A., and Rottinghaus, A.R. (2016). The medium is the message of the future: Tyranny of media in organizing our imaginary. *International Journal of Communication*, 10, 5710–5720.
- \*\* Lingel, J., Sutko, D., Lichfield, G., Sinnreich, A. (2016). Black holes as metaphysical silence. *International Journal of Communication*, 10, 5684–5692.
- \*\* Brooks, L.J.A., Sutko, D., Sinnreich, A., Wallace, R., (2016). Afro-Futuretyping generation starships and new earths 05015 C.E. *International Journal of Communication*, 10, 5749–5762.
- \*\* Rottinghaus, A.R., Pluretti, R., Sutko, D., (2016). The end of material scarcity: Dystopia and immanent critique of capitalism. *International Journal of Communication*, 10, 5699–5709.

## Interviews and book reviews

- \*\* Sutko, D.M. (2014). Containers. *Wi: Journal of mobile culture*, 8 (1). Available at: <http://wi.mobilities.ca/daniel-m-sutko-containers>
- \*\* Sutko, D.M. (2014) Pirate politics: The new information policy contests by Patrick Burkart. *The Communication Review* 17 (4), 341-344.
- Sutko, D.M. (2014) Rebooting the Herman & Chomsky Propaganda Model in the Twenty-First Century by Brian Michael Goss. *Journalism*, 15 (5), 655-658.

## GRANTS (REFEREED)

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- \*\* Burroughs, x. and Sutko, D.M. (2015). The Women of El Toro. *Cal Humanities Community Stories*. \$10,000.
- \*\* (rejected) Burroughs, x. and Sutko, D.M. (2016). FemVets for the Public. *Digital Projects for the Public, National Endowment for the Humanities*. \$99,999.
- \*\* (rejected) Burroughs, x. and Sutko, D.M. (2016). The FemVets Collection. *Humanities Collections and Reference Resources Grant, National Endowment for the Humanities*. \$234,017.
- \*\* (rejected) Burroughs, x. and Sutko, D.M. (2016). FemVets for the Public. *Digital Projects for the Public, National Endowment for the Humanities*. \$99,999.
- \*\* (rejected) Sutko, D.M. and Burroughs, x. (2015). hear here. *Knight Foundation Journalism and Media Innovation Prototype Fund*. \$35,000.

## CONFERENCE PAPERS AND PRESENTATIONS (REFEREED)

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- \*\* (submitted) Sutko, D.M. Gender trouble at the interface: a critique of feminized artificial intelligence. *Western Communication Association*.



- \*\* (2018) Sutko, D.M. Theorizing female voices in artificial intelligence: History, context, and continuation of technology's gender troubles. *National Communication Association*.
- \*\* (2017) Sutko, D.M. Is communicating with a machine communication? Is any body a creative body? The political legacy of digital copyright and its posthuman origins and future. *National Communication Association*.
- \*\* (2017) Sutko, D.M. Unboxing legacy systems of the DMCA: A genealogy of analog precursors to digital rights management. *National Communication Association*.
- \*\* (2017) Sutko, D.M. (panel participant for) Forecast gaming with the Thing from the Future: Imagining and hacking into the future of our legacy, our relevance. *National Communication Association*.
- \*\* Sutko, D.M. (2017) Can code communicate? Can programmers read? Early digital copyright and the history of computational thought. *International Communication Association*.
- \*\* Sutko, D.M. (2017) Rewiring the DMCA's history: 20<sup>th</sup> Century new media and the expanding imaginary for infringement. *International Communication Association*.
- \*\* burrough, x. and Sutko, D.M. (2015) Paricipation + Engagement = Translation. *Popular Communication Association*.
- \*\* burrough, x. and Sutko, D.M. (2015) The Women of El Toro. *Digital Frontiers*.
- \*\* Sutko, D.M. (2015) Remediating rights management: Kittler and the technical composition of the DMCA. *National Communication Association*.
- \*\* Sutko, D.M. (2015) Ghost writer in the machine: The politics of determining the machinic/expressive functions of software. *National Communication Association*.
- \*\* Sutko, D.M. (2015) Imagining infringement through new media: Kittler and the DMCA. *Association of Internet Researchers*.
- \*\* Sutko, D.M. (2014) (panel participant for) The 100 – From cybertypes to futuretypes. Reading science and science fiction alongside emerging digital subjectivities. *National Communication Association*.
- Sutko, D.M. (2013) A history of the future of digital rights management. *National Communication Association*.
- Sutko, D.M. (2013) Instruments of licensing: Governing new media subjects. *National Communication Association*.
- Sutko, D.M. (2013) Strategic disconnection from boats to broadband. *National Communication Association*.
- Sutko, D.M. (2013). Piracy, medial wills to power, and intellectual property's (im)possibilities. *Conditions of Mediation ICA preconference*. (2013).

- Sutko, D.M. (2013). Containing boxes and bytes: New media and enfolded mobilities. *Differential mobilities: Movement and mediation in networked society*. (2013 meeting of mobilities researchers).
- Sutko, D.M. (2012). The work of piracy in an age of digital reproduction. *National Communication Association*. November 15.
- Sutko, D.M. (2012). License to locate: Monitoring media mobility. *Local and mobile*. March 16-18.
- Sutko, D.M. (2011). Piracy of consent. *National Communication Association*. November 20.
- Sutko, D.M. (2011). Navigating from Ptolemy to Tron and Mii: A scopic history of navigation technologies. *National Communication Association*. November 18.
- Sutko, D.M. (2011). (panel participant for) Shifting voices: Seeking the pedagogy of wisdom in MMO's (Massively Multiplayer Online Games) and Locative Media. *National Communication Association*. November 17.
- Sutko, D.M. (2011). Sovereign space: From sea to shining ©. *Mobilities in Motion*. March 21-23.
- Sutko, D.M. (2010). The productive play of Frequency 1550: A case study of locative media. *National Communication Association*. November 17.
- Sutko, D.M. & Rottinghaus, A.R. (2010). River city assemblages: Floods, disasters, and the construction of social space. *National Communication Association*. November 15.
- Sutko, D.M. (2010). Energy ethics from the gospel of Chevron: Fashioning the self through advergaming. *Rhetoric Society of America*. May 28.
- Sutko, D.M. (2010). The Apple store's material rhetoric as a technology of the self. *Rhetoric Society of America*. May 31.
- Sutko, D.M. (2009). My mobile maneuver: Technology, the rhetorical maneuver, and kairotic subjectification. *National Communication Association*. November 12. **Top student paper award from the Association for the Rhetoric of Science and Technology.**
- Rottinghaus, A.R. and Sutko, D.M. (2009). Decibels of discipline :: colors of control: Disciplinarity, control, and disaster management communication technologies. *National Communication Association*. November 13. **New Voices in Critical Cultural Studies.**
- Sutko, D.M. (2009). Locative media and the democratization, disconnection, and destabilization of urban communities. *Urban Communication Foundation NCA preconference*. November 11.
- Sutko, D.M. & Wiley, S.B.C. (2009). Emplaced mobility. *Materializing Communication and Rhetoric*. September 25.

- de Souza e Silva, A. & Sutko, D.M., Salis, F.A., & de Souza e Silva, C. (2009). Cell phone appropriation and social mobile use in the favelas of Rio de Janeiro, Brazil. *AoIR Mobile preconference*.
- de Souza e Silva, A. & Sutko, D.M. (2009). Mobile locative interfaces as potentiality: Actualizing information in space and space as information. *ICA Preconference: The Future is Prologue: New Media, New Histories?* May 21.
- Sutko, D.M., & de Souza e Silva, A. (2009). Locative social media: Challenging the aleatory and the social in the urban landscape. *International Communication Association*. May 23.
- de Souza e Silva, A. & Sutko, D.M. (2009). Playing life and living play: How hybrid reality games reconfigure space, play, and the ordinary. *Floating Points 6: Games of Culture | Art of Games*. March 21.
- Gruber, D. & Sutko, D.M. (2009). Views of effectiveness: Risk communication and scientific ethics. *Southern States Communication Association*. April 5.
- Sutko, D.M. (2008). Productivity at play: A critical case study of an educational location-based mobile game. *Urban Communication Foundation NCA preconference*. November 20.
- Sutko, D.M. (2008). You can't argue with human energy: an analysis of the visual and verbal rhetoric of a Chevron print ad campaign. *Southern States Communication Association*. April 2-6.
- Sutko, D.M. (2008). Panel participant. Developing Websites To Influence Graduate Admissions and External Funding. *Southern States Communication Association*. April 2-6.
- Sutko, D.M. (2008). Panel participant. Great Ideas for Teaching Speech. *Southern States Communication Association*. April 2-6.
- Sutko, D.M. (2007). Mobile technology and spatial discourses: location-aware, internet-enabled mobiles as heterotopic interfaces. *Annual Meeting of the Association of Internet Researchers (AoIR)*. October 17-22.

## INVITED PRESENTATIONS AND MEDIA

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- \*\* Marcos, A. (2016, September 06). CSUF-created app tells the stories of the female veterans and military wives who lived at El Toro Marine Air Corps Station in Orange County. *OC Register*. (<http://bit.ly/2d6nVuM>)
- \*\* Sutko, D.M. (4 November 2014). Surviving the academic job search. NCSU Communication, Rhetoric, and Digital Media Colloquium, Raleigh, NC. (via Skype).
- Diduch, M. (2013, March 15). SnapChat photo app in Ridgewood nude photos case not making money, yet. *The Record*. (<http://goo.gl/iWODPS>)
- Sutko, D.M. (2010). Location-based media in the classroom. *Location, Location, Location: Social Bookmarking and Interactive Experiences in the Classroom*, NCSU Campus Writing and Speaking Program. March 31.

- Sutko, D.M. (2010). The sociability of locative media: Urban navigation and interface styles. *Institute for Emerging Issues Forum*. February 8-9.
- Sutko, D.M. (2010). My mobile maneuver: Technology, the rhetorical maneuver, and kairotic subjectification. *North Carolina State University Department of Communication Research Colloquium*. November 4.
- Rottinghaus, A.R. & Sutko, D.M. (2010). Decibels of discipline :: colors of control: Disciplinary, control, and disaster management communication technologies. *University of North Carolina at Chapel Hill Communication Department Research Colloquium*. November 4.
- Sutko, D.M. (2009). Globalization and media: Futures past returns. *IS393: Introduction to International Affairs*.
- Sutko, D.M. (2009). Mapping communication and globalization. *IS393: Introduction to International Affairs*.
- de Souza e Silva, A., & Sutko, D.M. (2008). Cities as digital playgrounds. *Communication Currents*, 3 (6).

## TEACHING

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### Department of Human Communication Studies, CSUF

- Instructor. HCOM 415: Seminar in Digital Media and Culture (Fall 2019, Fall 2018)
- Instructor. HCOM 536: Communication and Rhetorical Theory (Fall 2019, Spring 2019, Spring 2018, Spring 2017)
- Instructor. HCOM 305: Digital Media Literacy (online) (Fall 2019, Summer 2019, Fall 2018, Summer 2018, Spring 2018, Fall 2017, Spring 2017)
- Instructor. HCOM 315: Social Media and Communication (Spring 2019, Fall 2018, Spring 2018, Fall 2017, Spring 2017, Fall 2016, Spring 2016, Fall 2015)
- Instructor HCOM 300: Introduction to Research in Communication (Summer A 2017, Fall 2016, Summer A 2016, Summer A 2015, Spring 2015, Fall 2014)
- Instructor. HCOM 232: Social Media (Spring 2015, Fall 2014)
- General Education Developer. HCOM 315: Social media and communication. (2019)
- General Education Developer. HCOM 305: Digital media literacy (online). (2016-2017)
- Course Developer. HCOM 305: Digital media literacy (online). (2016-2017)
- Assistant course developer. HCOM 307: Critical/cultural studies. (2016-2017)
- Assistant course developer. HCOM 507: Critical/cultural studies. (2016-2017)

Course Developer. HCOM 215: Introduction to new media studies. (2015-2016)

Course Developer. HCOM 305: Digital media literacy. (2015-2016)

Course Developer. HCOM 315: Social media and communication. (2015-2016)

Course Developer. HCOM 415: Seminar in digital media. (2015-2016)

Certificate. "Cultivating digital literacy across the system." Workshop sponsored by the Chancellor's Office. (2019).

Certificate. "Applying the Quality Matters Rubric." Workshop sponsored by the Chancellor's Office. (2017).

Certified. Alternative Learning Solutions Ambassador (Faculty Development Center). (2016)

Certified. Open Educational Resources (Online Educational Technology). (2016)

Certified. Alternative Instructional Materials (online educational technology) (2016)

Attendee. "Developing Effective Practices that Serve Hispanic Graduate Students" Mini-Conference @ CSUF. (16 September 2016)

FDC teaching workshop (03 November 2014)

Guest lecture: Introduction to New Media. CSUF COMM 451-A Advertising Capstone. (27 October 2014)

FDC Curriculum development workshop (22 October 2014)

Guest appearance as multilingual client in Tonya Watt's Intercultural Comm Disorders class. (08 October 2014)

SafeSpace Certification. California State University, Fullerton. (2014)

### **Graduate Students Mentored, Department of Human Communication Studies**

Chair. Master's Committee, Tracy Taouil (Spring 2019–present)

Chair. Master's Committee, Dennise Morones (Fall 2018–present)

Chair. Master's Committee (thesis), Sydney Folsom (Fall 2018–present)

Chair. Master's Committee, Julie Sherwood (Fall 2018–present)

Chair. Master's Committee, Maryam Chaudhri (Spring 2018–present)

Chair. Master's Committee, Melissa Navarro (Fall 2018–Spring 2019)

Member. Masters' Committee (thesis), Rachel Null (Spring 2019–present)

Member. Master's Committee, Erin Dobson (Spring 2019–present)

Member. Master's Committee, Tammy Tran (Spring 2019–present)

Member. Master's Committee, Blanca Muñoz (Spring 2019–Spring 2019)

Member. Master's Committee (thesis), Sam Bowers (Spring 2015–Spring 2018)

Member. Master's Committee (thesis), Ralph Castellano (Spring 2015–Spring 2016)

### **Independent Studies Directed, Department of Human Communication Studies**

Sydney Folsom, Fall 2019 (599: Digital media and critical/cultural studies)

Tracy Taouil, Fall 2019 (599: Interpersonal communication and social media)

Maryam Chaudhri, Fall 2019 (599: Celebrity culture online)

Mary Beckelheimer, Fall 2019 (499: Ecofeminism and communication studies)

Melissa Navarro, Spring 2019 (599: Robot-human communication)

Dennise Morones, Spring 2019 (599: Psychoanalytic approaches to communication)

Maryam Chaudhri, Spring 2019 (599: Celebrity and social media)

Glen David, Spring 2019 (499: Computational history of voice interfaces)

Brandon Coon, Fall 2018 (499: Online instructional design for communication)

Jayzee MacPhail, Spring 2018 (499: Online instructional design for communication)

### **Department of Communications, CSUF**

Instructor. COMM 422: Communications Technologies (Fall 2015, Spring 2016)

### **School of Communication and Information, Rutgers University**

**(online)** ITI 474: Media Outlaws, Information Technology and Informatics Program  
(Spring 2014)

JMS 275: Social Media and Participatory Culture, Journalism and Media Studies Department  
(Spring 2013, Fall 2013, Spring 2014)

COM 354: Mediated Communication, Communication Department (Fall 2013)

COM 432: Mediated Communication in Society, Communication Department  
(Spring 2013, Spring 2014)

### **Department of Communication, North Carolina State University**

Assistant and Tutor, Digital Media Production Lab (Fall 2012)

**(online)** COM 327: Critical Analysis of Media (Summer 2011, Summer 2012)

COM 257: Media History and Theory (Fall 2009, Spring 2010, Spring 2012)

COM 267: Electronic Media Writing (Fall 2011)

COM 477: Mobile Technology and Culture (Spring 2011; with two Master's students enrolled)

COM 327: Critical Analysis of Media (Fall 2010, Spring 2011)

**(online)** COM 257: Media History and Theory (Summer 2010)

COM 110: Public Speaking (Spring 2009, Spring 2008, Fall 2007, Summer 2007)

Research Assistant, Mobile Gaming Research Lab (Fall 2006–Fall 2007)

Teaching Assistant, COM 240: Introduction to Research Methods (Fall 2006–Spring 2007)

## SERVICE

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### Disciplinary

\*\* Editorial Board. *Aether: The Journal of Media Geography* (2007–2016)

\*\* Reviewer. *Communication, Culture & Critique* (ongoing)

\*\* Reviewer. *International Journal of Communication* (ongoing)

\*\* Reviewer. *New Media & Society* (ongoing)

\*\* Reviewer. *Convergence: The International Journal of Research into New Media Technologies*.

\*\* Reviewer. *Information, Communication & Society* (ongoing)

\*\* Reviewer. Communication History Interest Group of the International Communication Association (ongoing)

\*\* Reviewer. Communication and Technology Division of the International Communication Association (ongoing)

\*\* Reviewer. Communication and Critical Studies Division of the National Communication Association (ongoing)

\*\* Reviewer. Human Communication and Technology Division of the National Communication Association (ongoing)

\*\* Reviewer. Association of Internet Researchers annual conference (ongoing)

\*\* Reviewer. Rutgers Media Studies Conference: *Extending Play: The Sequel* (2014)

\*\* Respondent. Cultural and societal aspects of engaging technology. *National Communication Association* (2014)

Reviewer. Rutgers Media Studies Conference: *Extending Play* (2013)

Respondent and chair. Men, men, men, men. *National Communication Association* (2012)

Organizer. Local and mobile: conference of mobilities researchers (2012)

Respondent. Drafting the body: Bodily representations in the service of culture and politics. *National Communication Association* (2011)

Webmaster. Urban Communication Foundation (2009–2011)

## **University**

Public Relations Officer. California State University Fullerton chapter of Phi Kappa Phi. (2015–present)

Recipient. Exceptional Assigned Time Committee. (Competitive course release to develop online version of HCOM 305). (Fall 2016).

## **College**

Chair. College of Communication Curriculum Committee, CSUF (2015–present)

Member. College of Communication Curriculum Committee, CSUF (2014–2015)

Member. College of Communication Dean's Advisory Council, CSUF (2015–2016)

Member. College of Communication Technology Committee, CSUF (2014–present)

Attendant. Provost Cruz College of Communication Town Hall (December 2014)

Attendant. President Garcia College of Communication Town Hall (October 2014)

## **Department**

Designer and Leader. HCOM MA Program Titanium Community (Fall 2019–present)

Chair. Andersen Research Library Renovation Committee (Spring 2019–Fall 2019)

Reviser. New MA department website (Spring 2019)

Facilitator. Comm Studies MA graduate program catalog changes (Spring 2019)

Designer and lead reviser. New MA Graduate Handbook (Spring 2019)

Designer. New MA Comprehensive Exam Evaluation Form (Spring 2019)

Designer. New MA Student Assistant Application Form (Spring 2019)

Designer. New MA Committee Form (Spring 2019).

Designer. New MA Comprehensive Exam Application Form (Spring 2019)

Designer. New Independent Study Form (Spring 2019)



Designer. New MA Recommendation Form (Fall 2019)

Co-Chair. Search committee for TT organizational communication faculty. (2018–2019)

Co-organizer. Graduate Program Student-Faculty Mixer. (Fall 2018, Spring 2018, Fall 2017, Fall 2016, Spring 2016).

Co-Organizer. Graduate Program Committee Exit Option Open House (Spring 2019, Fall 2018)

Coordinator. CSU Chancellor’s Office CourseMatch Initiative (Fall 2018–present)

Attendee. Faculty Senate Retreat. (Spring 2019, Fall 2018)

Coauthor. HCOM 331 GE application. (Spring 2019)

Coauthor. HCOM 308 GE application. (Spring 2018)

Member. Graduate program committee. (2017–present)

Member. Department personnel guidelines revision committee. (2016–2018)

Participant. Civil Dialogue: Universal Background Checks (2018).

Member. Department 3-course load ad hoc committee. (2016–2017)

Author. SOQ policy update (2016–2017)

Author. HCOM advising worksheet (2016–2017)

Member. Search committee for TT quantitative faculty. (2015–2016)

Member. Research committee. (2015–2016)

Author. Textbook ordering procedure. (2016)

Author. Printer maintenance protocol. (2016)

Author. HCOM dept. statement on travel. (2015)

Representative. College of Communication Branding Meeting. (April 11, 2016)

New faculty recruitment. Attended guest lectures for all four candidates and one or more meals with each candidate. (December 2014–January 2015)

Department Representative. New Student Orientation. (June 17, 2015)

### **Pre-CSUF Institutional Service**

*(SCI = School of Communication and Information, Rutgers University)*  
*(CRDM = Communication, Rhetoric and Digital Media, NC-State)*

Member. Game Production and Innovation Specialization and Certificate Program Committee, SCI (2013–2014)

Member. Social Media Minor Committee, SCI (2013–2014)

Member. Degree Progress & Retention Committee, CRDM (2011–2012)

Member. Core Curriculum Revision Committee, CRDM (2011–2012)

Member. Digital Media Working Group, CRDM (2011–2012)

Student Representative. Program Committee, CRDM (2010–2012)

Vice President. Student Association, CRDM (2009–2010)

Recruitment Chair. Student Association, CRDM (2010)

Appropriations Representative. Student Association, CRDM (2010)

Member. 3D-Online Learning Environments Committee, NCSU Libraries (2009–2010)

Member. Teaching and Learning Technologies Roundtable, NCSU Libraries (2009–2010)

Member. Ad hoc committee on Twitter and social media, CRDM (2009–2010)

President. Communication Graduate Student Association, North Carolina State University (2007–2008)

## FELLOWSHIPS, AWARDS, CERTIFICATIONS

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**Faculty Recognition of Service Award.** Faculty Development Center, CSUF (2017)

**Quality Matters certification.** Faculty Development Center, CSUF (2017)

**Affordable Learning \$olutions Ambassador.** Faculty Development Center, CSUF (2017)

**Alternative Instructional Materials certification.** Faculty Development Center, CSUF (2017)

**Open Educational Resources certification.** Faculty Development Center, CSUF (2017)

**Professional Development Award.** University Graduate Student Association (2012)

**Communication, Rhetoric, and Digital Media Teaching Fellowship.** North Carolina State University (2009–2012)

**University Outstanding Graduate Teaching Assistant Award (nominee).** North Carolina State University (2011)

**Joanna Ploeger Top Student Paper Award.** Association for the Rhetoric of Science and Technology, National Communication Association. (November 12, 2010)

**New Voices in Critical/Cultural Studies Panel.** Communication and Critical/Cultural Studies Division, National Communication Association. (November 13, 2010)

**Vice-Chancellor's Research Fellowship.** North Carolina State University (\$5,000 stipend-supplement, 2008–2009)

**University Outstanding Graduate Teaching Assistant Award (winner).** North Carolina State University (2008)

**Certificate of Accomplishment in Teaching.** Faculty Center for Teaching and Learning, North Carolina State University (2008)

**Phi Kappa Phi Honor Society.** (2007)

**Instructional Technology Assistant Certification.** Distance Education and Learning Technology Applications Department, North Carolina State University (2007)

**Graduate Teaching Assistantship.** Department of Communication, North Carolina State University (2007–2008)

# **Tara Suwinyattichaiorn, Ph.D.**

Department of Human Communication Studies  
College of Communications  
California State University, Fullerton  
2600 Nutwood Ave. CP, Suite 420-8  
Fullerton, CA 92831  
CWID 889646956

Phone: 657-278-3851 Email: [tsuwinyattichaiorn@fullerton.edu](mailto:tsuwinyattichaiorn@fullerton.edu)

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## **EDUCATION**

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**Doctor of Philosophy in Human Communication**, Arizona State University, 2016

Areas: Interpersonal/Relational Communication, Intercultural Communication, Communication and Technologies, Quantitative Research Methods

Dissertation: *Conceptualizing and Operationalizing Empathetic Expressions: Scale Development, Validation, and Message Evaluation*

**Master of Arts in Communication Studies**, California State University, Los Angeles, 2012

Areas: Interpersonal Communication, Intercultural Communication, Research Methods

Thesis: *The Effects of a Public Speaking Course on Communication Apprehension, Self-Perceived Communication Competence, and Willingness to Communicate on Native and Non-Native English Speakers*

**Bachelor of Arts in Business and English**, Minor in Tourism, Assumption University, Bangkok, 2010

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## **PROFESSIONAL EXPERIENCE**

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**California State University Fullerton, Assistant Professor (2016 – present)**

Courses taught (Instructor of Record):

HCOM100 - Introduction to Communication

HCOM308 - Quantitative Research Methods

HCOM310 - Sexual Communication

HCOM388 - Online Communication and Personal Relationships

HCOM413 - Communication in Interpersonal Relationships

HCOM420 - Communication Theory

HCOM510 - Seminar in Interpersonal and Relational Communication (Graduate-level)

**Arizona State University, Graduate Teaching Associate (2012 – 2016)**

Courses taught (Instructor of Record):

COM100 - Introduction to Human Communication (Large lecture & online)

COM110 - Interpersonal Communication

COM225 - Public Speaking

COM259 - Business Communication (Hybrid course)

COM263 - Intercultural Communication

COM308 - Advanced Research Methods

COM310 - Relational Communication

COM408 - Quantitative Research Methods

COM410 - Advanced Interpersonal Theories and Research

**CHANGEMAKER at Arizona State University, Social Media Team Leader (2015 – 2016)**

- Manage a diverse team of graduate and undergraduate student workers
- Evaluate team members' deliverables and performance

### **OSHER Lifelong Learning Institute, Instructor (2014 – 2015)**

Courses taught (Instructor of Record):

- Facebooking My Grandkids: Social Media and Intergenerational Communication
- Thailand: Most Interesting Values and Etiquettes of Thais

### **Bank of Thailand, Strategic Communications Department, Social Media Researcher (Summer, 2014)**

- Conducted online research for the Strategic Communications Department

### **California State University Los Angeles, Graduate Teaching Associate (2011 – 2012)**

Courses taught (Instructor of Record):

COMM150 - Oral Communication (2 sections quarterly)

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## **AWARDS AND GRANTS**

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- 2020 Faculty Travel Grant (\$1,000), CSUF
- 2019 Junior Intramural Research Grant (\$5000), CSUF
- 2018 Assessment Inquiry Grant (\$1,000), CSUF
- 2017 Top Four Paper Award, Interpersonal Communication Division, National Communication Association
- 2017 President's Commission on Equity and Inclusion, PCEI Grant Award (\$4747-3WTUs Fall 2017 and \$1500 Summer Stipend), CSUF
- 2017 Faculty Enhancement and Instructional Development, FEID Grant Award (\$4747-3WTUs Spring 2018 and \$500 Operating Expenses & Equipments), CSUF
- 2017 Junior Intramural Research Grant Award (\$5000), CSUF
- 2017 Service Recognition Award, CSUF
- 2016 Service Recognition Award, ASU
- 2016 Dissertation Award (\$1000), ASU
- 2015 Accepted to the International Association for Relationship Research (IARR) Mentoring Program
- 2015 Dissertation Prospectus Award (\$1000), ASU
- 2014 Summer Research Grant (\$1600), ASU
- 2012 International Student Scholarship Recipient (\$5000), Institute of International Education, USA
- 2012 Graduate Academic Recognition, CSULA
- 2012 Phi Kappa Phi Honor society initiation, Active since 2011
- 2010 Academic Excellence, College of Undergraduate Studies, Assumption University, Thailand

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## **RESEARCH**

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### **Publications: Refereed Journal Articles**

#### ***Under CSUF Affiliation***

**Suwinyattichaiorn, T.** & Johnson, Z. D. (in press) The impact of family and friends social support on Latino/a first-generation college students' perceived stress, depression, and social isolation. *Journal of Hispanic Higher Education*.

**Suwinyattichaiorn, T.,** Johnson, Z. D., & Fontana, J. (2019). Investigating the influence of student–teacher Facebook interaction in Thailand. *Asian Journal of Communication*, 391-404.  
<https://doi.org/10.1080/01292986.2019.1651882>

**Suwinyattichaiorn, T.** & Generous, M. A. (2019). Who's doing the phubbing?": Exploring individual factors that predict phubbing behaviors during interpersonal interactions. *Ohio Communication Journal*, 57, 105-114.

**Suwinyattichaiorn, T., & Johnson, Z. D. (2018).** Internationalizing communication curriculum: An assignment examining relational communication across cultures. *Journal of Intercultural Communication Research*, 47(5), 399-410. <https://doi.org/10.1080/17475759.2018.1475291>

**Suwinyattichaiorn, T., Fontana, J., Shaknitz, L., Linder, K. (2017).** Maintaining long distance romantic relationships: The college students perspective. *Kentucky Journal of Communication*, 36(1), 67-89.

**Suwinyattichaiorn, T. (2016).** Project Me: Understanding social identities through social media. *Communication Teacher*, 30(3), 179-183. <https://doi.org/10.1080/17404622.2016.1192664>

**Suwinyattichaiorn, T., & Chen, T. C. (2016).** Intercultural friendship initiation in the American classroom: Barriers, influencers, and pedagogical strategies. *Pennsylvania Communication Annual*, 72(1), 59-80.

### ***Non-CSUF Affiliation***

Suwinyattichaiorn, T., & Broeckelman-Post, M. A. (2016). Assessing the effects of a public speaking course on native and non-native English speakers. *Basic Communication Course Annual*, 28(1), 87-115. Retrieved from <https://ecommons.udayton.edu/bcca/vol28/iss1/12/>

Cheong, P. H., Shuter, R., & Suwinyattichaiorn, T. (2016). Managing student digital distractions and hyperconnectivity: communication strategies and challenges for professorial authority. *Communication Education*, 65(3), 272-289. <https://doi.org/10.1080/03634523.2016.1159317>

### **Book Chapters**

#### ***Under CSUF Affiliation***

**Suwinyattichaiorn, T. & Generous M. A. (2019).** Managing face in the midst of interpersonal deception: A cross-cultural examination. In: Docan-Morgan T. (eds) *The Palgrave Handbook of Deceptive Communication* (pp. 567-582). Palgrave Macmillan, Cham.

**Suwinyattichaiorn, T. & Johnson, Z. D. (2017).** Examining predictive factors of positive child migration reception. In *Interdisciplinary perspectives on child migrants: Seen but not heard* (pp. 133-154). Lanham, MD: Lexington Books.

### **Submitted Manuscripts & Work-in-Progress**

**Suwinyattichaiorn, T. & Farzad, S. (2020).** Investigating family communication patterns, self-esteem, emotional intelligence, and collectivism in contemporary Thai culture. (Under Review at *Communication Reports*)

**Suwinyattichaiorn, T. & Guerrero, L. K. (2020)** Conceptualizing and operationalizing empathic expressions: A communication perspective. (Under Review at *Communication Studies*)

**Suwinyattichaiorn, T. & Shin, M. (2020).** Interacting with Microaggressions: Examining the Use of Virtual Reality for Intercultural Communication Education. (Under Review at *Journal of Interactive Learning Research*)

**Suwinyattichaiorn, T. & Turner, M. (2020).** Millennials and Gen Zers' perception of the effects of computer-mediated social support on mental health outcomes. (Under Review at *Journal of Communication Technology*)

**Suwinyattichaiorn, T. & Bjerke, K. (2020).** "I know what turns me on": The connection between sexual mindfulness, sexual communication, and sexual satisfaction. (Work-in-progress)

**Suwinyattichaiorn, T.** & Guerrero, L. K. (2021) Are you communicating empathy (in)effectively? An evaluation of empathic expressions in responses to negative and positive events. (Work-in-progress)

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## CONFERENCE PRESENTATIONS

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### Competitively Selected Papers

#### *Under CSUF Affiliation*

Yu, J., **Suwinyattichaiorn, T.**, & Kim, E. (2020, November). Converging Online Dating and Social Media: A Quantitative Investigation on Dating Applications and Information-Seeking on Instagram. Accepted for Presentation at the Annual Convention of the National Communication Association, Online (due to COVID-19).

**Suwinyattichaiorn, T.** & Farzad, S. (2020, May). An Investigation on Family Communication Patterns, Self-Esteem, Emotional Intelligence, and Collectivism in Thailand. Presented at the International Communication Association Conference, Gold Coast, Australia (Moved to online due to COVID-19).

**Suwinyattichaiorn, T.**, Shin, M., Bjerk, K., Nguyen, V., Pataranutaporn, P., Varghese, S., & Shaffer, J. (2020, May). Interacting with Microaggressions: An Experimental Study Examining the Use of Virtual Reality in Intercultural Communication Education. Presented at the International Communication Association Conference, Gold Coast, Australia (Moved to online due to COVID-19).

**Suwinyattichaiorn, T.** & Turner, M. (2020, May). Millennials and Gen Zers' Perception of Computer-Mediated Social Support and Counseling. Presented at the International Communication Association Conference, Gold Coast, Australia (Moved to online due to COVID-19).

**Suwinyattichaiorn, T.** & Generous, M. A. (2019, February). "Who's Doing the Phubbing?": Exploring Individual Factors that Predict Phubbing Behaviors During Interpersonal Interactions. Presented at the Annual Convention of the Western States Communication Association, Seattle, WA.

**Suwinyattichaiorn, T.**, Johnson, Z. D., Tran, T., Bailey, A., Lamie, G., Nogales, M. (2018, November). The Importance of Family and Friends Social Support on Latino/a First-Generation College Students' Perceived Stress, Depression, and Social Isolation. Presented at the Annual Convention of the National Communication Association, Salt Lake City, UT.

**Suwinyattichaiorn, T.**, Johnson, Z. D., & Fontana, J. (2018, November) Investigating the Influence of Social Media on Perceived Authority: The Case of Student-Teacher Facebook Interactions in Thailand. Presented at the Annual Convention of the National Communication Association, Salt Lake City, UT.

Fontana, J. & **Suwinyattichaiorn, T.** (2018, November). Examining the Relationships between Occupational Factors, Leadership Style, and Academic Outcomes Among Working College Students. Presented at the Annual Convention of the National Communication Association, Salt Lake City, UT.

**Suwinyattichaiorn, T.**, Varghese, S., Pataranutaporn, P., & Lamie, G. (2018, May). Extended Abstract: An Exploratory Study Examining the Use of Virtual Reality in Intercultural Communication Education. Presented at the International Communication Association Conference, Prague, Czech Republic.

Nguyen, S., Worthington, A., & **Suwinyattichaiorn, T.** (2018, February). The Impact of Opposite Sex Friendships Interactions Online on Individuals in Romantic Relationships. Presented at the Annual Convention of the Western States Communication Association, Santa Clara, CA.

Ngamkajornwiwat, P., Pataranutaporn, P., Surareungchai, W., Ngamarunchot, B., & **Suwinyattichaiorn, T.** (2017, December). Understanding the Role of Arts and Humanities in Social Robotics Design: An Experiment for STEAM Enrichment Program in Thailand. Presented at The IEEE International Conference on Teaching, Assessment, and Learning for Engineering, Hong Kong.

**Suwinyattichaiorn, T.** & Guerrero, L. K. (2017, November). Conceptualizing and Operationalizing Empathetic Expressions: Scale Development and Validation. Presented at the Annual Convention of the National Communication Association, Dallas, TX. \*Top Four Paper in Interpersonal Communication\*

**Suwinyattichaiorn, T.** & Johnson, Z. D. (2017, November). Investigating Predictive Factors of Positive Child Migrant Reception. Presented at the Annual Convention of the National Communication Association, Dallas, TX.

**Suwinyattichaiorn, T.** & Pataranutapon, P. (2017, February). Centralizing Marginality: Teaching Race Issues through the use of Virtual Reality. Presented at the Annual Convention of the Western States Communication Association, Salt Lake City, UT.

**Suwinyattichaiorn, T.**, Shaknitz, L., & Linder, K. (2017, February). What Does It Take to Have a Successful Long Distance Romantic Relationship? The College Students Perspective. Presented at the Annual Convention of the Western States Communication Association, Salt Lake City, UT.

**Suwinyattichaiorn, T.** & Sabnis, N. (2016, November). Islamophobia in the online sphere: The Internet's responses to Thai bombing. Presented at the Annual Convention of the National Communication Association, Philadelphia, PA.

### ***Non-CSUF Affiliation***

Suwinyattichaiorn, T. & Pataranutapon, P. (2016, February). When interactive animation and communication research converge: An innovative presentation and gamification of research findings. Presented at the Annual Convention of the Western States Communication Association, San Diego, CA.

Suwinyattichaiorn, T., & Stein, J. (2015, November). Managing face in the midst of deception: A cross-cultural examination. Presented at the Annual Convention of the National Communication Association, Las Vegas, NV.

Suwinyattichaiorn, T. (2015, November). Conceptualizing empathetic expressions: A qualitative study. Presented at the Annual Convention of the National Communication Association, Las Vegas, NV.

Suwinyattichaiorn, T. & Pataranutapon, P. (2015, October). Empathy in the 21<sup>st</sup> century: The college students' perspectives. Presented at the Annual Convention of International Society for Quality-of-Life Studies, Phoenix, AZ.

Suwinyattichaiorn, T., Chen, C., & Generous, M. A. (2015, May). Intercultural friendship initiation in the American classroom: Barriers, influencers, and pedagogical strategies. Presented at the Annual Convention of International Communication Association, San Juan, Puerto Rico.

Suwinyattichaiorn, T., & Broeckelman-Post, M. A. (2014, November). Assessing the effects of a public speaking course on native and non-native English speakers. Presented at the Annual Convention of the National Communication Association, Chicago, IL.

Suwinyattichaiorn, T. (2014, February). Organizational friendships in Thailand: Exploring the influence of power distance on workplace friendships. Presented at the Annual Convention of the Western States Communication Association, Anaheim, CA.



Suwinyattichaiorn, T., & Wu, R. (2013, November). Connecting with American students: The reflexive ethnography of Asian female teaching assistants. Presented at the Annual Convention of the National Communication Association, Washington, D.C.

Suwinyattichaiorn, T. (2013, February). Changing communication: The types of communication and networking patterns within Bank of Thailand. Presented at the Annual Convention of the Western States Communication Association, Reno, NV.

Suwinyattichaiorn, T. (2012, November). The ideal orator: Abhisit Vejjajiva's western influenced rhetorical style. Presented at the Annual Convention of the National Communication Association, Orlando, FL.

### **Panel Presentations**

#### ***Under CSUF Affiliation***

**Suwinyattichaiorn, T.** (2020, February). New Explorations in Family Communication. Presented at the Annual Convention of the Western States Communication Association, Denver, CO.

**Suwinyattichaiorn, T.** (2019, February). Using Empirical Evidence to Advocate for the understanding of Family Communication Dynamics and Relationships. Presented at the Annual Convention of the Western States Communication Association, Seattle, WA.

**Suwinyattichaiorn, T.** (2018, May). Voicing Positivity: A Discussion of Positive Communication in Diverse Contexts. Presented at the International Communication Association Conference, Prague, Czech Republic.

#### ***Non-CSUF Affiliation***

Suwinyattichaiorn, T. (2015, December). Facilitating Structured Dialogue Groups: Characteristics of the Facilitator Role. Presented at the Participatory Democracy Conference, Phoenix, AZ.

Suwinyattichaiorn, T. (2015, March). Intercultural Dialogue Facilitation. Presented at the Annual Conflict Transformation Summit, Phoenix, AZ.

### **Panel Chair and Respondent**

Chair, *Communication and Health-Related Social Support*, Health Communication Division, International Communication Association Annual Convention, 2020.

Chair, *Future Agitators and Agents of Justice: Debut Researchers/Papers in Interpersonal Communication*, Interpersonal Communication Interest Group, Western States Communication Association Annual Convention, 2020.

Chair, *Social Media*, Media Studies Interest Group, Western States Communication Association Annual Convention, 2020.

Chair, *Exploring the Effects of Student Misbehaviors*, Communication and Instruction Interest Group, Western States Communication Association Annual Convention, 2019.

Chair, *Liking, Loving, and Friendships Through Mediated Communication*, Interpersonal Communication Division, Western States Communication Association Annual Convention, 2018.

Respondent, *The Capstone Experience: A Celebration of Legacies*, Community College Section, National Communication Association Annual Convention, 2017.

Chair, *Learning the English Language while Speaking in the Civic Sphere: Challenges and Opportunities of Teaching the Basic Course with Large Multilingual Student Populations*, Instructional Communication Division, National Communication Association Annual Convention, 2016.

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## GUEST PRESENTATIONS & TALKS

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**Suwinyattichaiorn, T.** (2020, October). Civility First! Applying Civil Dialogue in Real Life. Guest speaker for CSUF Alumni Voter Education Series, University Advancement, California State University, Fullerton.

**Suwinyattichaiorn, T.** (2020, October). "I Know What Turns Me On": The Connection Between Sexual Mindfulness, Sexual Communication, and Sexual Satisfaction. Guest speaker for Faculty Noon Time Talk, Library Administration, California State University, Fullerton.

**Suwinyattichaiorn, T.** (2019, May). Incorporating SPSS Competency into Assessment using Pre and Post-Test Design. Guest speaker for University Assessment Forum, California State University, Fullerton.

**Suwinyattichaiorn, T.** (2017, September). Public Speaking and Networking Workshop. Guest speaker for Hope Builders, Santa Ana, CA.

**Suwinyattichaiorn, T.** (2017, May). Quantitative Research Methods. Guest speaker for McNair Scholars Program, California State University, Fullerton.

Pataranutaporn, P., McCollum, K., Sarabu, C., Bates, J., Lester, N., **Suwinyattichaiorn, T.**, & Bloner, C. (2017). Co-designing Compassionate and Empathetic Interactions in Post Artificial Intelligence Medicine. In *Stanford Medicine X* (pp. 1–2). Retrieved from <https://medicinex.stanford.edu/conf/submission/view/628>

**Suwinyattichaiorn, T.** (2015, October). Constructing a Theory: The Development of Empathetic Expressions and its Measurement. Guest speaker for Dr. Susan Sprecher's Personal Relationships graduate seminar, Illinois State University, IL.

**Suwinyattichaiorn, T.** (2014, November). The History of Intercultural Communication. Guest speaker for Catherine Stermetz's Introduction to Human Communication lecture hall, Arizona State University, AZ.

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## IN THE MEDIA

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2020 HelloGiggles - Online Article: "Here's Why Women Are Being Shamed for Negotiating"  
<https://hellogiggles.com/lifestyle/women-negotiating-salary/>

2020 Women's Health Magazine - Online Article: "28 Winter Date Ideas For Couples Who Are Done With Netflix And Chilling"  
<https://www.womenshealthmag.com/relationships/g33607313/winter-date-ideas/?slide=18>

2020 Women's Health Magazine - Online Article: "20 Long-Distance Date Ideas To Keep The Love Alive"  
<https://www.womenshealthmag.com/relationships/a33324972/long-distance-date-ideas/>

2020 The Daily Titan - Online Article: "Tech employees at ethical crossroads in "The Social Dilemma"  
[https://dailytitan.com/lifestyle/review-tech-employees-at-ethical-crossroads-in-the-social-dilemma/article\\_26650c86-fb86-11ea-bef4-7f177efdef31.html](https://dailytitan.com/lifestyle/review-tech-employees-at-ethical-crossroads-in-the-social-dilemma/article_26650c86-fb86-11ea-bef4-7f177efdef31.html)

2018 OC Register - News Article: “Gun control debate at Cal State Fullerton hinges on personal experience”  
<https://www.ocregister.com/2018/09/20/gun-control-debate-at-cal-state-fullerton-hinges-on-personal-experience/>

2018 The Daily Titan - Online Article: “CSUF faculty and staff share thoughts on gun control”  
<https://dailytitan.com/2018/09/csuf-gun-control-panel/>

2018 Tusk Magazine - Online Article: “Fake Confidence, Real You: Raise Your Self-Esteem”  
<https://tuskmagazine.org/2018/03/21/fake-confidence-real-you/>

2017 OC Register - News Article: “When free speech becomes hate speech: Cal State Fullerton students, faculty air opinions”  
<https://www.ocregister.com/2017/11/08/when-free-speech-becomes-hate-speech-cal-state-fullerton-students-faculty-air-opinions/>

2017 OC Register - News Article: “Cal State Fullerton forum opens the door on bathroom laws”  
<https://www.ocregister.com/2017/10/29/cal-state-fullerton-forum-opens-the-door-on-bathroom-laws/>

2017 The Daily Titan - Online Article: “Devil’s Advocate: Both sides of the friend zone need to communicate”  
<https://dailytitan.com/2017/09/friend-zone-negative-effects-psychological-effects/>

2017 The Daily Titan - Online Article: “Cal State Fullerton Hosts Travel Ban Seminar in New Civil Dialogue Series”  
<https://dailytitan.com/2017/09/csuf-travel-ban-civil-dialogue/>

2017 The Daily Titan - Online Article: “Depression and Suicidal Ideation amongst College Students”  
<https://dailytitan.com/2017/05/csuf-university-police-counseling-psychological-services-monitor-suicide-attempts-ideation/>

2017 The Daily Titan - Online Article: “Social Connections are the Cure for Homesick College Students”  
<https://dailytitan.com/2017/08/homesick-college-students-social-connections-cure/>

2016 Podcast Session: “Effective Communication in Relationships” Interviewed by Jennifer Rachael Hudye of *The Conscious Hustler*.  
<http://jenniferrachael.com/episode-24/>

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## ADVISING

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### **Role: Graduate Committee Chair/Advisor**

#### ***Current***

2020 Fall, Lyndsey Christoffsen, Thesis Option “*I’m Here For You: Investigating Instructor Supportive Communication and Student Mental Well-Being*”

2021 Spring, Elizabeth Heaton, Thesis Option “*Investigating Senior Females Dating Behaviors and Goals*”

2021 Spring, Mary Hill, Project Option “*Empathic Communication for Non-Profit Workers*”

2021 Spring, Elijah Kim, Comprehensive Exam Option

2021 Fall, Vy Tran, Comprehensive Exam Option

2022 Spring, Kiersten Bjerke, Thesis Option

#### ***Graduated***

2020 Spring, Rosemarie Enriquez, Comprehensive Exam Option

2019 Spring, Blanca Munoz, Comprehensive Exam Option

2019 Spring, Karen Hydanus, Comprehensive Exam Option

2019 Spring, Nikola Kadovic, Comprehensive Exam Option

2019 Spring, Samuel Nguyen, Project Option “*Communication Accommodation for Vietnamese International Students*”

2018 Fall, Amanda Worthington, Thesis Option “*Affectionate Communication Between Full, Step, and Half Siblings*”

2018 Spring, Alycia Bailey, Comprehensive Exam Option

**Role: Graduate Committee Member**

***Current***

2021 Spring, Connor Davidson, Project Option

***Graduated***

2020 Summer, Leslie Klukas, Thesis Option

2020 Spring, Sydney Folsom, Thesis Option

2020 Spring, Samantha Suarez, Comprehensive Exam Option

2020 Spring, Xi Li, Comprehensive Exam Option

2020 Spring, Lizette Alonso, Comprehensive Exam Option

2020 Spring, Matthew Shin, Comprehensive Exam Option

2020 Spring, Meredith Turner, Comprehensive Exam Option

2019 Fall, Ariana Cravalho, Thesis Option

2019 Fall, Tracy Taouil, Comprehensive Exam Option

2019 Fall, Maryam Chaudhri, Comprehensive Exam Option

2019 Summer, Molly Han, Project Option

2019 Spring, Catherine Rodriguez, Project Option

2019 Spring, Melissa Navarro, Comprehensive Exam Option

2017 Fall, Holly Hart, Comprehensive Exam Option

**Role: Independent Study Advisor (HCOM499 & HCOM599)**

***Current***

2020 Fall, Kiersten Bjerke, Sexual Communication Research

2020 Fall, Tyler Chan, Quantitative Research

2020 Fall, Shannon Moore, Quantitative Research

2020 Fall, Mary Hill, Quantitative Research

2020 Fall, Delaney Dombek, Sexual Communication Research

***Completed***

2020 Spring, Ramon Smith, Quantitative Research

2020 Spring, Leslie Klukas, Relational Communication Research

2020 Spring, Kiersten Bjerke, Sexual Communication Research

2020 Spring, Jairo Herrera, Virtual Reality Research

2020 Spring, Jacqueline Yu, Online Communication Research

2019 Fall, Kiersten Bjerke, Virtual Reality Research

2019 Fall, Elijah Kim, Quantitative Research and Computer-Mediated Communication

2019 Fall, Meredith Turner, Interpersonal Communication Research

2019 Fall, Matthew Shin, Quantitative Research and Computer-Mediated Communication

2019 Fall, Iesha Precious Rigor, Interpersonal Communication Research

2019 Summer, Matthew Shin, Exploring Communication Theory

2018 Fall, Rikishi Rey, Exploring Communication Theory

2018 Fall, Nikola Kadovic, Quantitative Research Methods

2018 Fall, Blanca Munoz, Quantitative Research Methods

2018 Fall, Thao Tran, Interpersonal Communication Research

2017 Fall, Lee Thach, Civil Dialogue

2017 Fall, Alycia Bailey, Interpersonal Communication Research

2017 Fall, Holly Hart, Interpersonal Communication Research

2017 Summer, George Lamie, Intercultural Communication Research

2017 Spring, Joseph Fontana, Instructional Communication Research

## **Student Research Presentation Under Advisement**

Jacqueline Yu, Robert Montgomery, Tyler Chan, & Jenna Sato. Intercultural and Intracultural Relationships: Relational Satisfaction and Intercultural Communication Competence. Presented at CSUF Student Creative Activities and Research Day 2020.

Iesha Precious Ringor. A Preliminary Analysis of Filipino Families' Empathic Communication. Presented at Undergraduate Research Conference at the Annual Western States Communication Association Convention 2020.

Esmeralda Bernal, Millie Fastrup, Kiara Fisher-Hagar, & Sebastian Nevarez. Affection in Romantic Relationships: A Study on Sex Differences of Affectionate Communication and its Association with Relationship Satisfaction. Presented at Undergraduate Research Conference at the Annual Western States Communication Association Convention 2020.

Vicky Nguyen, Dean Robles, Celest Gonzalez, & Daniel Smirnov. Self-Esteem and Emotional Intelligence in Family Communication. Presented at the Southern California Conferences for Undergraduate Research 2019.

Kiersten Bjerke, Daniel Flores, Shawn Leopard, & Yiseal Murillo. Multilingualism, Intercultural Competence, and Intercultural Sensitivity: A Quantitative Study. Presented at the Southern California Conferences for Undergraduate Research 2019.

Blanca Munoz & Karen Hydanus. A Teacher-Centered Study: The Relationship Between College Student Misbehaviors and Instructor's Self-Efficacy and Teaching Satisfaction (Top Debut Paper). Presented at the Western States Communication Association Conference 2019.

Samuel Nguyen & Nikola Kadovic. Advocating Acculturation Strategies for Vietnamese International Students. Presented at the Western States Communication Association Conference 2019.

Amanda Worthington. Evidence of Affectionate Communication and Emotional Closeness Between Biological, Half, and Step-Siblings. Presented at the Western States Communication Association Conference 2019.

Mara Crenessa Nogales. Investigating Latino/a College Students' Stress and Social Support. Presented at the Southern California Conferences for Undergraduate Research 2018.

Iesha Precious Ringor. Investigating the Effects of Empathic Communication on College Student Friendship Satisfaction. Presented at the Southern California Conferences for Undergraduate Research 2018.

Alycia Bailey. The Effects of Paternal Presence on Psychological Behaviors in Young Adults: Can the Presence of a Strong Male Influence Mitigate Negative Outcomes. Presented at the Southwest Communication Association Conference 2018

Joseph Fontana. Assessing the Impact of Positive Leadership Characteristics on Job Satisfaction in Young Adults. Presented at the Southern California Conferences for Undergraduate Research 2017.

George Lamie. Sex Differences in Romantic Attraction: An Evolutionary Perspective. Presented at the Southern California Conferences for Undergraduate Research 2017.

Joseph Fontana & Joseph Leung. Does your Coach Affect You? An exploration of the Influences of Coaches' Communication Styles on Team Sports Players. Presented at the Undergraduate Research Conference at the Annual Western States Communication Association Convention 2017.

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## SERVICE

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### **University Service (CSUF)**

2020-2021 Chair, University Advancement Committee  
2020-2021 Member, College Curriculum Committee  
2020 Organizer/Facilitator, CSUF Civil Dialogue: Voting Integrity  
2020 Member, College Personnel Standards Review Committee  
2019-2020 Member, University Advancement Committee  
2019-2020 Faculty Advisor, Honor's College  
2019-Ongoing Student Club Advisor, The Rock Band Club  
2018 FEID Grant Reviewer, Faculty Development Center  
2018 Organizer/Facilitator, CSUF Civil Dialogue: Gun Control  
2018 Guest Speaker for the Faculty Development Center, "Getting It Right: Advice from Faculty about Teaching and Learning at CSUF"  
2018 Guest Instructor for the Faculty Development Center, "Implementing Civil Dialogue in the Classroom"  
2017 Organizer/Facilitator, CSUF Civil Dialogue Series #3: Hate Speech vs. Free Speech  
2017 Organizer/Facilitator, CSUF Civil Dialogue Series #2 LGBTQ+ & The Bathroom Laws  
2017 Organizer/Facilitator, CSUF Civil Dialogue Series #1 Immigration: The Travel Ban  
2017 Facilitator/Instructor, Quantitative Research Workshop for McNair Scholars Program  
2017 Evaluator/Interviewer, The BOLD Women's Leadership Network Scholarship

### **Department Service (Human Communication Studies Department, CSUF)**

2019-2021 Member, Curriculum Committee  
2020 Member, Graduate Committee (Fall)  
2019 Teaching Associate Classroom Observation  
2019 Member, Graduate Committee (Spring)  
2018-2019 Assessment Officer  
2018-2019 Member, Search Committee for Tenure-Track Assistant Professor in Organizational Communication  
2018 Teaching Associate Classroom Observation  
2018 Teaching Associate Training  
2018-2019 Chair, Scholarships and Awards Committee  
2017-2018 Member, Scholarships and Awards Committee

### **Professional Service**

#### ***Paper Reviewer for Peer-Reviewed Journals & Book Chapters***

2020 - Communication Reports  
2019 - Journal of Intercultural Communication Research  
2018 - Communication Quarterly  
2018 - Book Chapter for "It's Interpersonal!," University of California Press  
2018 - Book Chapter for "Power in Numbers: Quantitative Methods for Social Justice Research in Communication," University of California Press  
2015 - Book Chapter for "Quantitative Research Methods," Oxford University Press

#### ***Paper Reviewer for Academic Conferences***

2021 - Communication and Technology, International Communication Association Conference  
2021 - Interpersonal Communication Division, International Communication Association Conference

2020 - Media Studies Group, Western States Communication Association Conference  
2019 - Instructional Communication Group, Western States Communication Association Conference  
2018 - Interpersonal Communication Group, Western States Communication Association Conference  
2017 - G.I.F.T.S. Division, National Communication Association Conference  
2017 - Paper Reviewer for Seminar Series Division, National Communication Association Conference  
2017 - Media Studies Group, Western States Communication Association Conference  
2016 - Media Studies Group, Western States Communication Association Conference  
2016 - Asian/Asian Pacific Communication Division, National Communication Association Conference  
2016 - Intercultural Communication Division, International Communication Association Conference  
2016 - Health Communication Group, Western States Communication Association Conference  
2015 - Human Communication and Technology Division, National Communication Association Conference  
2014 - Interpersonal Communication, National Communication Association Conference  
2014 - Intercultural Communication, National Communication Association Conference  
2014 - Human Communication and Technology Division, National Communication Association Conference

### **Community Service**

2020-Ongoing – Active Member of Junior League of Los Angeles (non-profit organization)  
2018-Ongoing – Public Speaking and Networking Trainer at Hope Builders Santa Ana  
2016-Ongoing – Suicide Prevention Technology Researcher at Humanity X

# JASON J. TEVEN

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## OFFICE:

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E-mail: [jteven@fullerton.edu](mailto:jteven@fullerton.edu)

## HOME:

## Education

- Ed.D.*** Communication Studies and Educational Theory and Practice, 1998  
(concentration in instructional, interpersonal, and organizational communication).  
West Virginia University, Morgantown, WV  
Dissertation: The Relationships among Teacher Characteristics, Student Learning,  
and Teacher Evaluation.
- M.S.*** Communication, 1995  
Illinois State University, Normal, IL  
Thesis: The Effects of Office Aesthetic Quality on Students' Perceptions of  
Teacher Credibility and Communicator Style.
- B.S.*** Communication--Public Relations and Theatre Arts (Double Major), 1993  
Carroll College, Waukesha, WI

## Professional Experience

- 2006- **California State University-Fullerton** (Dept. Human Communication Studies)  
Professor w/ tenure (August 2008-present) and Associate Professor (2006-2008),  
Basic Course Coordinator (2009-2012).
- 2000-2006 **West Texas A&M University** (Department of Art, Communication, & Theatre),  
Associate Professor w/ tenure (Dec. 2004), Assistant Professor (2000-2004), and  
Director of Graduate Studies.
- 1998-2000 **Northwest Missouri State University** (Communication and Theatre Arts Dept),  
Assistant Professor and Director of the Basic Course.
- 1995-1998 **West Virginia University** (Communication Studies Department),  
Instructor, Teaching Assistant, and Course Administrator.
- 1993-1995 **Illinois State University** (Communication Dept.), Graduate Teaching Assistant.



## Areas of Specialization

**Research Interests**—Persuasion and Social Influence Processes within Interpersonal, Organizational, and Instructional Communication; Source Credibility; Goodwill/Caring; Nonverbal Communication; Communication and Personality; Attitude Formation and Change; Superior-Subordinate Relationships; Sibling Communication Patterns; Conflict; Teaching Effectiveness; Teacher Classroom Behavior, and Instructional Technology.

**Teaching Competencies**-- In addition to research areas: Instructional Design; Learning Theory; Classroom Assessment; Measurement and Evaluation; Persuasion; Small Group, Organizational, Intercultural, and Family Communication; Public Speaking; Business and Professional Communication; Leadership and Communication; Career Interviewing; Communication Theory; Applied Educational Research; and Nonverbal Communication.

## Research and Scholarship

### Books

O’Hair, D., Wiemann, M., Mullin, D., & Teven, J. J. (2021). *Real communication: An introduction* (5th ed). New York: Bedford-St. Martin’s.

O’Hair, D., Wiemann, M., Mullin, D., & Teven, J. J. (2018). *Real communication: An introduction* (4th ed). New York: Bedford-St. Martin’s.

O’Hair, D., Wiemann, M., Mullin, D., & Teven, J. J. (2015). *Real communication: An introduction* (3rd ed). New York: Bedford-St. Martin’s.

O’Hair, D., Wiemann, M., Mullin, D., & Teven, J. J. (2014). *Communication and you* (1st ed). New York: Bedford-St. Martin’s.

O’Hair, D., Wiemann, M., Mullin, D., & Teven, J. J. (2012). *Real communication: An introduction* (2<sup>nd</sup> ed). New York: Bedford-St. Martin’s.

### Original Book Chapters

Teven, J., J. & Katt, J. A. (2016). Instructor credibility. In P. Witt (Ed.), *Communication and learning, handbook of communication science* 16 (pp. 183-210). Berlin: Germany De Gruyter.

Teven (2005). Supporting your speech: Evidence, research, and visual support. In T. L. Hanson (Ed.), *More than public speaking: An introduction to communication* (pp. 151-165). Boston, MA: Pearson Custom Publishing.

## Refereed Journal Publications

- McCroskey, L.L., Teven, J. J., Minielli M., & Richmond, V. P. (2014). James C. McCroskey's instructional communication legacy: Collaborations, mentorships, teachers, and students. *Communication Education, 64*, 283-307.
- Teven, J. J., Richmond, V. P., McCroskey, J. C., & McCroskey, L. L. (2010). Updating relationships between communication traits and communication competence. *Communication Research Reports, 27*(3), 263-270.
- Teven, J. J. (2010). The effects of supervisor nonverbal immediacy and power use on employees' ratings of credibility and affect for the supervisor. *Human Communication, 13*, 69-85. (World Communication Association).
- Kazoleas, D., & Teven, J. J. (2009). Public relations and organizational credibility: Refining the definition, measurement, and assessment of organizational trust. *Human Communication, 12*, 19-32. (World Communication Association).
- Teven, J. J. (2008). An examination of perceived credibility of the 2008 presidential candidates: Relationships with believability, likeability, and deceptiveness. *Human Communication, 11*, 383-400. (World Communication Association).
- Teven, J. J. (2007). Teacher caring and classroom behavior: Relationships with student affect, teacher evaluation, teacher competence, and trustworthiness. *Communication Quarterly, 55*, 433-450.
- Teven, J. J., & Winters, J. L. (2007). Pharmaceutical sales representatives' social influence behaviors and communication orientations: Relationships with adaptive selling, sales performance, and job satisfaction. *Human Communication, 10*, 465-485.
- Teven, J. J. (2007). Teacher Machiavellianism and social influence in the college classroom: Implications for measurement. *Communication Research Reports, 24*, 341-352.
- Manning, M. R., Teven, J. J., Pipkin, F. P., McQuay, B., Billups, K. (2007). The influence of somatypes with vocalics on perceived source credibility and interpersonal attraction. *Louisiana Communication Journal, 9*, 23-37.
- Teven, J. J. (2007). Teacher temperament: Correlates with teacher caring, burnout, and organizational outcomes. *Communication Education, 56*, 382-400.
- Teven, J. J. (2007). Effects of supervisor social influence, nonverbal immediacy, and biological sex on employees' perceptions of satisfaction, liking, and supervisor credibility. *Communication Quarterly, 55*, 155-177.

### Refereed Journal Publications (cont'd)

- Teven, J. J., McCroskey, J. C., & Richmond, V. P. (2006). Communication correlates of perceived Machiavellianism of supervisors: Communication orientations and outcomes. *Communication Quarterly, 54*, 127-142.
- Teven, J. J., & Herring, J. E. (2005). Teacher influence in the classroom: A preliminary investigation of instructor power, perceived credibility, and student satisfaction. *Communication Research Reports, 22*, 235-246.
- Teven, J. J. (2005). Teacher socio-communicator style and tolerance for disagreement and their association with student learning in the college classroom. *Texas Speech Communication Journal, 30*(1), 23-35.
- Teven, J. J. (2004). *Survivor the Amazon*: An examination of persuasive strategies used to outwit, outplay, and outlast the competition. *Texas Speech Communication Journal, 29*, 52-64.
- Teven, J. J. (2004). Effective teacher management of disagreement in the college classroom: A review and extension. *Iowa Journal of Communication, 36*, 125-144.
- Hanson, T. L., & Teven, J. J. (2004, August). Lessons learned from teaching public speaking online. *Online classroom: Ideas for Effective Online Instruction*, pp. 1, 8.
- Teven, J. J., & Hanson, T. L. (2004). The impact of teacher immediacy and perceived caring on teacher competence and trustworthiness. *Communication Quarterly, 52*, 39-53.
- Teven, J. J. (2003). Caring teachers: An ethnography of effective teacher behavior inside and outside of the college classroom. *Iowa Journal of Communication, 35*, 233-256.
- Teven, J. J. (2001). The relationships among teacher characteristics and perceived caring. *Communication Education, 50*, 159-169.
- Teven, J. J. (2000). The development of a teacher tolerance for disagreement measure. *Iowa Journal of Communication, 32*, 117-130.
- McCroskey, J. C., & Teven, J. J. (1999). Goodwill: A reexamination of the construct and its measurement. *Communication Monographs, 66*, 90-103.
- Teven, J. J., & Gorham, J. (1998). A qualitative analysis of low-inference student perceptions of teacher caring and non-caring behaviors within the college classroom. *Communication Research Reports, 15*, 288-298.

### Refereed Journal Publications (cont'd)

- Teven, J. J., McCroskey, J. C., & Richmond, V. P. (1998). Measuring tolerance for disagreement. *Communication Research Reports, 15*, 209-217.
- Teven, J. J., Martin, M. M., & Neupauer, N. C. (1998). Sibling relationships: Verbally aggressive messages and their effect on relational satisfaction. *Communication Reports, 11*, 179-186.
- Teven, J. J., & McCroskey, J. C. (1997). The relationship of perceived teacher caring with student learning and teacher evaluation. *Communication Education, 46*, 1-9.
- Teven, J. J., & Comadena, M. E. (1996). The effects of office aesthetic quality on students' perceptions of teacher credibility and communicator style. *Communication Research Reports, 13*, 101-108.
- Hanson, T. L., Teven, J. J., & Loyd, R. (2007). *Instructor's classroom kit for Grice and Skinner's mastering public speaking* (6th ed.). Boston: Allyn & Bacon.
- Hanson, T. L., Teven, J. J., McCullum, K., & Jewell, T. (2004). *Mastering public speaking: Instructor's resource manual and test bank with teaching tool for companion website plus* (5th ed.). Boston: Allyn & Bacon.
- Hanson, T. L., Teven, J. J., & Diamond, T. (2001). *Mastering public speaking: Instructor's resource manual and test bank* (4th ed.). Needham Heights, MA: Allyn & Bacon.

### Published/Invited Book Reviews

- Teven, J. J. (2010). The 2008 Presidential campaign: A communication perspective (Edited by Robert E. Denton, Jr). *Presidential Studies Quarterly, 40*(3), 570-572.

### Published/Invited Manuscripts

- Teven, J. J. (2012). Instructor credibility. TRIP: Translating Research into Instructional Practice, National Communication Association.

### Competitive Conference Papers and Presentations

- Teven, J. J., Niess, L., & Kelley, H. (2016, June). *Teacher caring in the college classroom: relationships with immediacy, clarity, and self-disclosure*. Paper presented at the International Communication Association, Fukuoka, Japan.

- Teven, J. J., Niess, L., & Kelley, H. (2014, November). *An assessment of an undergraduate lab director program for use in the basic communication course: A five-year review*. **Top paper** presented at the National Communication Association, Chicago, IL.
- Teven, J. J., & Bos, C. (2014, November). *An examination of Hartman's color code: Relationships with student temperament, communication orientations, and relational outcomes*. Paper presented at the National Communication Association, Chicago, IL.
- Katt, J. A., & Teven, J. J. (2012, April). A preliminary investigation of the relationship between teacher nonverbal immediacy and student personality. Paper presented at the annual meeting of the Eastern Communication Association in Cambridge, MA.
- Teven, J. J., & Katt, J. A. (2011, November). *Personality and its association with students' prosocial/anti-social communication orientations*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Pareno, P. A., & Teven, J. J. (2010, November). *Bridging the gap between supportive and hurtful messages: Factors influencing daughters' evaluations of paternal support*. Paper presented at the annual convention of the National Communication Association, San Francisco, CA.
- Katt, J. A., Teven, J. J., McCroskey, J. C., & Richmond, V. P. (2010, November). *Socio-communicative styles: Revisiting drivers and amiabes*. Paper presented at the annual convention of the National Communication Association, San Francisco, CA.
- McCroskey, L.L., McCroskey, J.C., Richmond, V.P., Hellmuller, L., Chung, L., Teven, J. J. (2010, July). *Validating communication measures in China: An analysis of measures presented in Chinese translation of "An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training"*. Paper presented at the 8th Biennial PACA Conference, Shenzhen University, Guangdong, China.
- Pareno, P. A., & Teven, J. J. (2010, March). *Paternal support: Fathers' supportive messages to their daughters*. Paper presented at the annual convention of the Western States Communication Association, Anchorage, AK.
- Teven, J. J., McCroskey, J. C., & Richmond, V. P. (2009, November). *Communication traits as predictors of self-perceived communication competence*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J., & Carlson, C. L. (2009, November). *The relationship between perceived instructor communicator style and charisma*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.

- Carlson, C. L., Kowalski, D. M., & Teven, J. J. (2009, April). *Teacher charisma in the classroom: Identifying the construct, its correlates, and its relationship to student affect and motivation*. Paper presented at the annual convention of the Eastern Communication Association, Philadelphia, PA.
- Teven, J. J. (2008, November). *An exploratory study of the relationships among teacher temperament, perfectionist orientations, and affective instruction*. “**Top Competitive Paper**” (Instructional Development Division) presented at the annual convention of the National Communication Association, San Diego, CA.
- Teven, J. J., & Monte, M. (2008, November). *Teacher caring in the college classroom: A review of the construct and its correlates*. Paper presented at the annual convention of the National Communication Association, San Diego, CA.
- Teven, J. J. (2008, April). *An examination of perceived credibility of the 2008 presidential candidates: Relationships with believability, likeability, and deceptiveness*. The “**Top Competitive Paper**” (Political Communication Division) presented at the annual convention of the Central States Communication Association, Madison, WI.
- Teven, J. J., & Winters, J. L. (2008, April). *Pharmaceutical sales representatives’ social influence behaviors and communication orientations: Relationships with adaptive selling, sales performance, and job satisfaction*. Paper to be presented at the annual convention of the Central States Communication Association, Madison, WI.
- Teven, J. J., Loden, M., & McKee, C. M. (2007, November). *Persuasion within intercollegiate forensics: An exploration of Machiavellianism, competitiveness, and communication behavior*. “**Top Three Competitive Paper**” presented at the annual convention of the National Communication Association, Chicago, IL.
- Kazoleas, D., & Teven, J. J. (2007, November). *Public relations and organizational credibility: Refining the definition, measurement, and assessment of organizational trust*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J. (2007, November). *Teacher temperament: Correlates with teacher caring, burnout, and organizational outcomes*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J. (2006, November). *Effects of supervisor social influence, nonverbal immediacy, and biological sex on employees’ perceptions of satisfaction, liking, and supervisor credibility*. Paper presented at the annual convention of the National Communication Association, San Antonio, TX.

- Teven, J. J. (2006, November). *An investigation of teacher Machiavellianism, social influence, and student learning in the college classroom*. Paper presented at the annual convention of the National Communication Association, San Antonio, TX.
- Teven, J. J. (2006, April). *Teacher socio-communicator style and tolerance for disagreement and their association with student learning in the college classroom*. “**Top Competitive Paper**” presented at the annual convention of the Southern States Communication Association, Dallas, TX.
- Teven, J. J., McCroskey, J. C., & Richmond, V. P. (2005, November). *Communication correlates of perceived Machiavellianism of supervisors: Communication orientations and outcomes*. Paper presented at the annual convention of the National Communication Association, Boston, MA.
- Manning, M. R., Pipkin, F. P., McQuay, B., Billups, K., & Teven, J. J. (2005, February). *The influence of somatypes with vocalics on perceived source credibility and interpersonal attraction*. Paper presented at the annual convention of the Western States Communication Association, San Francisco, CA.
- Teven, J. J. (2004, November). *Engaging students in online learning: Experiential learning and the web-based persuasion course*. Paper presentation at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J., & Hanson, T. L. (2004, November). *The impact of teacher immediacy and perceived caring on teacher competence and trustworthiness*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J. (2004, February). *Teacher misbehaviors and teacher caring: Relationships with students' affective learning and teacher credibility*. Paper presented at the annual convention of the Western States Communication Association, Albuquerque, NM.
- Hanson, T. L., & Teven, J. J. (2003, November). *A comparison of student learning in the basic public speaking course in a traditional classroom setting with an on-line format*. Paper presented at the annual convention of the National Communication Association, Miami, FL.
- Teven, J. J. (2003, November). *Experiential activities in small group communication*. Paper presented at the annual convention of the National Communication Association, Miami, FL.
- Teven, J. J. (2003, October). *Survivor the Amazon: An examination of persuasive strategies used to outwit, outplay, and outlast the competition*. Paper presented at the annual convention of the Texas Speech Communication Association Convention, Corpus Christi, TX.
- Teven, J. J., & Hanson, T. L. (2002, November). *The impact of teacher immediacy on perceived caring*. Paper presented at the annual convention of the National Communication Association, New Orleans, LA.

- Teven, J. J., & Herring, J. E. (2002, April). *Teacher power in the classroom: A preliminary investigation of instructor power, perceived credibility, and student satisfaction*. Paper presented at the annual convention of the Central States Communication Association, Milwaukee, WI.
- Teven, J. J. (2001, November). *Experimental learning activities for the nonverbal communication classroom*. Paper presented at the annual convention of the National Communication Association, Atlanta, GA.
- Teven, J. J. (2001, November). *Effective teacher management of disagreement in the college classroom: A review and extension*. Paper presented at the annual convention of the National Communication Association, Atlanta, GA.
- Teven, J. J. (2001, April). *Caring teachers: An ethnography of effective teacher behavior inside and outside of the college classroom*. Paper presented at the annual convention of the Southern States Speech Communication Association, Lexington, KY.
- Teven, J. J. (2000, October). *I'm bored: Experimental learning activities in the communication classroom--Nonverbal Communication*. Paper presented at the annual convention of the Texas Speech Communication Association Convention, Houston, TX.
- Teven, J. J. (1999, November). *The relationships among teacher characteristics, student learning, and teacher evaluation*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J. (1998, November). *The development of a teacher tolerance for disagreement measure*. Paper presented at the annual convention of the National Communication Association, New York, NY.
- Teven, J. J., & Gorham, J. (1998, April). *A qualitative analysis of low-inference student perceptions of teacher caring and non-caring behaviors within the college classroom*. **“Top Competitive paper,”** Instructional Development Division, presented at the annual convention of the Eastern Communication Association, Saratoga, NY.
- Teven, J. J., McCroksey, J. C., & Richmond, V. P. (1998, April). *Measuring tolerance for disagreement*. Paper presented at the annual convention of the Eastern Communication Association, Saratoga, NY.
- Neupauer, N. C., & Teven, J. J. (1997, November). *The creation of a scale to measure a spiritual perspective: Applying the spiritual perspective scale to the organizational setting*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.



- McCroskey, J. C., & Teven, J. J. (1997, November). *Goodwill: A reexamination of the construct and its measurement*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J., & Duke, J. (1997, November). *A symbolic convergence theory (SCT) and theory of reasoned action analysis of students' beliefs of and attitudes towards Illinois State University athletics*. Paper presented at the annual convention of the National Communication Association, Chicago, IL.
- Teven, J. J., Martin, M. M., & Neupauer, N. C. (1997, April). *Sibling relationships: Part I. Verbally aggressive messages and their effect on relational satisfaction and communication competence*. Paper presented at the annual convention of the Eastern Communication Association, Baltimore, MD.
- Teven, J. J., & McCroskey, J. C. (1996, November). *The relationship of perceived teacher caring with student learning and teacher evaluation*. Paper presented at the annual convention of the National Communication Association, San Diego, CA.
- Teven, J. J., & Comadena, M. E. (1996, May). *The effects of office aesthetic quality on students' perceptions of teacher credibility and communicator style*. Paper presented at the annual convention of the International Communication Association, Chicago, IL.

### Invited Conference Panels

- “Best research ideas from leading instructional scholars.” Respondent/Discussant on Panel Presentation, NCA Educational Policies Board, at the annual convention of the National Communication Association Convention, November, 2016, Philadelphia, PA.
- “Creating community in the classroom through using effective instructional communication behaviors,” Respondent/Discussant on Panel Presentation, NCA Educational Policies Board, at the annual convention of the National Communication Association Convention, November, 2012, Orlando, FL.
- “Is it healthy to teach communication classes on-line? An interactive discussion for developing experiential, engaged on-line curriculum,” Respondent/Discussant, panel presentation at the annual convention of the National Communication Association Convention, November, 2005, Boston, MA.
- “James C. McCroskey: A graduate student perspective,” Respondent/Discussant, panel presentation at the annual convention of the Southern States Speech Communication Association, April, 2005, Baton Rouge, LA.

- “Competitive Student Papers in Instructional Communication,” Respondent, panel presentation at the annual convention of the National Communication Association Convention, November, 2004, Chicago, IL.
- “Celebrating the scholarship of Kurt Ritter,” Chair and Coordinator, panel presentation at the annual convention of the Texas Speech Communication Association Convention, October 2004, Dallas, TX.
- “Student papers on interpersonal and organizational communication,” Chair and Coordinator, panel presentation at the annual convention of the Texas Speech Communication Association Convention, October 2004, Dallas, TX.
- “The philosophy of online course development,” panel presentation at the annual convention of the Texas Speech Communication Association Convention, October, 2003, Corpus Christi, TX.
- “GIFTS: Great ideas for teaching speech in universities and colleges,” panel presentation at the annual convention of the Texas Speech Communication Association Convention, October, 2003, Corpus Christi, TX.
- “Faculty roundtable: An open discussion on communication’s ‘field of study,’” panel presentation at the annual convention of the Texas Speech Communication Association Convention, October 2002, San Antonio, TX.
- “The rhetoric after September 11th: A student panel,” Chair and Coordinator, panel presentation at the annual convention of the Texas Speech Communication Association Convention, October 2002, San Antonio, TX.
- “Student papers on rhetoric,” Chair, panel presentation at the annual convention of the Texas Speech Communication Association Convention, October 2000, Houston, TX.
- “Teacher certification and EXCET preparation: Best Practices,” Chair, panel presentation at the annual convention of the Texas Speech Communication Association Convention, October 2000, Houston, TX.
- “Exploring teaching strategies and curriculum design: Research and application” Chair, panel presentation at the Eastern Communication Association, April 1998, Saratoga Springs, NY.
- “Organizational communication in team empowerment, groups, and customer service” Chair, panel presentation at the Eastern Communication Association, April 1997, Baltimore, MD.
- “Using computer technology to teach the basic course: What’s really out there? How can we really use it?” Panel presentation, Basic Communication Course Conference, at the Eastern Communication Association, April 1997, Baltimore, MD.

Master's Theses Directed

- Ragg, F. (2019). *The effects of graduate teaching associate status and style on perceived credibility, homophily, student affect, and motivation*. Unpublished Master's Thesis, California State University, Fullerton.
- Afifi, M. (2019). *A conceptual model for regaining teacher credibility in the college classroom*. Unpublished Master's Thesis, California State University, Fullerton.
- Ruggari, T. (2014). *Student misbehaviors influence on teachers' sense of self-efficacy*. Unpublished Master's Thesis, California State University, Fullerton.
- Mohammad, M. (2012). *The effects of racial homophily on perceived nonverbal immediacy and teacher credibility: A classroom analysis*. Unpublished Master's Thesis, California State University, Fullerton.
- Elkind, P. (2008). *The father-daughter relationship: An exploration of social support and compliance-gaining*. Unpublished Master's Thesis, California State University, Fullerton.
- Monte, M. (2008). *Solidarity in adult sibling relationships: Communication correlates*. Unpublished Master's Thesis, California State University, Fullerton.
- Loyd, R. (2005). *A comparison of secondary and college instructors' reports of burnout: Communication correlates of teacher burnout*. Unpublished Master's Thesis, West Texas A&M University, Canyon.
- Avara, E. (2004). *The relationships among fathers' nonverbal immediacy, socio-communicative style, compliance gaining techniques, daughters' sexual activity, dating, and drug/alcohol use*. Unpublished Master's Thesis, West Texas A&M University, Canyon.
- Wilkerson, K. E. (2003). *Nonverbal sensitivity: The relationship between formative household size and subsequent adult decoding ability*. Unpublished Master's Thesis, West Texas A&M University, Canyon.

Master's Theses, Committee Member

- Wenzel, E. (2016). *What my friends have taught me: Building cultural understanding through third-culture relationships*. Unpublished Master's Thesis, California State University, Fullerton.
- Shore, C. (2015). *The development of an intellectual attraction scale for the college classroom*. Unpublished Master's Thesis, California State University, Fullerton. (in progress).
- Niess, L. (2014). *The forbidden fruit sometimes tastes the sweetest: Parent-child communication*

*about sex*. Unpublished Master's Thesis, California State University, Fullerton.

Magallon, L. M. (2011). *Banning ethnic studies: The HB 2281 and accommodation of oppositional resistance discourses*. Unpublished Master's Thesis, California State University, Fullerton.

Zhang, Ruifang (2009). *Culture and self-construal as predictors of relational responses to emotional infidelity: China and the United States*. Unpublished Master's Thesis, California State University, Fullerton.

Mandy Manning (2005). *Voter perception of female candidate communicator style and potential for leadership: A feminist criticism of the gubernatorial campaign of Kathleen Sebelius*. Unpublished Master's Thesis, West Texas A&M University, Canyon.

Pacheco, Jr., G. (2004). *Homies: Using intercultural communication to self-identify Hispanics and Latinos as one*. Unpublished Master's Thesis, West Texas A&M University, Canyon.

Ahmed, I. (2004). *Peripheral cues in a computer-mediated communication environment: The importance of design and structure of presentation in persuasiveness*. Unpublished Master's Thesis, West Texas A&M University, Canyon.

Laney, R. (2003). *Online intimacy: The role of metacommunication in computer-mediated relationships*. Unpublished Master's Thesis, West Texas A&M University, Canyon.

Hall, D. (2002). *Exploring the evaluation process and assessment of web-based classrooms*. Unpublished Master's Thesis, West Texas A&M University, Canyon.

## Teaching Experience

### **California State University, Fullerton**

#### **Undergraduate Courses taught at CSUF:**

HCOM 100: Introduction to Human Communication  
HCOM 102: Public Speaking  
HCOM 200: Human Communication (Intro. to Theory)  
HCOM 318: Family Communication  
HCOM 300: Introduction to Research in Speech Communication  
HCOM 308: Quantitative Research Methods  
HCOM 320: Intercultural Communication  
HCOM 325: Interviewing: Principles and Practices  
HCOM 332: Persuasion and Social Influence  
HCOM 360: Nonverbal Communication  
HCOM 413 Communication in Interpersonal Relationships  
HCOM 420 Communication Theory

HCOM 492T: Instructional Communication: Theory and Research  
HCOM 499: Independent Study  
HCOM 598A,B,C: Thesis Supervision  
HCOM 599: Independent Graduate Research

**Graduate Courses taught at CSUF:**

HCOM 492T: Instructional Communication: Theory and Research  
HCOM 535 Seminar in Persuasion  
HCOM 595: Pedagogy in Communication Studies

**West Texas A&M University**

**Undergraduate Courses taught at WTAMU:**

Basic Public Speaking (Honors Section: Fall 2003, Fall 2004)  
Interpersonal Communication  
Nonverbal Communication (special topics course)  
Small Group Communication  
Persuasion (traditional and web-based course)  
Communication Theory (traditional course; & web-based course)  
Research Methods in Communication  
Principles of Interviewing (special topics)  
Family Communication (special topics, web-based course)

**Graduate Courses taught at WTAMU:**

Theories of Communication  
Introduction to Graduate Study in Communication  
Seminar in Family Communication (special topics course)  
Seminar in Interpersonal Communication (special topics course)  
Seminar in Nonverbal Communication (special topics course)  
Persuasion (*web-based course*)  
Small Group Communication and Discussion  
Leadership and Communication (special topics course, spring 2006).  
Internship in Applied Organizational Communication Research

**Northwest Missouri State University**

**Undergraduate Courses taught at NWMSU:**

Fundamentals of Oral Communication  
Business and Professional Communication  
Principles of Interviewing  
Nonverbal Communication/Body Language  
Communication Theory and Research  
Public Communication  
Advanced Public Speaking  
Principles of Group Dynamics

## **West Virginia University**

### **Graduate Courses taught at WVU (off-campus M.A. program, summer)**

Instructional Communication  
Intercultural Communication  
Organizational Communication  
Nonverbal Communication

### **Undergraduate Courses taught at WVU:**

Nonverbal Communication  
Interpersonal Communication  
Human Communication in a Public Context (Instructor and Course Administrator)  
Communication Theory (Teaching Assistant)  
Research Methodology--Basic Statistics (Teaching Assistant)  
Human Communication (Lecturer)

## **Illinois State University**

Fundamentals of Speech, (Instructor)

### Department Service/ Committee Work/ Community Service

#### California State University-Fullerton

- **Basic Course Coordinator**, 2009-2012.
- Member, Faculty Personnel Committee (FPC) (University-wide), 2011-2013; 2019-2020; 2021-present.
- Co-Chair, Faculty Search Committee (Organizational Comm Position), Fall 2018.
- Chair, Faculty Search Committee (Instructional Communication Position), Fall 2014.
- Faculty Sponsor, *Lambda Pi Eta*, 2010-2011; 2016-2017 (faculty co-sponsor).
- Chair, Faculty Search Committee (Social Media Faculty Position), Fall 2013.
- Member, Graduate Committee (Departmental), 2010-present.
- Member, Personnel Committee (Departmental), 2008-2009.
- Member, Curriculum Committee (Departmental), 2006-2008.
- Member, Scholarship and Awards Committee (Departmental), 2016-present.
  
- **Director, Undergraduate Lab Director Program**, (Departmental), 2008-present.
- Member, Faculty Search Committee (Health Comm Faculty Position), 2008-2009.
- Member, Faculty Research Committee (University-wide), 2008-2010.
- Member, Campus Facilities and Beautification Committee (University-wide), 2007-2009.
- Representative to the Executive Council (College), 2007-2009; 2016-present.
- Faculty Sponsor, GSACS (graduate student club in HCOM), 2007-2009; 2010-2011.
- Member, Research Committee (Departmental), 2006-2007.
- Member, Media and Technology Sub-Committee (Departmental), 2006-2007.
  
- **Co-Director, Center for Brand Values and Communication Research** (2016-2019).

West Texas A&M University

- **Director of Graduate Studies in Communication**, West Texas A&M University (WTAMU), 2001-2003; and 2004-2005.
- Member, Faculty Search Committee (Intercultural Faculty Position), Spring 2006.
- Member, Tenure and Promotion Committee (Departmental), Fall 2005.
- Member, Quality Enhancement Plan (QEP) Steering Committee, 2004-2006.
- Member, Core Curriculum Committee, 2004-2006.
- Faculty Handbook Committee, 2003-2005.
- Member, Academic Appeals Committee, WTAMU (2003-2005).
- Member, Faculty Search Committee (Forensics Director Position), Summer 2003.
- Chair, Faculty Search Committee, Interpersonal Communication position, WTAMU, 2001-2002.
- Member, University Institutional Review Board (IRB) for Human Subjects Committee, WTAMU, 2001-2005.
- Member, Scholarship Committee, Department of ACT, WTAMU, 2000-2006.
- Academic Advisor, Graduate Speech Communication Program, WTAMU.
- Academic Advisor, Undergraduate Speech Communication Program, WTAMU.
- Member, Political Experts Panel: *Decision 2000*; *Decision 2004*, WTAMU Media Services, Fall of 2000 & Fall of 2004.
- Judge, WTAMU's Intercollegiate Forensic Tournament (2000, 2001, 2002, 2003, 2004, 2005).
- Presenter, Sam Houston Middle School, Amarillo, TX. Teaching Effective Interpersonal Skills to 6 & 7<sup>th</sup> graders, February, 2002 & 2003.

Northwest Missouri State University

- **Director of Basic Course**, Department of Communication and Theatre Arts, Northwest Missouri State University (NWMSU), 1998-2000.
- Member, The General Education Advisory Group (GEDAG) Committee, NWMSU, 1998-2000.
- Coordinator, Dual-Enrollment Program (Area High School students taking Fundamentals of Oral Communication for college credit), 1998-2000.
- Member, Human Subjects Review Board, NWMSU, 1999-2000.

- Member, Human Relations Advisory Board, NWMSU, 1999-2000.
- Academic Advisor, Undergraduate Speech Communication Program, NWMSU, 1998-2000.
- Developer and Trainer, Northwest Ambassadors, “Tele-marketing for prospective students,” NWMSU, 1998-2000.
- Member, Faculty Search Committee, Public Relations Position, NWMSU, 1998-1999.

## Media Appearances

Guest Commentator/Interview on *World Press*, The Legacy of Watergate (appearance with Dr. Kathleen Hall Jamieson, Dr. John Reinard, and Dr. Anthony Fellow), April 2011, Titan Communications, CSUF.

Guest Commentator/Interview by *Family and Marriage Today Television* with Jimmy Evans. Interview topics included: communication within marriage and the importance of body language within the marital context. The full interview appeared on local and national television in February of 2004.

Guest Commentator, KAMR, Channel 4 (NBC affiliate), Amarillo, TX (throughout the Fall of 2000). Main topic: *Decision 2000: Analysis of the Presidential Debates*.

Interview on “Northwest P.M.” KNWT-TV, Northwest Missouri State University, Maryville, MO, September 16th, 1998.

Interview on “Northwest A.M.” KNWT-TV, Northwest Missouri State University, Maryville, MO, August 26th, 1998.

## Communication Consulting (Partial listing)

- The Values Institute (Santa Ana, CA), August 2015-2019.
- Amgen, Inc., Thousand Oaks, CA, August, 2007.
- Amarillo Independent School District, Assessment of Emergency Response and Crisis Management, 2006-2007.
- *Big Texan Ranch House*, Amarillo, TX, May 2002.
- The Center City Business and Professional Women’s Organization, Amarillo, TX, February 2002.
- Soroptomist Club, Amarillo, TX, February, 2001.
- Illinois State University’s Athletic Department, Spring, 1995 (conducted a series of focus groups on how to increase community attendance at university athletic events).



### Other Professional Activity/Invited Presentations

Member of the Editorial Board, *Journal of Intercultural Communication Research*, (The World Communication Association), 2006-2009.

Member of the Editorial Board, *Human Communication* (Pacific and Asian Communication Association), 2007-2012.

Member of the Editorial Board, *Communication Research Reports*, 2010-2013.

Invited Reviewer, *Communication Research Reports* (Fall, 2006; Fall 2010; Spring 2015).

Member of the Editorial Board, *Basic Communication Course Annual*, 2012-present.

Invited Reviewer, *Basic Communication Course Annual* (Spring 2011).

Member of the Editorial Board, *The Iowa Journal of Communication*, 2003-2007.

Member of the Editorial Board, *The Texas Speech Communication Journal*, 2003-2006.

Invited review for McGraw-Hill Publishing for Kory Floyd's *Public Speaking Handbook* (2013).

Invited review for Oxford University Press for a textbook entitled, "*Human Communication.*" (2008).

Invited review for Allyn & Bacon Publishing for a textbook entitled, "Mastering Public Speaking" (7th ed)," by George L. Grice and John F. Skinner (2008).

Invited review for Allyn & Bacon Publishing for a textbook entitled, "Nonverbal Communication." (2008).

Invited review for Allyn & Bacon Publishing for a textbook entitled, "*Nonverbal Communication: Principles and Practices (4<sup>th</sup> ed)*," by Dale Leathers and Michael Eaves (2007).

Invited review for Allyn & Bacon Publishing for a textbook entitled, "*Family Communication: Theories and Research*," by Arnold (2006).

Invited review for Allyn & Bacon Publishing for a textbook entitled, "*Communication in Context*," by Wrench and McCroskey (2006).

Free-lance review for Wadsworth Publishing. Assisted with review of textbook entitled, "*Human Communication: Motivation, Knowledge and Skills*," by Morreale, Spitzberg, and Barge (2000).

Occasional contributor to "More Than Brick and Mortar." *Amarillo Globe News*.

Invited Guest Speaker (Award-winning teacher panel), *Graduate Teaching Assistant Orientation* (university-wide), West Texas A&M University, August, 2004.

Invited Guest Speaker, “*Good Instruction: No Longer a Mystery*,” presentation at the Department of Management and Marketing’s Faculty Development Seminar, West Texas A&M University, October, 2001.

Invited Guest Speaker, “*Communication in the Classroom: Effective Instruction*,” presentation at Amarillo College’s Faculty Forum, October, 2002.

Invited Guest Speaker, “*Colombian Executive/Intensive English Program*,” West Virginia University, Summer of 1996.

### Professional Associations

Member, National Communication Association (formerly SCA) (1993-2016).

Member, International Communication Association (1994-1996; 2016-2018).

Member, Texas Speech Communication Association (2000-2006).

Chair, Rhetoric & Communication Theory Interest Group (2003-2004).

Vice-Chair, Rhetoric & Communication Theory Interest Group (2002-2003).

Committee Assignments: (a) Four-Year College and University and (b) Archival Records.

Member, Central States Communication Association (2008-2009).

Member, Eastern Communication Association (1995-1999).

Secretary, Instructional Development Division of the Eastern Communication Association (Two-year term: 1997-1999).

### Honors/Awards

**Top Competitive Paper Award**, Instructional Development Division, presented at the annual convention of the National Communication Association, Chicago, IL, November, 2014.

**Outstanding Scholarship and Creative Activity Recognition**, California State University, Fullerton, April 2013.

**Outstanding Faculty Recognition (Teacher-Scholar)**, California State University, Fullerton, April 2011.

**Outstanding Scholarship and Creative Activity Recognition**, California State University, Fullerton, April 2010.

**Top Competitive Paper Award**, Instructional Development Division, presented at the annual convention of the National Communication Association, San Diego, CA, November, 2008.

**Top Competitive Paper Award**, Political Communication Division, presented at the annual convention of the Central States Communication Association, Madison, WI, April, 2008.

**Top Three Competitive Paper award**, American Forensic Association Division, presented at the National Communication Association convention, Chicago, IL, November, 2007.

**Outstanding Faculty Recognition (Teacher-Scholar)**, California State University, Fullerton, April 2008.

**Outstanding Scholarship and Creative Activity Award**, California State University, Fullerton, April 2007.

**Top Competitive Paper award**, Instructional Development Division, presented at the Southern States Communication Association convention, Dallas, TX, April 2006.

**Who's Who Among America's Teachers** (2005) (Ninth Edition).

**Outstanding Faculty Member Recognition** (2005; 2006), Student-Athlete Advisory Committee, WTAMU chapter.

**Excellence in Teaching Award** (2005), Communication Week (WTAMU).

**Excellence in Research Award** (2005), Communication Week (WTAMU).

**Who's Who Among America's Teachers** (2004) (Eighth Edition).

**Research/Creative Excellence Award** (2003-2004), West Texas A&M University (one of two research awards bestowed to faculty members university-wide).

**Outstanding Faculty Member Award** (2001-2002), Sybil B. Harrington College of Fine Arts and Humanities, West Texas A&M University, Mortar Board Honor Society.

**Outstanding Teacher Award** (1999-2000), Northwest Missouri State University, Panhellenic Council.

**Top Competitive Paper award**, Instructional Development Division, presented at the Eastern Communication Association convention, Saratoga, NY, April 1998.

**Elected** to membership in the Honor Society of *Phi Kappa Phi*, West Virginia University, Morgantown, WV, Chapter 181 (inducted April, 1998).

**Recipient of the William E. Vehse Award** (1997), from the West Virginia University Foundation for "promising scholarship in a chosen academic field."

**Study Abroad** in Austria and Italy, *New Cultural Experiences Program* (NCEP), Carroll College, Spring, 1991.

**Dean's List**, Carroll College

### Grant Activity

- Communication Skills for Successful Engineers: Workshop Series Evaluation, approved for \$20,000. Served as the Principal Investigator for this project (2014-2015).
- A single-authored proposal entitled, "Teacher Temperament: Correlates with Teacher Burnout, Nonverbal Immediacy, Caring, and Social Support," was funded at \$4,200.00 by the CSUF Foundation, 2007-2008.
- A single-authored proposal entitled, "The Relationship between Teacher Social Influence Behaviors and Teacher Effectiveness in the College Classroom," was funded at \$3,000.00 by CSUF Foundation, 2006-2007.
- Amarillo Independent School District, "Emergency Response and Crisis Management," U.S. Department of Education, approved at \$249,900.00. Served as the External Evaluator for the project (2005-2007).
- A single-authored proposal entitled, "The Effects of Machiavellianism on Interpersonal Perception in Relational and Organizational Contexts," was funded at \$2,550.00 by WTAMU's Research Enhancement Program, 2005-2006.
- A single-authored proposal entitled, "The Impact of Supervisor Immediacy and Power on Organizational Outcomes," was funded at \$2,550.00 by WTAMU's Research Enhancement Program, 2002-2003.
- A co-authored proposal entitled, "A Comparison of Student Learning in the Basic Public Speaking Course in a Traditional Classroom Setting and in an Online Format," was funded at \$4,200.00 by WTAMU's Research Enhancement Program, 2002-2003.
- A co-authored proposal entitled, "The Impact of Teacher Immediacy and Perceived Caring on Teacher Credibility," was funded at \$1,550.00 by WTAMU's Research Enhancement Program.
- CITE Fellowship, Fundamentals of Oral Communication, Summer 1999. Project included developing, designing, and implementing Internet-based modules for the basic course in Communication. The project was funded at \$2,500.00.

## References

Dr. Virginia Richmond  
Professor Emeritus, Department of Communication Studies  
University of Alabama-Birmingham  
Telephone: (205) 730-1819

Dr. Jim Katt  
Professor Emeritus, Nicholson School of Communication  
University of Central Florida  
Orlando, FL 32816-1344  
(407) 855-0215

Dr. Robert Emry  
Professor Emeritus, Department of Human Communication Studies  
California State University, Fullerton  
Email: remry@fullerton.edu  
Telephone: (714) 323-0952

Dr. Derek R. Lane  
Senior Associate Dean  
College of Communication and Information  
University of Kentucky  
Lexington, KY 40506-0224  
Email: Derek.Lane@uky.edu  
Telephone: (859) 257-9538

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**Erika M. Thomas, Ph.D.**  
**Associate Professor, Co-Director of Forensics**  
Department of Human Communication Studies  
California State University, Fullerton

**CURRICULUM VITAE**

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Fullerton, CA 92831

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Fullerton, CA 92834-6868

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**EDUCATION**

**Doctor of Philosophy:** **Wayne State University**, Detroit, MI  
2006-2011  
Speech Communication  
Co-Advisors: Dr. Kelly Young & Dr. William Trapani, III  
Dissertation: Recognition of the Transgender Self: An Examination of the Apologia of “The Pregnant Man”  
Graduation Date: December 2011  
GPA: 3.95/4.0

**Master of Arts:** **Miami University**, Oxford, OH  
2004-2006  
Speech Communication  
Advisor: Dr. James L. Cherney  
Thesis: The Rhetoric of the Modern American Menstrual Taboo  
Graduation Date: August 2008  
GPA: 4.0/4.0

**Bachelor of Arts:** **John Carroll University**, University Hts., OH  
2000-2004  
Major: Communication  
Minors: English  
Philosophy  
Graduation Date: May 2004  
GPA: 3.49/4.0

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## PUBLISHED WORK

- Thomas, E. M. (2021). Performing as a Trans Reality Star: Chaz Bono and Isis King. In M. P. Riedel (Ed.) *Transmedia and Public Representation: Transgender People in Film and Television*. (pp. 98-118). New York, NY: Peter Lang.
- . (2021). The best a <man> can be? Understanding localized arguments about portrayals in Gillette's "We Believe" advertisement. In D. Hample (Ed.), *Local Theories of Argument: Selected Works of the 21st NCA/AFA Conference on Argumentation*. (pp. 45-50). New York, NY: Taylor & Francis.
- Thomas, E. M. & Gamble, M. (2020). The battle of the new age black, male hero and hegemonic/toxic masculinity: An examination of the representations of black masculinity in Black Panther. In M. C. Hopson & M. Petin (Eds.), *Reimagining Black Masculinities and Public Space: Essays on Race, Gender, and Social Activism*. Lanham, MD: Lexington Books.
- Thomas, E. M. (2019). Empowerment through Disney? Third Wave Feminist Discourse in the 'Dream Big, Princess' Campaign. In K. A. Foss (Ed.) *Beyond Princess Culture: Gender and Children's Marketing*. New York, NY: Peter Lang.
- Thomas, E. M. & Rajan, R. (2018). Trapped in Dystopian Techno Realities: Nose Diving into Simulation through Consumptive Viewing. In A. Cirucci and B. Vacker (Ed.) *Black Mirror and Critical Media Theory*. (pp. 223-233). Lanham, MD: Lexington Books.
- Thomas, E. M. & Kline, K. (2018). Intersex on Prime-Time Medical Dramas: Neutralizing Intersex and Maintaining Female/Male Dichotomy. *Women & Language* 41(2): 31-61.
- Thomas, E. M. (2017). Transitioning Stories about Transitioning Genders: Tracing Generic Forms and Their Implications in Trans Autobiographies. In J. Campbell & T. Carilli (Ed.) *Locating Queerness in the Media: A New Look*. (pp. 109-122). Lanham, MD: Lexington Books.
- . (2017). Crimson Horror: The Discourse and Visibility of Menstruation in Mainstream Horror Films and its Influence on Cultural Myths and Taboos. *Relevant Rhetoric: A New Journal of Rhetorical Studies* 8. Retrieved from <http://www.relevantrhetoric.com/>
- . (2016). American menstruation rhetoric as sanitized discourse: Iterating stigma through print advertisements. In A. Madlock Gatison (Ed.) *Communicating Women's Health: Social and Cultural Norms the Influence Health Decisions*. (pp. 155-170). New York, NY: Routledge.
- (2015). Book Review: *The New Feminist Agenda: Defining the Next Revolution for Women, Work, and Family*, by M.M. Kunin. *Electronic Journal of Communication*, 25(1&2). Retrieved from <http://www.cios.org/www/ejcmmain.htm>

Naumoff, M. R. and Thomas, E. M. (2015). Disturbances to Certainty: A Rhetorical Analysis of the Legality of the “Pregnant Man.” In C. Palczewski (Ed.), *Disturbing Argument: Selected Works of the 18th NCA/AFA Conference on Argumentation* (pp. 105-110). New York, NY: Routledge.

Thomas, E. M. (2012). Punishing Unfaithful Wives and Working Mothers: Messages of Postfeminism in Contemporary Film. In A. Ruggiero (Ed.) *Media Depictions of Women as Brides, Wives, and Mothers*. (pp. 77-89). Lanham, MD: Lexington Books.

---. (2007). Menstruation Discrimination: The Menstrual Taboo as a Rhetorical Function of Discourse in the National and International Advancement of Women’s Rights. *Contemporary Argumentation and Debate*, 28, 65-90.

#### **WORKS IN PRESS / ACCEPTED ANTICIPATING PUBLICATION**

Thomas, E. M. & Burgov, M. (forthcoming). *The Hateful Eight* as a contemporary allegory of Antirblackness and post-racial rifts. In B. Craig, S. E. Rahko & P. Davis (Eds.), *Rupturing Post-Racial Fantasies: The Rhetorical Politics of Race and American Popular Culture Since the Ferguson Uprisings*. University Press of Mississippi.

Thomas, E. M. (forthcoming). Are you my mother? Reconceptualizing Pregnancy and Parenting through Narratives of Trans Men. In K. Cole & V. Renegar *Beyond Biology: Rhetorics of Motherhood in the 21<sup>st</sup> Century*. Routledge Press.

Thomas, E. M. (accepted for inclusion in volume). The sphere where it happened: Reading *Hamilton*’s representations of gender in the public/private sphere as both restraining and revolutionary. In N. Legge (Ed.), *Rise Up: The Revolutionary Rhetoric of Hamilton: An American Musical*. Lanham, MD: Lexington Books

#### **WORKS IN PRESS / TENTATIVELY ACCEPTED FOR INCLUSION**

Thomas, E. M. (accepted for inclusion in collection). Trans Representations in Reality Television. In I. West, E. Cram, F. Dhaenens, P. Lannutti, & G. Yep (Eds.) *Oxford Encyclopedia of Queer Studies and Communication*. Oxford University Press: New York, NY.

#### **WORKS IN PROGRESS (REVISING)**

Thomas, E. M. Transcending the Binary: An Examination of ‘The Pregnant Man’s Apologia Rhetoric and its Role in Shifting Gender Identity. Revising for submission.

Thomas, E. M. The Paradox of Unintelligible Accounts: Gender Troubling and Subversion in Rhetorical Demands of Recognition in *The Trans List*. Revising for submission.

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#### **DEBATE/FORENSICS INSTRUCTION, ADMINISTRATION & COACHING EXPERIENCE**



<b>Co-Director of Forensics</b>	California State University, Fullerton Fall 2019 – present
<b>Director of Forensics</b>	California State University, Fullerton August 2010 – Spring 2019
<b>Host</b>	iRwanda USA Tour Fall 2018
<b>Lab Instructor (2 Week)</b>	Spartan High School Debate Camp Michigan State University, Lansing, MI July 5, 2009 – July 17, 2009
<b>Assistant Debate Coach</b>	Wayne State University, Detroit, MI, Fall 2006 – Spring 2009
<b>Co-coordinator/Instructor</b>	Detroit Public Schools Urban Debate League Workshops Wayne State University, Detroit, MI, 2007 – 2009
<b>Administrative Assistant</b>	Spartan High School Debate Camp Michigan State University, Lansing, MI July-August 2008
<b>Assistant Debate Coach</b>	Miami University, Oxford, OH, Fall 2004 – Spring 2006
<b>Instructor/Coordinator</b>	6 Week Novice High School Policy Debate Workshop John Carroll University, University Hts., OH, Fall 2003

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### TEACHING EXPERIENCE

**Assistant Professor**, California State University, Fullerton, Department of Human Communication Studies, Fall 2011 – present.

- **HCOM235: Essentials of Argumentation** (Spring 2014)
- **HCOM307: Communication and Critical/Cultural Studies** (Fall 2021)
- **HCOM330: Rhetoric of Popular Culture** (Spring 2012, Fall 2012, Fall 2013, Spring 2020, Fall 2020)
- **HCOM331: The Rhetorical Dimensions of Sex and Gender** (Fall 2012, Fall 2013, Fall 2014, Fall 2015; Fall 2019, Spring 2020, Fall 2020)
- **HCOM334: Persuasive Speaking** (Fall 2018)
- **HCOM338: Intercollegiate Forensics** (Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015)
- **HCOM342: America Speaks!** (Spring 2012, Spring 2014; Spring 2017)
- **HCOM432: Contemporary Rhetoric** (Spring 2013, Spring 2016; Fall 2017)
- **HCOM426: Directing Forensics** (Fall 2015, Spring 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021, Fall 2021, Spring 2022)

- **HCOM530: Seminar in Rhetorical Theory & Criticism** (Fall 2011, Spring 2015; Spring 2018, Spring 2021)

**Visiting Professor**, California State University, Fullerton, Department of Human Communication Studies, Fall 2010 – Spring 2011.

- **HCOM235: Essentials of Argumentation** (Spring 2011)
- **HCOM330: Rhetoric of Popular Culture** (Fall 2010)
- **HCOM338: Intercollegiate Forensics** (Fall 2010, Spring 2011)

**Part-time Faculty**, Chapman University, Orange, CA, Department of Communication Studies, Fall 2009 – present.

- **COM313: Rhetorical Theory** (Fall 2009, Spring 2010)
- **COM311: Gender and Communication** (Spring 2010)

**Invited Guest Lecturer**: Chapman University, Orange, CA, Department of Communication Studies

- **COM100: Introduction to Communication**, Instructor: Dr. Fran Dickson, Spring 2010

**Visiting Lecturer**, Loyola Marymount University, Los Angeles, CA, Department of Communication Studies, Fall 2009 – present.

- **COM204: Introduction to Research in Comm Studies** (Fall 2009, Spring 2010)
- **COM351: Contemporary Rhetorical Theory** (Spring 2010)

**Adjunct Instructor**, Wayne State University, Detroit, MI, Department of Communication,

- **COM1010: Oral Communication: Basic Speech** (Spring 2007, 2008, 2009)

**Invited Guest Lecturer**: Wayne State University, Detroit, MI, Department of Communication,

- **COM2110: Argumentation and Debate**, Instructor: Ron Stevenson, Fall 2006-Spring 2008
- **COM3330: Business and Professional Presentations**, Instructor: Marylou Naumoff, Spring 2008
- **COM2170: Persuasive Speaking**, Instructor: Marylou Naumoff, Winter 2008

**Graduate Teaching Assistant**, Miami University, Oxford, OH, Department of Communication.

- **COM135: Introduction to Public Speaking and Critical Inquiry** (Fall 2004-Spring 2006)

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## CONFERENCE PAPER PRESENTATIONS

Thomas, E.M. (2021, November). “Transforming to Recognize Men: Images of Pregnant Trans Men as Visual Argument” Virtual Paper Presentation at 106<sup>th</sup> National Communication Association. Seattle, Washington.

- . (2020, October). "Demanding Trans Recognition by (De)Centering Mainstream Trans Identity: A Queer Rhetorical Analysis of Discursive Strategies in The Trans List" Paper Presentation at 43<sup>rd</sup> Annual Organization for the Study of Communication, Language, and Gender conference. Online.
- . (2019, November). "Becoming a Trans Reality Star: The Cisgender Privilege behind Trans Portrayals & the Impact on Future Survivability" Paper Presentation at 105<sup>th</sup> National Communication Association. Baltimore, Maryland.
- . (2019, August). "The Best a <Man> can be? Understanding Gillette's Reenvisioning of Masculinity through Ideographs and Localized Argument" Paper Presentation at 21<sup>st</sup> NCA/AFA Conference on Argumentation. Cliff Lodge, Snowboard Resort. Alta, Utah.
- . (2018, May). "Empty Rhetoric of Productive Empowerment? An Examination of Disney's 'Dream Big, Princess' Campaign and the Consumption of Postmodern Feminism" Paper Presentation at 50<sup>th</sup> Anniversary Rhetoric Society of America. Downtown Hilton, Minneapolis, Minnesota.
- . (2017, November). "The Relevance of Mode in Social Movement Rhetoric and Identity Politics: An Analysis #PussyHatProject" Paper Presentation at 103<sup>rd</sup> National Communication Association. Sheraton, Dallas, Texas.
- . (2017, November). "Nevertheless, Gender Scripts Persisted: An Examination of Gender Discourse and its Significance in Post-Election Politics" Paper Presentation at 103<sup>rd</sup> National Communication Association. Sheraton, Dallas, Texas.
- . (2017, August). "Networking Movements and Refuting Ideologies through Visual Artifacts: A Rhetorical Examination of the Pussyhat Project" Paper Presentation at 20<sup>th</sup> NCA/AFA Conference on Argumentation. Cliff Lodge, Snowboard Resort. Alta, Utah.
- . (2016, November). "Stopping the Hunt: Examining narratives, communication, civic action and counter hegemonic discourse in *The Hunting Ground*" Paper Presentation at 102<sup>nd</sup> National Communication Association. Marriott Downtown, Philadelphia, Pennsylvania.
- . (2016, May). "Changing Stories about Changing Genders: An Examination of Generic Form in Trans Autobiographies." Paper Presentation at Rhetoric Society of America. Hilton Downtown, Atlanta, Georgia.
- . (2016, May). "Changes in Rhetorical Forms and the Public Sphere: A Modal Analysis of "Women Against Feminism" Memes." Paper Presentation at Rhetoric Society of America. Hilton Downtown, Atlanta, Georgia.

- . (2015, August). "Recovering Rape Culture: Examining Mediated Discourse Surrounding Victims' Accounts of Assaults" Paper Presentation at 19<sup>th</sup> NCA/AFA Conference on Argumentation. Cliff Lodge, Snowboard Resort. Alta, Utah.
- . (2014, November). "Slaughtering Archetypes: An Intra-filmic analysis of horror films' shifting images of maternal bodies and female sexuality." Paper Presentation at 100<sup>th</sup> National Communication Association. Hilton Chicago, Illinois.
- . (2014, February). "Haunting motherhood: Representations of American mothers in contemporary horror films." Paper Presentation at Western States Communication Association, Anaheim, California.
- . (2013, November). "The war on feminism: Postfeminist messages in the American news media's coverage of the War on Women." Paper Presentation at 99<sup>th</sup> National Communication Association, Washington, District of Columbia.
- Naumoff, M.R. and Thomas, E.M. (2013, August). "Disturbances to Certainty: A Rhetorical Analysis of the Legality of the "Pregnant Man"" Paper Presentation at 18<sup>th</sup> NCA/AFA Conference on Argumentation. Cliff Lodge, Snowboard Resort. Alta, Utah.
- Thomas, E. M. (2012, May). "The Rhetoric of Transgender Recognition as a Template for Future Im/Possibility." Paper Presentation at Rhetoric Society of America. The Loews Philadelphia Hotel, Philadelphia, Pennsylvania.
- . (2012, May). "Dancing with the Transgendered Star: The Role of Bodily Performances on the Articulation of Identity." Paper Presentation at Rhetoric Society of America. The Loews Philadelphia Hotel, Philadelphia, Pennsylvania.
- . (2011, November). "Challenging Gender Binaries through a Defense of the Transgender Self: An Examination of the Apologia of "The Pregnant Man." Roundtable on Research Progress presented at 97<sup>th</sup> National Communication Association. Sheraton New Orleans, New Orleans, Louisiana.
- . (2010, November). "Iterating Intersex: The Rhetorically Dangerous Implications of Naming Intersexed Individuals." Paper Presentation at 96<sup>th</sup> National Communication Association. Hilton San Francisco, San Francisco, California.
- Thomas, E. M. and Naumoff, M. R. (2010, May). "An Examination of Rhetorical Affect in Contemporary Horror Films: Understanding Visual Representations of Technology as Resistance and Control," Paper Presentation at Rhetoric Society of America. Minneapolis Marriott City Center Hotel, Minneapolis, Minnesota.
- Thomas, E. M. (2010, May). "Imagery of Queer/Intersex Bodies: Reifying or Dismantling the Discourse of Gender Binaries?" Paper Presentation at Rhetoric Society of America. Minneapolis Marriott City Center Hotel, Minneapolis, Minnesota.

- . (2009, November). "Intersexuality and Transgender in the Mass Media: Creating Change through Sexual Instability." Paper Presentation at 95<sup>th</sup> National Communication Association. Hilton, Chicago, Illinois.
- . (2009, November). "The Clash of Stability and Change in Intercollegiate Policy Debate: A Defense of Radical Argumentation Strategies." Paper Presentation at 95<sup>th</sup> National Communication Association. Palmer House Hilton, Chicago, Illinois.
- . (2009, October). "The Visibility and Rhetoric of the American Menstrual Taboo in Popular Film." Paper Presentation at Organization for the Study of Communication, Language, and Gender. Radisson Hotel Los Angeles Westside, Los Angeles, California.
- . (2008, November). "Mediated Portrayals of Social Movements: A Case study of the Intersex Society of North America." Paper Presentation at 94<sup>th</sup> National Communication Association. Hyatt, San Diego, California.
- . (2008, May). "The Unnatural Discourse of "The Natural:" Privileging the Two-Sexed Model." Paper Presentation at Rhetoric Society of America. Westin, Seattle, Washington.
- . (2007, November). "Discrimination of Women through Menstruation: The Western Menstruation Taboo and the Public/Private Dichotomy." Paper Presentation at 93<sup>rd</sup> National Communication Association. Hilton, Chicago, Illinois.
- . (2007, October). "Can Feminists wear Prada? *The Devil Wears Prada* as a Feminist Film." Paper Presentation at Organization for the Study of Communication, Language, and Gender. Embassy Suites, Omaha, Nebraska.
- . (2007, April). "It's a Man's World: Experiences and Challenges Facing Female Graduate Students in the Collegiate Debate Community." Paper Presentation at Eastern Communication Association. Westin Hotel, Providence, Rhode Island.
- . (2006, November). "Creating a Guide to Critical Thinking and Discussion in the Basic Course" Paper Presentation at 92<sup>nd</sup> National Communication Association. Henry B. Gonzalez Convention Center, San Antonio, Texas.
- . (2006, April). "The Transformation of the Vamp: An analysis of Samantha Jones; The future or the demise of women?" Paper Presentation at Eastern Communication Conference. Sheraton, Philadelphia, Pennsylvania.
- . (2006, April) "Rhetorical Revolution and Activism in Kushner's Commencement Address." Paper Presentation at Central States Communication Association. Crowne Plaza Hotel, Indianapolis, Indiana.
- . (2006, April) "Genocide's Discourse: Biopolitics is end game," Paper Presentation at

Central States Communication Association. Crowne Plaza Hotel, Indianapolis, Indiana.

- . (2005, April). “*The Swan* and body image: A cultural-value analysis.” Paper Presentation at Eastern Communication Association. Omni William Penn Hotel, Pittsburgh, Pennsylvania.

### **CONFERENCE PANEL DISCUSSIONS**

Thomas, E.M. (2021, November). “Rupturing Post-Racial Fantasies: The Rhetorical Politics of Race and American Popular Culture Since the Ferguson Uprisings.” A Panel discussion at National Communication Association. (Virtual Participation). Seattle, Washington.

- . (2021, November). “Renewing and Transforming Boundaries: Strategies to Support the Success of Women Academics in the Communication Discipline.” A Panel discussion at National Communication Association. (Virtual Participation). Seattle, Washington.

- . (2019, November). “Surviving the Binary? Teaching Gender Communication in a Gender Fluid World.” A Panel discussion at National Communication Association. Hilton, Baltimore, Maryland.

- . (2019, November). “Moving from ‘Survive’ to ‘Thrive’: Professional Development for Women Faculty in the Communication Discipline.” A Panel discussion at National Communication Association. Hilton, Baltimore, Maryland.

- . (2016, November). “Civic Callings of Promoting Diversity in Debate: A Discussion of Enhancing Diversity and Strategies for Implementation. A Panel discussion at National Communication Association.” Courtyard Downtown, Philadelphia, Pennsylvania.

- . (2015, November). “Life after Competition: Embracing Opportunities for Forensics Pedagogy as Professional Development.” A Panel discussion at National Communication Association. Rio Conference Center, Las Vegas, Nevada.

- . (2015, November). “Embracing Diversity in Debate: A Discussion of Intersectional Harassment Including Ideas for Prevention and Responses.” A Panel discussion at National Communication Association. Rio Conference Center, Las Vegas, Nevada.

- . (2014, November). “#SolidarityIsForWhiteWomen in Debate.” Panel discussion at National Communication Association. Palmer House Hilton, Chicago, Illinois.

- . (2014, November). “Creating a Presence for the Past: Connecting Today’s Students with Their Gendered History.” Panel discussion at 2014 National Communication Association. Hilton Chicago, Illinois.

- . (2013, February). "Reaching out to the community: Challenges faced in today's forensics community." Panel discussion at Western Forensics Association. Nugget. Reno, Nevada.
- . (2012, November). "Creating Community in Forensics: Roundtable Discussions with DOFs." Panel discussion at National Communication Association. Walt Disney World Swan and Dolphin Resort. Orlando, Florida.

### **PANEL ORGANIZER, CHAIR, AND/OR RESPONDENT**

- Chair. (2009, October). "Identity and Gender/Sexual Consumption." Chaired panel at Organization for the Study of Communication, Language, and Gender. Radisson Hotel Los Angeles Westside, Los Angeles, California.
- Chair. (2008, November). "Unconventional Directing: A Panel Discussion of Female Policy Debate Directors." Chaired panel at National Communication Association. Hyatt, San Diego, California.

### **ACCEPTED PAPER PRESENTATIONS** (Conference canceled due to Covid-19)

- Thomas, E.M. (2019, May). "Are you my Mother? Redefining Motherhood/Maternal through Narratives of Trans Men" Paper Presentation at Rhetoric Society of America. Hilton Portland Executive Tower, Portland, Oregon.
- . (2019, May). "Understanding the Right's Reception of Kavanaugh: A study of Discursive Strategies against Victims" Paper Presentation at Rhetoric Society of America. Hilton Portland Executive Tower, Portland, Oregon.

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### **PERSONAL AND PROFESSIONAL DEVELOPMENT**

**Academic Affairs/Academic Senate Fall 2021 Virtual Retreat**, "CSUF 2030: Reimagining Teaching, Learning, and Working," CSUF, Online. October 8, 2021.

**Participant, Faculty Development Center Workshop:** "Teaching Remotely in Canvas Advanced Workshop (Synchronous)," CSUF, Online. June 14-18, 2021.

**Participant, National Debate Development Conference**, Virtual Synchronous, Wayne State University June 4-6, 2021.

**Participant, Rhetoric Society of America Seventh Biennial Summer Workshop:** "Racialized Masculinities in Sexual Worlds." Virtual Synchronous, University of Syracuse, NY, June 3-4, 2021.

**Participant, Rhetoric Society of America Eighth Biennial Summer Seminar:** "Collaging Trans Rhetorics." Virtual Synchronous, University of Syracuse, NY, May 24-28, 2021

**Participant, Spring 2021 High Impact Practices (HIPS) Orientation,** CSUF, Online, Thursday, January 14, 2021.

**Participant, Faculty Development Center Workshop:** “Teaching Remotely in Canvas (Synchronous) CSUF Online, July 27-August 10, 2020.

**Participant, Faculty Development Center Workshop:** “Teaching Remotely: Intermediate Level (Canvas, Asynchronous),” CSUF, Online, July 20-August 7, 2020.

**Participant, Faculty Development Center Workshop:** “Introduction to Camtasia (Synchronous),” CSUF, Online, July 14 and July 21, 2020.

**Faculty Ambassador for Open Education Resources,** Sponsored by CSUF Faculty Support Services, Affordable Learning Solutions initiative and AB 798 -The California College Textbook Affordability Act, Spring 2020.

**Participant, Faculty Development Center Workshop:** “Trauma-Sensitive Pedagogies: Approaching Difficult Topics in the Classroom & During Office Hours,” CSUF, PLS256, September 18, 2019.

**Academic Senate Fall 2019 Retreat,** “CSUF & Community Partnerships,” CSUF, TSU Pavilions, September 6, 2019.

**Participant, Rhetoric Society of America Eighth Biennial Summer Workshop:** “Motherhood Rhetorics.” University of Maryland, College Park, MD, June 6-8, 2019

**Academic Senate Spring 2018 Retreat,** “General Education,” CSUF, Marriott Grand Ballroom, March 22, 2019.

**Participant, Rhetoric Society of America Seventh Biennial Summer Workshop:** “Moving Pictures: Cinematic Rhetoric and Social Movement.” Indiana University, Bloomington, IN, May 25-27, 2017

**Participant, Rhetoric Society of America Seventh Biennial Summer Seminar:** “Queer Archival Immersion: Rhetoric, Performance, Pedagogy, and politics at the Kinsey Institute.” Indiana University, Bloomington, IN, May 22-25, 2017

**Participant, Rhetoric Society of America Sixth Biennial Summer Workshop:** “Transgendering Rhetorics.” University of Wisconsin-Madison. Madison, WI, June 5-7, 2015

**Participant, Safe Space Training,** ASI LGBT/Queer Resource Center, California State University, Fullerton, Friday, April 17, 2015

**Participant, Research Network: Sharing Work-in-Progress at Rhetoric Society of America Biennial Conference.** San Antonio, TX, May 24, 2014



**Participant, Rhetoric Society of America Fifth Biennial Summer Seminar:**  
“Argumentation.” University of Kansas. Lawrence, KS, June 3-9, 2013

**Participant, New Faculty Orientation** California State University, Fullerton, August 2010-May 2011.

**Participant, National Communication Association 2010 Summer Conference:** “Teaching Rhetorical Criticism/Critical Inquiry.” University of Puget Sound. Tacoma, WA, July 22-25, 2010

**Participant, Rhetoric Society of America Third Biennial Summer Workshop:** “Women, Rhetoric, and Political Agency: What Do Women Need to Know about Their History in Order (Phronesis) to be Successful Politically?” Penn State University. University Park, PA, June 26-28, 2009

**Participant, Rhetoric Society of America Third Biennial Summer Seminar:** “Visual Rhetoric.” Penn State University. University Park, PA, June 22-25, 2009

**Participant, Wayne State University Summer Doctoral Seminar.** “Queer Media.” Detroit, MI, June 13-18, 2009

**Participant, Conference of Citizenship Studies,** Wayne State University, Detroit, MI, March 1-3, 2007

**Graduate Student Teaching Enhancement Program (GSTEP),** Miami University, Oxford, OH, Spring 2006

**Participant in Faculty Mentor Program,** Miami University, Oxford, OH  
Faculty Mentor: Dr. Kasie Roberson, Fall 2005-Spring 2006  
Faculty Mentor: Professor Bill Brewer, Fall 2004-Spring 2005

**Brigance Colloquy on Rhetoric and Democratic Citizenship,** Wabash College, Crawfordsville, IN, Apr. 14-16, 2005

**NEW Leadership Ohio Summer Institute,** John Glenn School of Public Affairs at The Ohio State University, Columbus, OH, June 2003

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## HONORS AND AWARDS

**Recipient, 2022 Summer Research Grant for Faculty Support on Scholarly or Creative Productivity,** California State University, Office of Research & Sponsored Projects

**Recipient, 2021 Summer Research Grant for Faculty Support on Scholarly or Creative Productivity,** California State University, Office of Research & Sponsored Projects

**Excellence in Teaching**, Faculty Recognition Luncheon, California State University, Fullerton, March 26, 2014

**Graduate Student Service Award**, Department of Communication, Wayne State University, Aug. 2009

**Graduate-Professional Scholarship**, Wayne State University, 2009-2010.

**Top Master's Thesis Award**, National Communication Association, Master's Education Division, November 2008

**Spring/Summer Travel Award**, GEOC (Graduate Employees Organizing Committee), Wayne State University, May 2008

**Delta Sigma Rho – Tau Kappa Alpha**, Forensics Honor Society, Wayne State University

**Phi Kappa Phi**, Graduate Honors Society, Miami University

**Lambda Pi Eta**, Communication Honors Society, Eta Eta Chapter, John Carroll University; Omicron Upsilon Chapter, Miami University, 2003 – 2006

**Outstanding Senior Award**, Department of Communication, John Carroll University, 2004

**Kathryn E. Dolan Award**, for support of the Department of Communication, John Carroll University, 2004

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## **FORENSICS (SPEECH/POLICY DEBATE) COACHING HONORS & AWARDS**

### **CALIFORNIA STATE UNIVERSITY, FULLERTON**

#### **2021-2022**

- Open Double Octa-finalists, University of Kentucky JW Patterson virtual debate tournament, October 2-4, 2021
- JV Semi-finalists and 9<sup>th</sup> and 5<sup>th</sup> Place JV Speakers, virtual Mary Washington Tournament, October 15-17, 2021
- Double-octa finalists, hybrid Harvard College Tournament, October 29 – November 1, 2021
- 2 Double-octa finalists, Wake Forest University, November 12-15, 2021
- 1<sup>st</sup> Place JV Team and 1<sup>st</sup> Place Open Team and 1<sup>st</sup> and 8<sup>th</sup> Place Open Speaker, virtual University of Wyoming Debate Tournament, December 4-6, 2021
- 4<sup>th</sup> Place in Open Dramatic Interpretation, 5<sup>th</sup> Place in JV Persuasion, Finalist in Open Program of Oral Interpretation, PSCFA Fall Champs tournament, online, December 5, 2021
- 10<sup>th</sup> Place Open Speaker, virtual FullerTown College Policy Tournament, January 2-6, 2022

## 2020-2021

- 2<sup>nd</sup> Place Team and 1<sup>st</sup> Place Speaker, (Virtual) Val Browning Round Robin at Weber State University, October 17-19, 2020
- 1<sup>st</sup> Place Team Novice Division, 9<sup>th</sup>, 7<sup>th</sup>, 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup> Place Novice Division Speakers, 2<sup>nd</sup> Place Team JV Division, 7<sup>th</sup> and 4<sup>th</sup> Place Open Division Speakers, California State University, Long Beach's Online Fall at the Beach Tournament on November 6-8, 2020.
- 1<sup>st</sup> Place in Open After Dinner Speaking, 1<sup>st</sup> Place in Novice Persuasive Speaking, 1<sup>st</sup> Place in Novice Informative Speaking, 1<sup>st</sup> Place in Novice Program of Oral Interpretation, 3<sup>rd</sup> Place in overall team Sweepstakes, Azusa Pacific University's (Virtual) Cougar Classic on November 7, 2020
- Double Octa finalists and 20<sup>th</sup> Open Speaker at virtual Wake Forest University's Franklin R. Shirley Tournament, November 14-16, 2020
- 10<sup>th</sup> and 5<sup>th</sup> Place Novice Speakers, American Debate Association National Fall Championship, Online (Wake Forest University), November 14-16, 2020
- 2<sup>nd</sup> and 1<sup>st</sup> Place in After Dinner Speaking, online synchronous Griffin Grossmont Individual Events Tournament, November 13, 2020
- 5<sup>th</sup> Place in Open After Dinner Speaking and 4<sup>th</sup> Place in Open Dramatic Interpretation, Virtual Pacific Southwest Collegiate Forensics Association's Fall Champs, December 6, 2020
- 1<sup>st</sup> and 3<sup>rd</sup> Places in Open Impromptu Speaking, 2<sup>nd</sup> Place in Open Persuasive Speaking, 1<sup>st</sup> Place Open After Dinner Speaking, Individual Events District 1 Fall (Virtual) Tournament, December 12, 2020
- 2<sup>nd</sup> Place in Open Impromptu, 2<sup>nd</sup> Place in Open After Dinner Speaking, 1<sup>st</sup> Place in Open Dramatic Interpretation, 4<sup>th</sup> Place in Novice Persuasion, 3<sup>rd</sup> Place in Novice Persuasion, 1<sup>st</sup> place in Novice Program of Oral Interpretation 2020 ProtoCommunications Asynchronous Tournament, December 16, 2020
- Open Quarter-finalists and 14<sup>th</sup> Open Speaker; JV Semi-finalists and 7<sup>th</sup> JV Speaker, Online Fullerton-Georgetown Tournament, January 2-6, 2021
- Open Semi-finalists, 10<sup>th</sup> and 1<sup>st</sup> Place Open Speaker, Southwestern College Online Hannie Shaft Tournament, January 22-24, 2021
- 3<sup>rd</sup> Place Open Persuasive Speaking, San Diego State University's Aztec (online) Tournament, February 7, 2021
- 3<sup>rd</sup> Place in Open Program of Oral Interpretation, 6<sup>th</sup> Place in Open Impromptu, 5<sup>th</sup> Place in Open Informative Speaking, Virtual Valentine Tournament, February 19, 2021
- 5<sup>th</sup> Place in Open Persuasive Speaking, 5<sup>th</sup> Place in Open Impromptu, 5<sup>th</sup> Place in Open Program of Oral Interpretation (Day 1); 3<sup>rd</sup> and 4<sup>th</sup> Place in Open of Oral Interpretation (Day 2), The Individual Events (online) Purrfect Pals Tournament, February 20 and 21, 2021
- Qualified 1 team to the National Debate Tournament, Online District One NDT Qualifier Tournament February 26-28, 2021
- 5<sup>th</sup> and 6<sup>th</sup> Place in Open Program of Oral Interpretation, 1<sup>st</sup> Place in Open After Dinner Speaking, 6<sup>th</sup> Place in Open Dramatic Interpretation, 2<sup>nd</sup> Place in Novice

Poetry, 5<sup>th</sup> Place Team Sweepstakes - University Division, 2021 PSCFA "John Vitullo" Spring Championship on February 28, 2021

- 2<sup>nd</sup> and 3<sup>rd</sup> Place in Open After Dinner Speaking and 1<sup>st</sup> and 2<sup>nd</sup> Place in Open Persuasive Speaking, 2<sup>nd</sup> and 4<sup>th</sup> Place in Open Poetry, 1<sup>st</sup> Place in Open Informative Speaking (Day 1); 1<sup>st</sup> and 2<sup>nd</sup> Place in Open Program of Oral Interpretation, 3<sup>rd</sup> Place Team Sweepstakes (Day 2), Virtual Last Chance District 1 Qualifier Tournaments, March 6-7, 2021
- 7<sup>th</sup> seed and Quarter-finalists 75th National Debate Tournament, March 25-29, 2021
- Qualified 3 students to AFA's National Individual Events Tournament (NIET), April 2-5, 2021
- Double-Octa Finalists and Semi-finalists; 12<sup>th</sup> and 7<sup>th</sup> place open speaker; 1 All-American; 4 National Debate Scholars (Cum Laude and Magna Cum Laude) Cross Examination Debate Association Championship, online, April 8-12, 2021
- 3<sup>rd</sup> and 2<sup>nd</sup> Place Informative Speaking, 1<sup>st</sup> Place and 2 Finalists in Persuasive Speaking, 2<sup>nd</sup> Place in Speech to Entertain, Finalist in Poetry, 1st Place Team Sweepstakes, PSCFA Cool-off Online Speech Tournament, May 2, 2021

## **2019-2020**

- 1<sup>st</sup> Place Impromptu Speaking (Novice), 1<sup>st</sup> Place Extemporaneous Speaking (Novice), 2<sup>nd</sup> Place Extemporaneous Speaking (Open), 2<sup>nd</sup> Place Impromptu (Open), Golden Gate Opener, San Francisco State University
- Two Octa-finalist teams (Open) at Mukai Invitational, Weber State University
- Quarterfinalist team and Semi-finalist team (JV) and 2<sup>nd</sup> Place Speaker (JV) at University of Wyoming Online Tournament
- 3<sup>rd</sup> Place Informative Speaking (Novice), 1<sup>st</sup> Place After Dinner Speaking (Novice), 5<sup>th</sup> Place Impromptu Speaking (Open), 7<sup>th</sup> Place Impromptu Speaking (Open), and 7<sup>th</sup> Place After Dinner Speaking (Open) at California State University, Long Beach
- Day 1: 3<sup>rd</sup> Place After Dinner Speaking (Open), 5<sup>th</sup> Place Speaker After Dinner Speaking (Novice), 2<sup>nd</sup> Place Communication Analysis (Open), 3<sup>rd</sup> Extemporaneous Speaking (Open), 4<sup>th</sup> Impromptu Speaking (Novice); Day 2: 4<sup>th</sup> Place Speaker After Dinner Speaking (Open), 4<sup>th</sup> Place Extemporaneous Speaking (Open), and 4<sup>th</sup> Place Communication Analysis (Open), 1<sup>st</sup> Place Speaker Impromptu (Open), 3<sup>rd</sup> After Dinner Speaking (Novice), University of Utah
- 4<sup>th</sup> Place Debate Speaker (Open) and student recipient of Graciela Saez Kleriga Award, Southwestern College's Hannie Shaft Tournament
- 5<sup>th</sup> Place Sweepstakes, 3<sup>rd</sup> Place Speaker Impromptu Speaking (Open), 3<sup>rd</sup> Place Speaker Communication Analysis (Open), 4<sup>th</sup> Place Speaker After Dinner Speaking (Open), 6<sup>th</sup> Place Speaker Impromptu Speaking (Open), East Los Angeles Community College and California State University, Los Angeles
- 8<sup>th</sup> Place Speaker, 7<sup>th</sup> Place Speaker in Non-Qualifying Division (Open) and 10<sup>th</sup> Place Speaker Qualifying Division (Open), District 1 NDT Qualifier and Pacific Championship
- 1<sup>st</sup> Place in Limited Entry Sweepstakes, 5<sup>th</sup> Place in Four-Year Sweepstakes, 1<sup>st</sup> Place After Dinner Speaking (Open), 4<sup>th</sup> Place Communication Analysis (Open), 5<sup>th</sup> Place Extemporaneous Speaking (Open), 6<sup>th</sup> Place Impromptu Speaking (Open), Pacific Southwest Collegiate Forensics Association Spring Championship

- Day 1: 1<sup>st</sup> Place Extemporaneous Speaking (Open), 2<sup>nd</sup> Place Communication Analysis (Open); Day 2: 4<sup>th</sup> & 5<sup>th</sup> Place After Dinner Speaking (Open), 2<sup>nd</sup> & 3<sup>rd</sup> Persuasive Speaking (Open), 3<sup>rd</sup> Place Impromptu Speaking (Open), 3<sup>rd</sup> Place Program of Oral Interpretation (Open), AFA Last Chance Qualifier
- Qualified one team to the National Debate Tournament (canceled due to Covid-19)
- Qualified students to AFA's National Individual Events Tournament (NIET) and NFA's National Championship (both canceled due to Covid-19)
- "Honors" Impromptu Speaking, "Excellence" Extemporaneous Speaking, 2020 National Online Collegiate Forensics Festival, April 26, 2020.
- 2<sup>nd</sup> Place Poetry, 1<sup>st</sup> Place Poetry, 2<sup>nd</sup> Place Informative Speaking, PSCFA Cool-off Online Tournament, May 3, 2020.
- 4<sup>th</sup> Place Extemporaneous Speaking, 3<sup>rd</sup> Place Impromptu Speaking, 2020 Protocommunication Asynchronous Tournament, March 20-May 8, 2020

### **2018-2019**

- 5<sup>th</sup> Place Speaker Poetry (Open), 6<sup>th</sup> Place Policy Debate Speaker (Open), Golden Gate Opener, San Francisco State University
- 1<sup>st</sup> Place Informative Speaking (Open) and 1<sup>st</sup> Place Prose (Novice), Mills Invitational Palomar College/San Diego State University
- Semifinalist Team (JV), 3<sup>rd</sup> Place & 8<sup>th</sup> Place Speakers (JV), Quarterfinalist Team (Novice), 2<sup>nd</sup> Place & 7<sup>th</sup> Place Speakers (Novice), University of Nevada, Las Vegas,
- Semifinalist Place Team (JV), 6<sup>th</sup> Place Speaker (JV), 5<sup>th</sup> Place Speaker (Day 1) and 6<sup>th</sup> Place Speaker (Day 2) Persuasion (Novice), Robert Barbera, California State University, Northridge
- 1<sup>st</sup> Place & 6<sup>th</sup> Place Debate Speakers (Novice), 1<sup>st</sup> Place and 4<sup>th</sup> Place Impromptu Speaking, The Blumer at California State University, Fullerton, November 10, 2018
- 1<sup>st</sup> Place After Dinner Speaking (Open), 2<sup>nd</sup> Place Persuasion (JV) and 1<sup>st</sup> Place Prose (JV), Finalist Impromptu (Novice), 2018 Pacific Southwest Collegiate Forensics Association Fall Championship, Walnut, CA
- 1<sup>st</sup> Place Team (JV) and 3<sup>rd</sup> Place Speaker (JV) Alan Nichols Tournament, University of Southern California
- Second Place in sweepstakes, 1<sup>st</sup> After Dinner Speaking (Open) & 1<sup>st</sup> Place Informative Speaking (Open), 4<sup>th</sup> Place Persuasive Speaking (Open), 3<sup>rd</sup> Place Impromptu Speaking (Open), Finalist Informative Speaking (Open), Finalist Program of Oral Interpretation (Open), Finalist Prose (Open), Great Salt Lake Invitational, University of Utah
- 3<sup>rd</sup> Place Extemporaneous Speaking (Open), 4<sup>th</sup> Place Informative Speaking (Open), 3<sup>rd</sup> Place After Dinner Speaking (Open), Finalist in Prose (Open), 8<sup>th</sup> Place in Persuasive Speaking (Novice), Pasadena Community College
- Day 1: 6<sup>th</sup> Place Speaker Prose (Open) & 5<sup>th</sup> Place Program of Oral Interpretation (Open); Day 2: 6<sup>th</sup> Place Speaker Prose (Open), Cliffs Classic at Point Loma and the Montezuma Mesa at San Diego State University
- Quarterfinalist Team (Open), Semifinalist Team (JV), 10<sup>th</sup> Place Speaker (Open), 1<sup>st</sup> & 6<sup>th</sup> Place Speakers (JV), 9<sup>th</sup> Place Speaker (Novice), District 1 NDT Qualifier/Pacific Championship at Fullerton College

- 1<sup>st</sup> Place Informative Speaking (Open), 4<sup>th</sup> Place Informative Speaking (Novice), 3<sup>rd</sup> Place Persuasive Speaking (Novice), “Norene Hokett” Spring Champs, Pacific Southwest Collegiate Forensics Association at Palomar College
- Day 2: 1<sup>st</sup> Place Informative Speaking (Open), 3<sup>rd</sup> Place and 4<sup>th</sup> Place Impromptu Speaking (Open), 2<sup>nd</sup> Place Persuasion (Open), 2<sup>nd</sup> Place After Dinner Speaking (Open), Last Chance NFA Qualifying Tournament at California State University, Los Angeles
- 1<sup>st</sup> Place Team (Novice) & 1<sup>st</sup> and 2<sup>nd</sup> Place Speakers (Novice), 3 Individual Events Placements, Fullerton College
- 9<sup>th</sup> Place & 4<sup>th</sup> Place Speaker (Novice), California State University, Northridge
- 3<sup>rd</sup> Place Speaker Persuasion (Novice) National Forensics Association Championship tournament, Santa Ana, CA

## 2017-2018

- Octa-finalists and 14<sup>th</sup> Place Speaker (Open), Baby Jo Memorial Tournament University of Missouri, Kansas City
- 1<sup>st</sup> Place Novice Policy Debate & Semi-finalists (JV), 9<sup>th</sup> Place Policy Debate Speaker (JV), 7<sup>th</sup> Place Policy Debate Speaker (Open), 9<sup>th</sup> Place Speaker, 7<sup>th</sup> Place Speaker, & 1<sup>st</sup> Place Speaker (Novice); Day 1: 1<sup>st</sup> Place Speaker Extemporaneous Speaking, 4<sup>th</sup> Place Speaker Persuasive Speaking; Day 2: 3<sup>rd</sup> Place Speaker in Persuasive Speaking, Golden Gate Opener at San Francisco State University
- 1<sup>st</sup>-3<sup>rd</sup> Place Policy Debate Teams (Open) and 1<sup>st</sup> -4<sup>th</sup> Place Policy Debate Speakers (Open), 2<sup>nd</sup> Place in Policy Debate Team and 2<sup>nd</sup> place speaker (Novice), 2<sup>nd</sup> Place Speaker (Day 1) and 5<sup>th</sup> Place Speaker (Day 2) Communication Analysis, 6<sup>th</sup> Place Speaker Informative Speaking, 6<sup>th</sup> Place Speaker Persuasive Speaking, Aztec/Mills Invitational, San Diego State University & Palomar College
- 6<sup>th</sup> Place Policy Debate Speaker (Novice), Las Vegas Classic Debate Tournament at University of Nevada, Las Vegas
- 1<sup>st</sup> & 2<sup>nd</sup> Place debate teams, 1<sup>st</sup> & 2<sup>nd</sup> Place debate speakers, 1<sup>st</sup> Place Speaker Oral Interpretation, The Blumer Speech & Debate Invitational at California State University, Fullerton
- Semi-finalist and Finalist Teams (JV) 5<sup>th</sup> & 9<sup>th</sup> Place Debate Speaker (Open), 1<sup>st</sup> -3<sup>rd</sup> Place Speaker, 4<sup>th</sup> and 8<sup>th</sup> Place Speakers (JV); Day 1: 2<sup>nd</sup> Place Informative Speaking, 4<sup>th</sup> Place Cultural Analysis, 4<sup>th</sup> Place Impromptu (Novice), 4<sup>th</sup> Place Persuasion (Novice); Day 2: 1<sup>st</sup> Place Dramatic Interpretation (Novice), 2<sup>nd</sup> Place Informative Speaking (Open), 3<sup>rd</sup> Place Persuasion (Novice & Open), Robert Barbera Invitational at California State University, Northridge
- 4<sup>th</sup> Place Poetry (Novice) and finalist in Impromptu (Novice), PSCFA Fall Champs at Moorpark College
- 3<sup>rd</sup> Place Sweepstakes, Day 1: 1<sup>st</sup> Place Informative Speaking, 3<sup>rd</sup> Place After Dinner Speaking, 3<sup>rd</sup> Place Poetry, 3<sup>rd</sup> Place Impromptu Speaking, 4<sup>th</sup> Place Prose, 4<sup>th</sup> Place After Dinner Speaking, 5<sup>th</sup> Place Prose, 5<sup>th</sup> Place Persuasive Speaking; Day 2: 1<sup>st</sup> Place Informative Speaking, 3<sup>rd</sup> Place After Dinner Speaking, 2<sup>nd</sup> Place Poetry, 3<sup>rd</sup> Place Impromptu Speaking, 4<sup>th</sup> Place Prose, 4<sup>th</sup> Place After Dinner Speaking, 4<sup>th</sup> & 5<sup>th</sup> Place Informative Speaking, 5<sup>th</sup> Place Prose, 7<sup>th</sup> Place Persuasive Speaking, University of Utah Individual Events Swing

- 3rd Place After Dinner Speaking (Open) and 3rd Place Impromptu (Novice), Orange Coast College “Close to the Coast” Individual Events Tournament
- 5<sup>th</sup> Place Policy Debate Speaker (Novice)/10<sup>th</sup> Place Policy Speaker (collapsed JV), 6<sup>th</sup> Place Informative speaking (Open), 4<sup>th</sup> Place After Dinner Speaking (Open), Winter at the Beach, California State University, Long Beach
- Day 1: 6<sup>th</sup> Place Speaker After Dinner Speaker & Top Novice, Day 2: 7<sup>th</sup> Place Speaker Informative Speaking SDSU’s Montezuma Mesa and Point Loma’s Sunset at the Cliffs
- 5<sup>th</sup> Place Speaker Informative (Novice), 6<sup>th</sup> Place Speaker Impromptu (Novice), 7<sup>th</sup> Place Speaker Poetry (Open) PCSFA Spring Champs was held at California State University, Long Beach
- Day 1: 5<sup>th</sup> Place Speaker Informative Speaking and 4<sup>th</sup> Place Speaker Prose Interpretation; Day 2: 5<sup>th</sup> Place Speaker Prose Interpretation and 6<sup>th</sup> Place Speaker Informative Speaking, AFA Last Chance District 1 Tournament, March 2-4, 2018
- Double Octa-finalists, 2 All Americans Debate Awardees, 3 National Debate Scholars, Cross Examination Debate Association’s National Championship at the University of Puget Sound
- Qualified one student to the American Forensic Association National Individual Events Tournament, Colorado Springs College, April 5-10, 2018
- 2<sup>nd</sup> Place Poetry (Novice, Fullerton College’s Hornet Invitational Speech and Debate Tournament
- 1<sup>st</sup> Place in Women’s Christian Temperance Union Abstinence contest
- 6<sup>th</sup> Place Persuasive Speaking (Novice) National Forensics Association Championship, University of Wisconsin-Oshkosh
- 1<sup>st</sup> Place Team (Open) and 2<sup>nd</sup> Place Team (Novice), 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> Place Speakers (Open), 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, & 10<sup>th</sup> Place Speakers (Novice), California State University, Northridge’s Robert Barbera Intramural debate tournament

## **2016-2017**

- 1<sup>st</sup> Place, 5<sup>th</sup> Place, and 8<sup>th</sup> Place (Open) Speakers and 3<sup>rd</sup> and 5<sup>th</sup> (Novice) speakers; 4<sup>th</sup> place and 8<sup>th</sup> place (Open) team and 1<sup>st</sup> place (Novice) team, Fullerton College Early Bird Speech and Debate Season Opener
- 1<sup>st</sup> Place Team (Open), 1<sup>st</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> Place (Open) Speakers; Semi-finalist and Quarter-finalist Team (JV), 7<sup>th</sup> Place Speaker (JV) Golden Gate Opener, San Francisco State University
- Octa-finalist teams (Open), 3<sup>rd</sup> and 4<sup>th</sup> (Open) Speakers, Mukai Invitational, Weber State University
- Day 1: 4<sup>th</sup> Place and 8<sup>th</sup> Place (Open) Teams, 10<sup>th</sup>, 8<sup>th</sup>, 6<sup>th</sup> place and 1<sup>st</sup> Place Speaker (Open); Day 2: 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Place (Open) Team and 3<sup>rd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Place (Open) Speakers Halloween Swing Public Forum Tournament, Fullerton College/CSUF,
- 1<sup>st</sup> and 3<sup>rd</sup> Place Speakers (JV) and 5<sup>th</sup> and 6<sup>th</sup> Place Speaker (Novice) and Semi-finalist Team (Novice); Day 1: Finalist Program of Oral Interpretation, 2<sup>nd</sup> Place Impromptu Speaking, 7<sup>th</sup> Place Impromptu Speaking, 2<sup>nd</sup> Place Informative Speaking, 2<sup>nd</sup> Place After Dinner Speaking; Day 2: 1<sup>st</sup> Place Informative Speaking, 2<sup>nd</sup> Place After Dinner Speaking; 5<sup>th</sup> Place in Four Year University Sweepstakes, Robert

Barbera Invitational Speech and Debate Tournament at California State University, Northridge

- 7<sup>th</sup> Place (Open) Speaker, Northwest Championship, University of Washington
- 2<sup>nd</sup> Place in Oral Interpretation, 3<sup>rd</sup> Place in Oral Interpretation, 4<sup>th</sup>, 5<sup>th</sup> Place, and 9<sup>th</sup> Place Speaker (Open) Public Forum Debate, 2<sup>nd</sup> Place Open Team in Public Forum, The Blumer at California State University, Fullerton
- 5<sup>th</sup> Place in Impromptu Speaking Pacific Southwest Collegiate Forensics Association Novice Fall Championship
- Semi-finalist Team (JV) and 1<sup>st</sup> Place Speaker (JV), Alan Nichols Tournament, University of Southern California
- 1<sup>st</sup> and 2<sup>nd</sup> Place (Open) Speaker, 2<sup>nd</sup> Place (Novice) Speaker and 2<sup>nd</sup> Place Team (Novice), Pacific Coast Championship, University of Southern California
- 2<sup>nd</sup> Place in Program of Oral Interpretation, AFA NIET District One Last Chance Qualifier Swing
- All-American Award and 2<sup>nd</sup> Place Team (Varsity) Traditional Policy Division, National Education Debate Association, Fullerton College & CSUF
- 2<sup>nd</sup> Place (Open) Team and 3<sup>rd</sup> Place (Open) Speaker, 1<sup>st</sup> and 2<sup>nd</sup> Place Team (Novice), 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup>, 1<sup>st</sup> Place Speakers (Novice), 1<sup>st</sup> and 2<sup>nd</sup> Place Team (JV), 5<sup>th</sup>, 4<sup>th</sup>, 3<sup>rd</sup>, 2<sup>nd</sup>, Place Speakers (JV), CSU Fullerton's California Endorsed Debate (Alternative) Championship
- Qualified one student to AFA's National Individual Events Tournament (NIET), Bradley University, Peoria, IL

## **2015-2016**

- Double Octa-finalist (Open), Baby Jo Memorial Tournament, University of Missouri, Kansas City
- 8<sup>th</sup> Place and 7<sup>th</sup> Place Speaker and 5<sup>th</sup> and 4<sup>th</sup> Place Team, Fullerton College Early Bird Speech and Debate Season Opener
- 2<sup>nd</sup> Place Team (Open), 5<sup>th</sup> Place Team, 5<sup>th</sup> and 3<sup>rd</sup> Place Speaker (JV), 1<sup>st</sup> Place Speaker (Novice) Golden Gate Opener, San Francisco State University
- 2<sup>nd</sup> in Persuasive Speaking, 5<sup>th</sup> in Informative Speaking, 3<sup>rd</sup> in Program of Oral Interpretation, 1<sup>st</sup> place in Persuasive Speaking, 2<sup>nd</sup> place in Informative Speaking, Golden Gate Opener, San Francisco State University
- Semi-finalist team (Open) Mukai Invitational, Weber State University
- 2<sup>nd</sup> in Persuasive Speaking, 3<sup>rd</sup> in Informative Speaking, 5<sup>th</sup> in Informative Speaking; 1<sup>st</sup> in Informative Speaking, 4<sup>th</sup> in Informative Speaking, 3<sup>rd</sup> in Prose, "Aztec Invitational" & "Mill's Invitational" Swing Tournament, San Diego State University & Palomar College
- 5-3 winning record (Open) Harvard College
- 3<sup>rd</sup> and 5<sup>th</sup> place team (Open), 8<sup>th</sup> place speaker, 3<sup>rd</sup> place sweepstakes award, Halloween Express Public Forum Tournament, Fullerton College
- 2<sup>nd</sup> Place Team, 6<sup>th</sup> place and 1<sup>st</sup> place Speaker (Open) and 7<sup>th</sup> Place and 3<sup>rd</sup> Place Speaker (Novice), 5<sup>th</sup> place Novice Program of Oral Interpretation, 4<sup>th</sup> Informative Speaking, Robert Barbera Invitational Speech and Debate Tournament at California State University, Northridge



- Octa-finalist (Open), Franklin R. Shirley Classic, Wake Forest University
- 1<sup>st</sup> place & 2<sup>nd</sup> place in Oral Interpretation, 1<sup>st</sup> place in Informative Speaking, 2<sup>nd</sup> place Team in Open Public Forum Debate & 1<sup>st</sup> Place Team in Novice Public Forum Debate, 7<sup>th</sup> Place, 6<sup>th</sup> Place, 5<sup>th</sup> Place Speaker in Open Public Forum & 7<sup>th</sup> Place, 4<sup>th</sup> Place, 3<sup>rd</sup> Place Speaker Novice Public Forum, The Blumer at California State University, Fullerton
- Finalist in Impromptu Speaking and 5<sup>th</sup> Place in Poetry, Pacific Southwest Collegiate Forensics Association Novice Fall Championship, Mt. Sac
- Double-octafinalist in Open Policy Debate, University of California, Berkeley
- 2<sup>nd</sup> Place Team, 5<sup>th</sup> Place and 2<sup>nd</sup> Place Speaker, Public Forum Debate, Fullerton College
- 5-3 winning record (Open) University of Texas, Austin
- 5<sup>th</sup> place in Program in Oral Interpretation, California State University, Long Beach
- 3<sup>rd</sup> place in Prose, 4<sup>th</sup> place in Program of Oral Interpretation and 6<sup>th</sup> place in After Dinner Speaking Sunset Cliffs Classic, Point Loma Nazarene University
- Semi-finalists & 2<sup>nd</sup> Place Team and 5<sup>th</sup> place & 4<sup>th</sup> place speaker in Novice Policy Division, Pacific Coast Championship, University of Southern California,
- 5<sup>th</sup> place team, 9<sup>th</sup> & 8<sup>th</sup> Place Speaker, Fullerton College Public Forum (National Education Debate Association “NEDA”-sanctioned) tournament
- 2<sup>nd</sup> Place Team and 1<sup>st</sup> Place Speaker, California State University, Fullerton (Swing) Public Forum “NEDA”-sanctioned Tournament, Saturday
- 2<sup>nd</sup> place Novice Policy Debate 4<sup>th</sup> place, Semifinalist Team Crossfire Debate, National Education Debate Association, Fullerton College & CSUF
- Semifinalists and 2<sup>nd</sup> Place Speaker Novice Policy Debate, Western Novice/JV National Tournament California State University, Sacramento
- 26<sup>th</sup> Speaker in Open Policy (out of 206 competitors), 2 All-Americans and 4 National Debate Scholars, Cross Examination Debate Association National Championship, Binghamton University
- 1<sup>st</sup> place Informative Speaking, Fullerton College
- 3<sup>rd</sup> Place, National Women’s Christian Temperance Union annual intercollegiate oratorical contest,
- Qualified one team to the National Debate Tournament, Binghamton University
- Qualified one student to AFA’s National Individual Events Tournament (NIET), University of Florida
- Fourth place speaker, Robert Barbera California State University, Northridge Public Forum Tournament
- Ranked among the top 35 teams in both the national rankings and varsity standings (out of over 100 teams)
- 3<sup>rd</sup> place in Informative Speaking, Finalist in Impromptu Speaking. And 9<sup>th</sup> Place Speaker in Public Forum Debate, The Blumer at California State University, Fullerton,

#### **2014-2015**

- 8<sup>th</sup> Place Speaker and 3<sup>rd</sup> Place Team, Fullerton College Early Bird Speech and Debate Season Opener
- Double Octa-finalist (Open), Mukai Invitational, Weber State University

- 1st & 2<sup>nd</sup> Place Team and 1st - 3rd Speakers, Public Forum Tournament, California State University, Fullerton
- 1<sup>st</sup> Place Persuasion (Novice) and 2<sup>nd</sup> Persuasion (Novice), Finalist and 5<sup>th</sup> Place Informative Speaking (Novice), Southern California Free Swing @ California Baptist University/Concordia University
- Quarterfinalists (Open) and 2<sup>nd</sup> Place Team (Novice) 10<sup>th</sup> Speaker (Novice) Robert Barbera Invitational Speech and Debate Tournament at California State University, Northridge
- “Gold” recognition After Dinner Speaking and 5<sup>th</sup> Place Finalist in Informative Speaking, Pacific Southwest Collegiate Forensics Association Novice Fall Championship
- Quarter-finalist and 5<sup>th</sup> Speaker (JV), Alan Nichols Debate Tournament, University of Southern California
- Semi-finalist (JV) and 2<sup>nd</sup> Place Team (Novice), Kathryn Klassic Winter Tournament, California State University, Fullerton
- 5<sup>th</sup> Speaker (JV), Arizona State University
- 2<sup>nd</sup> Place Open Informative Speaking and 4<sup>th</sup> Place in Open Persuasive Speaking, California State University, Long Beach
- 2<sup>nd</sup> Place Persuasive Speaking, 3<sup>rd</sup> Place Informative Speaking and 5<sup>th</sup> Place After Dinner Speaking, California State University, Los Angeles
- 5<sup>th</sup> Place Team (Open), 10<sup>th</sup> Speaker (Open), University of Southern California’s District One NDT Qualifier/Pacific Coast Championship
- 8<sup>th</sup> Speaker (Non-qualifying) and 3<sup>rd</sup> Seed (Novice), Pacific Coast Championship, University of Southern California
- 2<sup>nd</sup> Place Persuasive Speaking, District Tournament for National Individual Events Tournament (NIET), California State University, Northridge
- 5<sup>th</sup> place team, Fullerton College Public Forum (National Education Debate Association “NEDA”-sanctioned) tournament
- 3<sup>rd</sup> place and 4<sup>th</sup> place team; 6<sup>th</sup> and 3<sup>rd</sup> Speaker; 2<sup>nd</sup> place sweepstake award, California State University, Fullerton (Swing) Public Forum “NEDA”-sanctioned Tournament
- Triple Octa-finalists and 26<sup>th</sup> Seed (out of 116 teams), Cross Examination Debate Association National Championship, Wichita State University
- Qualified one team to the National Debate Tournament, University of Iowa
- Qualified one student to AFA’s National Individual Events Tournament (NIET), Lewis & Clark College in Portland
- First place team, Robert Barbera California State University, Northridge Public Forum Tournament
- Ranked among the top 50 teams in both the national rankings and varsity standings (out of over 100 teams)

### **2013-2014**

- 2<sup>nd</sup> Place Public Forum Team, Fullerton College Early Bird Speech and Debate season opener

- 2<sup>nd</sup> Place Team; 2<sup>nd</sup>, 5<sup>th</sup>, 9<sup>th</sup> & 10<sup>th</sup> Speakers (Junior Varsity) & 3<sup>rd</sup> Place Team, 2<sup>nd</sup>, 3<sup>rd</sup> & 9<sup>th</sup> Speakers (Novice), San Francisco State University's Golden Gate Regional Opener
- 1<sup>st</sup> – 4<sup>th</sup> Place Teams; 1<sup>st</sup> & 2<sup>nd</sup> Speakers; Fullerton College Express Public Forum Debate & Speech Tournament
- Semifinalist & 6<sup>th</sup> Speaker (Open); 1<sup>st</sup> Place Team and 3<sup>rd</sup> & 6<sup>th</sup> Speakers (JV); 2<sup>nd</sup> Place Team & 3<sup>rd</sup>, 5<sup>th</sup>, 9<sup>th</sup> Speakers, (Novice); 5<sup>th</sup> Place in Novice Informative Speaking, Robert Barbera California State University, Northridge
- 2<sup>nd</sup> & 3<sup>rd</sup> Place Teams; 3<sup>rd</sup>, 4<sup>th</sup> & 6<sup>th</sup> Speakers (Novice), Weber State University
- Finalist in Informative Speaking, 2013 PSCFA Fall Championship
- Double Octa-finalist (Open), University of Southern California
- Double Octa-finalist (Open), Kathryn Klassic at California State University, Fullerton
- 2<sup>nd</sup> Place Team (Hybrid – Junior Varsity) & Quarterfinalist, 5<sup>th</sup> Speaker (Open), Cal Berkeley College Invitational Debate Tournament
- 4-3 Record & 2<sup>nd</sup> Place Speaker at Val Browning Weber State Round Robin
- 7<sup>th</sup> Speaker (Open, Non-qualifying); 2<sup>nd</sup> Place Team; 5<sup>th</sup> & 3<sup>rd</sup> Speakers (Novice), Pepperdine University's District One NDT Qualifier/Pacific Coast Championship
- 1<sup>st</sup> & 2<sup>nd</sup> Place Team; 1<sup>st</sup>, 2<sup>nd</sup>, 4<sup>th</sup>, 9<sup>th</sup> & 10<sup>th</sup> Speakers, Fullerton College (March 7<sup>th</sup>) Public Forum Tournament
- Quarterfinalist (Novice), Western JV/Novice National Tournament at Sacramento State
- 9<sup>th</sup> speaker at the National Educational Debate Association (NEDA) Championship, Ball State University
- 12<sup>th</sup> Place Speaker at the Cross Examination Debate Association (CEDA) National Championship, Indiana University
- 1<sup>st</sup>, 2<sup>nd</sup> and 4<sup>th</sup> Place Teams & 3<sup>rd</sup> and 6<sup>th</sup> Speakers CSUF (March 28<sup>th</sup>) Public Forum Tournament
- 1<sup>st</sup> & 2<sup>nd</sup> Place Team; 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 8<sup>th</sup> Speakers, Robert Barbera California State University, Northridge Public Forum Tournament
- 1<sup>st</sup> Place Speaker at PSCFA Cool-Off tournament in Program of Oral Interpretation

### **2012-2013**

- 2<sup>nd</sup> Place Team, Quarterfinalist & 1<sup>st</sup> Speaker (Open), Gonzaga University
- Double Octa-finalist and Octa-finalist (Open), University of Missouri, Kansas City
- 1<sup>st</sup> Place Team (undefeated preliminary record) & 1<sup>st</sup> Speaker (Open) & 1<sup>st</sup> & 2<sup>nd</sup> Speakers (Novice), San Francisco State University's Golden Gate Regional Opener
- 1<sup>st</sup> Place Team in Public Forum, Fullerton College's Early Bird Tournament
- 3<sup>rd</sup> Place in Communication Analysis; 3<sup>rd</sup> Place, 2<sup>nd</sup> Place, and Top Novice in Novice Impromptu, Azusa Pacific University Swing
- Octa-finalist, Quarterfinalist and 15<sup>th</sup>, 6<sup>th</sup> and 2<sup>nd</sup> Speakers (Open); Quarterfinalists (JV); Quarterfinalists (Novice), University of Nevada, Las Vegas
- 1<sup>st</sup> Place Team (JV) debating as CSUF-San Diego State University hybrid team, Arizona State University
- 1<sup>st</sup> Place Team (Open); 1<sup>st</sup> & 2<sup>nd</sup> Place Teams (JV); Quarterfinalist & 1<sup>st</sup> Speaker (Novice), California State University, Northridge

- Double Octa-finalist (Open), University of Southern California
- 2<sup>nd</sup> Place Team & Quarterfinalist (Open); 1<sup>st</sup> Place Team (Novice); 1<sup>st</sup> Place Team (JV), Cal Berkeley College Invitational Debate Tournament
- 1<sup>st</sup> and 9<sup>th</sup> Speakers (Open); 2<sup>nd</sup> Place Team (Novice), Pepperdine University's District One NDT Qualifier/Pacific Coast Championship
- Quarterfinalist & Semifinalist (Novice), Western JV/Novice National Tournament at Sacramento State
- Double Octa-finalist and Octa-finalist at the Cross Examination Debate Association National Championship, Idaho State University
- CSUF awarded 1<sup>st</sup> Place Sweepstakes in District One in the Cross Examination Debate Association
- 3<sup>rd</sup> Place Sweepstakes and 2<sup>nd</sup> Place in Impromptu, Pacific Southwest Collegiate Forensics Association (PSCFA) Cool-off Tournament at Saddleback College
- Qualified two teams to the National Debate Tournament at Weber State University

### **2011-2012**

- Semifinalist (3<sup>rd</sup> place) (Open), Gonzaga University
- Octa-finalist (18<sup>th</sup> seeded preliminary team) & 20<sup>th</sup> Speaker (Open), University of Kentucky
- 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> Speakers; 1<sup>st</sup>, 2<sup>nd</sup> Teams in Public Forum, CSUF Public Forum Tournament
- Double Octa-finalist & 15<sup>th</sup> Speaker (Open); 8<sup>th</sup> Speaker (JV), Quarterfinalist (Novice), University of Nevada, Las Vegas
- 2<sup>nd</sup> place (Novice) Persuasive Speaking; 1<sup>st</sup> (Open) Program of Oral Interpretation; Quarterfinalist & Semi-finalist (Novice) Parliamentary Debate at Concordia Swing
- 3<sup>rd</sup> & 2<sup>nd</sup> Place Policy Debate Teams (Open), Finalist in After Dinner Speaking and 1<sup>st</sup> Place in Program of Oral Interpretation at California State University, Northridge
- Quarterfinalist & 7<sup>th</sup> Speaker (Open), Cal Berkeley College Invitational Debate Tournament
- 7<sup>th</sup> & 6<sup>th</sup> Speakers (Open, Qualifying); two Quarterfinalists & 2<sup>nd</sup> Speaker (Open, Non-qualifying); 2<sup>nd</sup> Speaker (Novice), Pepperdine University's District One NDT Qualifier/Pacific Coast Championship
- Triple Octa-finalist, Double Octa-finalist & 14<sup>th</sup> Speaker at Cross Examination Debate Association National Championship, University of Oklahoma
- Qualified two teams to the National Debate Tournament in Atlanta, Georgia

### **2010-2011**

- Quarterfinalist (5<sup>th</sup> place) (Open), Gonzaga University
- Double Octa-finalist, 23<sup>rd</sup> speaker (Open), Georgia State University
- 2<sup>nd</sup> Place Team, 2<sup>nd</sup>, 4<sup>th</sup> & 5<sup>th</sup> Speakers, Weber State University Round Robin
- Semi-finalist (Novice), San Francisco State University's Golden Gate Regional Opener
- 1<sup>st</sup> Place Team in Public Forum Debate, CSUF Public Forum Tournament
- Finalist in Novice Informative Speaking, Azusa Pacific
- Double Octa-finalist, Octa-finalist & 3<sup>rd</sup> Speaker (Open); Quarterfinalist, Semifinalist & 2<sup>nd</sup> Place Team (Novice), University of Nevada Las Vegas

- Double Octa-finalist (Open), Wake Forest University
- Quarterfinalist Novice and 2<sup>nd</sup> Place Team (JV), California State University, Northridge
- Semi-finalist, Quarterfinalist & 3<sup>rd</sup> Speaker (JV) at University of Southern California
- Two Quarterfinalists & 3<sup>rd</sup>, 9<sup>th</sup>, 14<sup>th</sup> Speakers (Open), Cal Berkeley College Invitational Debate Tournament
- 3<sup>rd</sup> Place Team & 1<sup>st</sup> Speaker, Columbia Round Robin
- 3<sup>rd</sup> Place in Novice Public Address, CSU Long Beach Speech Tournament
- Semi-finalist & 1<sup>st</sup> Speaker (Open/Non-qualifying); Semi-finalist, Quarterfinalist & 4<sup>th</sup> Speaker (Novice), Pepperdine University's District One NDT Qualifier/Pacific Coast Championship
- Finalist in Informative Speaking, PSCFA Spring Champs at Moorpark College
- Semi-finalist & Quarterfinalist (Novice), Western JV/Novice National Championship at California State University, Sacramento
- Octa-finalist & 14<sup>th</sup> Speaker at the Cross Examination Debate Association National Championship, Binghamton University
- Qualified one team to the National Debate Tournament in Dallas, Texas

## **WAYNE STATE UNIVERSITY**

### **2008-2009**

- Octo-finalist (Open), Henry Clay Debates, University of Kentucky
- Semi-finalist (Open), Austin J. Freeley Invitational John Carroll University
- Double-Octa finalist (Open), USC Fullerton Winter Tournament Kathryn Klasic
- Octa-finalist, Freshmen/Sophomore Nationals, Michigan State University
- Semi-finalist (Open) and Quarter-finalist (JV), ADA National Championship
- Qualified one team to the National Debate Tournament (NDT) at University of Texas, Austin

### **2007-2008**

- 1<sup>st</sup> Place Team (Open) & 2<sup>nd</sup> Place Team (JV) Clarion University "Autumn Leaf" Debate Tournament
- 2<sup>nd</sup> Place Team (Open), Miami Sanders Invitational Debate Tournament
- 1<sup>st</sup> Place Team (Open), Owen L Coon Jr. Memorial Debates, Northwestern University,
- Qualified two teams to the National Debate Tournament at California State University, Fullerton

### **2006-2007**

- 1<sup>st</sup> Place Team (Open), Henry Clay Debates, University of Kentucky
- 1<sup>st</sup> Place Team, (Open), ADA National Championship
- Semi-finalist, Cross-Examination Debate Association (CEDA) National Championship
- Qualified two teams to the National Debate Tournament
- 1<sup>st</sup> Speaker, National Debate Tournament at Dallas, Texas
- Semi-finalist, National Debate Tournament at Dallas, Texas

## **MIAMI UNIVERSITY (OHIO)**

### **2005-2006**

- Semi-finalist (Open), Loyola University
- Semi-finalist (Open), University of Notre Dame
- 1<sup>st</sup> Place Team (Open), Vikings Debate Augustana College
- Qualified two teams to the National Debate Tournament

### **2004-2005**

- 1<sup>st</sup> Place Team (Open), Vikings Debate Augustana College
- Octa-finalist (Open), ADA National Championship
- Qualified one team to the National Debate Tournament

## **SELECT UNDERGRADUATE DEBATE HONORS & AWARDS**

## **JOIHN CARROLL UNIVERSITY (2000-2004)**

- President's Cup Award for Success in Debate, 2003, 2004
- Austin J. Freely Debate Scholarship recipient, 2001-2003
- 2<sup>nd</sup> Place Team (Open), Washington University of St. Louis Gateway Debate Tournament, 2003
- Quarter-finalist (Open), American Debate Association (ADA) National Championship, 2003
- 2<sup>nd</sup> Place Team (JV), ADA National Championship, 2002
- 1<sup>st</sup> Place Team (JV) & 4<sup>th</sup> Speaker, West Virginia University "Mountaineer Classic," 2002
- Octa-finalist (Novice), ADA National Championship, 2001
- 1<sup>st</sup> Place Team (Novice), West Virginia University "Mountaineer Classic," 2001

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## **SERVICE**

### **NATIONAL**

**Peer Reviewer**, Caucus on LGBTQ Concerns, National Communication Association, 2021

**Peer Reviewer**, American Forensics Association Division, National Communication Association, 2020

**Nominating Committee member**, American Forensics Association Division, National Communication Association, 2018-2020.

**Peer Reviewer**, American Forensics Association Division, National Communication Association, 2019

**Chair**, Caucus on LGBTQ Concerns, National Communication Association, 2018

**Vice Chair/Program Planner**, Caucus on LGBTQ Concerns, National Communication Association, 2017

**Recording Secretary**, American Forensics Association Division, National Communication Association, 2016-2018

**Vice Chair Elect**, Caucus on LGBTQ Concerns, National Communication Association, 2016

**Peer Reviewer**, Western States Communication Association, ORWAC, 2014

**Recording Secretary**, American Forensics Association Division, National Communication Association, 2014-2016

**Peer Reviewer**, American Studies Division, National Communication Association, 2014

**Peer Reviewer**, Western States Communication Association, ORWAC, 2013

**Peer Reviewer**, Roundtables on Research Progress, National Communication Association, 2013

**Peer Reviewer**, American Studies Division, National Communication Association, 2013

**Recording Secretary**, American Forensics Association Division, National Communication Association, 2012-2014

**Peer Reviewer**, International Forensics Association, National Communication Association, 2011

**Peer Reviewer**, Feminist and Women's Studies Division, National Communication Association, 2009

**Registration Volunteer**, Organization for the Study of Communication, Language, and Gender Conference, Radisson Hotel Los Angeles, October 8 & 9, 2009

**UNIVERSITY (CALIFORNIA STATE UNIVERSITY, FULLERTON)**

**Participant**, Graduate Student Mentoring Program (CSUF), Fall 2019 – present

**Academic Senator**, CSUF, Fall 2018 – present

**Committee Member**, Library Committee (CSUF), Fall 2019 – Spring 2021

**Participant**, Graduate Student Mentoring Program (CSUF), Fall 2016 – Spring 2018

**High Impact Practices (HIP) Faculty**, CSUF, Fall 2016 – present

**Participant**, Faculty/Graduate Student Mentoring Program (CSUF), Fall 2015 – Spring 2016

**High Impact Practices (HIP) Faculty**, Pilot Study at CSUF, Fall 2015 – Spring 2016

**Mentor**, EPOCHS: Enhancing Post-baccalaureate Opportunities at CSUF for Hispanic Students Faculty/Student Mentoring Program, Fall 2014 – Spring 2015

**Member**, Search Committee for the Assistant Dean of Students for the College of Communications, October 2013

**Member**, Search Committee for the Dean of Students, (Representing faculty/academic senate), April 2013 – May 2013

### **UNIVERSITY (PREVIOUS INSTITUTIONS)**

**Member**, GTA Contract Bargaining Team, 2008 GEOC (Graduate Employees Organizing Committee), Wayne State University, 2008-2009

### **DEPARTMENTAL (HUMAN COMMUNICATION STUDIES, CSUF)**

**Advisor**, Lambda Pi Eta, Fall 2015 – present

**Advisor**, Speech & Debate Club, CSUF Spring 2020 – present

**Alternate member**, Executive Committee, Spring 2022

**Member**, ad hoc Department Personnel Standards Committee, Fall 2021 – Spring 2022

**Alternate member**, Department Personnel Committee, Fall 2021 – Spring 2022

**Alternate member**, Curriculum Committee, Spring 2021

**Alternate member**, Department Personnel Committee, Fall 2020 – Spring 2021

**Alternate member**, Department Personnel Committee, Fall 2019 – Spring 2020

**Chair**, Search Committee for the Co-Director of Forensics, Spring 2019

**Member**, Curriculum Committee, Fall 2017 – Spring 2019

**Chair**, Search Committee for the Assistant Director of Forensics, Summer 2017

**Member**, Search Committee for the Assistant Director of Forensics & Director of Debate, Spring 2016

**Advisor**, Speech & Debate Club, CSUF Fall 2015 – Spring 2016

**Chair**, Search Committee (Emergency Hire) for the Director of Debate, Summer 2015



**Chair**, Search Committee (Emergency Hire) for the Assistant Director of Forensics, Summer 2015

**Member**, Search Committee for the Rhetorical Critical/Cultural Studies position, Fall 2014 – Spring 2015

**Co-Chair**, Awards & Scholarships Committee, Fall 2014-Spring 2015

**Chair**, Search Committee (Emergency Hire) for the Director of Debate, Spring 2014

**Co-Chair**, Awards & Scholarships Committee, Fall 2013-Spring 2014

**Member**, Search Committee for Lecturer of Social Media, Summer 2013

**Member**, Nominating Committee for Chair of the Department of Human Communication Studies, September 2012 – October 2012

**Member**, Planning Committee for 50th Debate and Forensics Reunion, Spring 2011-September 2012

**Member**, Search Committee for Assistant Director of Forensics & Lecturer, Feb. 2012-May 2012

**Member**, Awards & Scholarships Committee, Fall 2012-Spring 2013.

**Chair**, Awards & Scholarships Committee, Fall 2011-Spring 2012.

### **DEPARTMENTAL (PREVIOUS INSTITUTIONS)**

**Graduate Student Representative**, Graduate Committee for the Department of Communication, Wayne State University, 2008-2009

**President**, Graduate Student Association, Department of Communication, Wayne State University, 2008-2009

**Invited Speaker**, Graduate Student Association Colloquium: “How to study for your comprehensive exams.” Wayne State University, Feb. 9, 2009

**Invited Speaker**, Graduate Student Association Colloquium: “What you need to know about submitting and presenting your research at a conference.” Wayne State University, Oct. 23, 2008

**Member**, Search Committee for Tenure Track Assistant Professor, Wayne State University, Dec. 2007-Feb. 2008

**Union Steward**, Department of Communication, Wayne State University, 2007-2008 and 2008-2009

**Secretary** of the Graduate Student Association, Department of Communication, Wayne State University, 2006-2007 and 2007-2008

**Critical Thinking Sub-Committee** for the Faculty Learning Community: Outcomes in the Major (Assesses Critical Thinking), Miami University, Fall 2005-Spring 2006

### **FORENSICS CSUF**

**Committee for Rookie Policy Debate**, District 1 National Policy Debate, 2021-2022

**Co-Tournament Director**, Fullerton Georgetown College Tournament, January 2-6, 2021

**Tournament Director**, The Brusckke HS Invitational Speech & Debate Tournament, April 13-14, 2013; April 12-13, 2014, April 25-26, 2015, April 30-May 1, 2016, April 14-15, 2017, April 28-29, 2018, March 16-17, 2019; March 14-15, 2020 (event canceled due to Covid-19), March 13-14, 2021

**Tournament Director**, HS Invitational Speech & Debate Tournament, Southern California Urban Debate League, October 18-20, 2013, October 17-19, 2014, October 16-18, 2015, October 14-16, 2016, October 13-15, 2017, October 12-14, 2018, October 18-20, 2019, October 16-18, 2020, October 15-17, 2021

**Tournament Director**, Kathryn Klassic Winter Tournament, January 7-9, 2012; January 7-9 2013; January 7-9 2014, January 7-9, 2015, January 7-9, 2017, January 7-9, 2019

**Adviser of Southern California Urban Debate League**, California State University, Fullerton, Spring 2012, 2013-2016

**Final Round Judge** (includes a presentation of oral debate critique), Cross Examination Debate Association, March 2012

**Tournament Administrator**, The Brusckke HS Invitational Speech & Debate Tournament, April 2011, April 2012

**Tournament Administrator**, Kathryn Klassic Winter Tournament, January 7-9, 2011

**Tournament Administrator**, HS Invitational Speech & Debate Tournament, Southern California Urban Debate League, October 2010, October 2011, October 2012

### **FORENSICS (PREVIOUS INSTITUTIONS)**

**Volunteer Judge**, Detroit Public Schools Urban Debate League, 2006-2009

**Volunteer Judge**, Michigan Novice Forensics State Tournament, Wayne State University, Feb. 7, 2009

**Co-Coordinator** of the 2008 Presidential Debate Watch, Wayne State University

**Co-Coordinator**, Detroit Public Schools Urban Debate League, 2007-2008

**Participant in the Audience Debate Forum**, “Resolved: Wal-Mart is good for America.” Debated graduate teaching assistants in a public debate for COM 135 students; Miami University, Oct. 19, 2005

**Coordinator of Audience Debate Forums**, Miami University, Oxford, OH, 2004-2006

**Student Participant** in the International British Debate, John Carroll University, Oct. 2003

**Student Participant** in the Student Debate on Iraq, John Carroll University, Dec. 2002

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### PROFESSIONAL ORGANIZATIONS

American Forensic Association (2012-present)  
Rhetoric Society of America (2008-present)  
National Communication Association (2005-present)  
Western Communication Association (2013-2015)  
Organization for the Study of Communication, Language and Gender (2007-2009)  
Eastern Communication Association (2005-2007)  
Central Communication Association (2006)

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### ADDITIONAL REFERENCES

Dr. William Trapani III,  
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# STELLA TING-TOOMEY

## CURRICULUM VITAE

### OFFICE:

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California State University at Fullerton  
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### C.V. DATE:

Jan. 1<sup>st</sup>, 2022

### EDUCATION

- Ph.D. Department of Speech Communication, University of Washington, 1981.  
Major Emphasis: Interpersonal-Small Group & Intercultural Communication.
- M.A. Department of Communication Studies, University of Iowa, 1976.  
Major Emphasis: Communication Theory & Research.
- B.A. Department of Communication Studies, University of Iowa, 1975.  
Major Emphasis: Mass Communication.

### UNIVERSITY POSITIONS

- 1992-Present Professor, Department of Human Communication Studies, California State University at Fullerton. **Teaching/Research Areas:** Intercultural Communication & Intercultural Conflict
- 1989-1992 Associate Professor, Department of Speech Communication, California State University at Fullerton.
- 1987-1989 Associate Professor, Department of Communication, Arizona State University.
- 1981-1987 Assistant Professor, Department of Communication, Rutgers University.

### SPECIAL UNIVERSITY HONORS & INVITATIONAL POSITIONS

- 2007-08: California State University, Fullerton: Outstanding Professor Award.
- 2007-08: CSU-23 Campus-wide: The Wang Family Excellence Award -- Outstanding Faculty Professor, California State University System.
- Spring, 2006: Invited Knapp Endowed Chair of Liberal Arts, & Visiting Professorship with Dept. of Communication Studies, University of San Diego, CA.
- Summer, 2006: Invited Foreign Visiting Professor & Research Fellow of the Graduate School of Education & Social Psychology, Nagoya University, JAPAN.

## COURSES TAUGHT

Intercultural Communication Theory, Intercultural Communication Training, Intercultural Conflict: Theory & Practice, Asian American Communication, Interpersonal Conflict Management, Language Behavior & Communication, Interpersonal Communication, Interpersonal Communication Theory & Method, Small Group Communication, Family Communication, Hybrid Introduction to Human Communication, Advanced Seminar in Communication Theory and Research, Graduate Seminar in Intercultural Communication Theory, Ph.D. Seminar in Language & Message Systems, Ph.D. Seminar in Communication Research Methods, Ph.D. Seminar in Qualitative Research Methods, Ph.D. Seminar in Interpersonal Communication.

## SCHOLARLY PUBLICATIONS--BOOKS

Ting-Toomey, S., & Chung, L. C. (2022). **Understanding Intercultural Communication, Third Edition**. New York: Oxford University Press. [Book Length: 388 pages +; 2-column format]

UIC Text Supplement: Ting-Toomey, S., Chung, L. C., & Flecky, A. (2022). **Instructor's Manual & Test Bank to Accompany UIC, Third Edition**. New York: Oxford University Press. [UIC-IM, 3<sup>rd</sup> Edition: Password On-Line Access: 550+ pages]. Plus UIC3: 12 Chapters Brand New Updated PowerPoint Decks [with Design Support: Alex Bryan].

UIC Text Supplement: Ting-Toomey, S., Chung, L. C., & Flecky, A. (2022). **On-Line UIC Student Resources: An Interactive Student Study Guide + Intercultural Student Tour Guide, Third Edition**. New York: Oxford University Press. [350+ pages]. Online Access at: [https://learninglink.oup.com/access/ting-toomey3e-student-resources#tag\\_sample-resources](https://learninglink.oup.com/access/ting-toomey3e-student-resources#tag_sample-resources)

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Ting-Toomey, S., & Dorjee, T. (2019). **Communicating Across Cultures, Second Edition**. New York: The Guilford Press. [Book Length: 464 pages]

Oetzel, J. G., & Ting-Toomey, S. (Eds.). (2013). **The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice, Second Edition**. Los Angeles, CA: Sage Publications. [Monograph Book Length: 898+ pages]

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Ting-Toomey, S., & Chung, L. C. (2012). **Understanding Intercultural Communication, Second Edition**. New York: Oxford University Press. [Book Length: 326+ pages; 2-column format]

UIC Text Supplement: Ting-Toomey, S., Chung, L. C., & Flecky, A. (2012). **Instructor's Manual & Test Bank to Accompany UIC, Second Edition**. New York: Oxford University Press. [UIC-IM, 2nd Edition: Hard Copy Available & Password On-Line Access: 493 pages]. Plus UIC2 12 Chapters PowerPoint Sets [with Design Support: Alex Flecky & Noorie Baig].

UIC Text Supplement: Ting-Toomey, S., Chung, L. C., & Flecky, A. (2012). **On-Line UIC Student Resources: An Interactive Student Study Guide –Student Success Manual, Second Edition**. New York: Oxford University Press. [ [www.oup.com/us/tingtoomey](http://www.oup.com/us/tingtoomey) ] [220 pages]

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Oetzel, J.G., & Ting-Toomey, S. (Eds.). (2006). **The SAGE Handbook of Conflict Communication: Integrating Theory, Research, and Practice**. Thousand Oaks, CA: Sage. [Text Length: 792 pages]

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Ting-Toomey, S., & Chung, L.C. (2005). **Understanding Intercultural Communication**. Los Angeles, CA: Roxbury Publishing Company. [Text Length: 404 pages]

UIC Text Supplement: Ting-Toomey, S., Chung, L. C., & Flecky, A. (2005). **Instructor's Manual & Testing Program for UIC**. Los Angeles, CA: Roxbury. [IM Hard Copy Available & On-Line Access: 447 pages].

UIC Text Supplement: Ting-Toomey, S., Chung, L. C., & Flecky, A. (2005). **On-Line UIC Interactive Student Study Guide**. Los Angeles, CA: Roxbury. [Internet Access: www.roxbury.net: app. 360 pages]

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Ting-Toomey, S., & Oetzel, J. (2001). **Managing Intercultural Conflict Effectively**. Thousand Oaks, CA: Sage Publications.

Ting-Toomey, S. (1999). **Communicating Across Cultures**. New York: The Guilford Press.

Gao, G., & Ting-Toomey, S. (1998). **Communicating Effectively with the Chinese**. Thousand Oaks, CA: Sage Publications.

Gudykunst, W., Ting-Toomey, S., & Nishida, T. (Eds.).(1996). **Communication in Personal Relationships across Cultures**. Thousand Oaks, CA: Sage.

Gudykunst, W., Ting-Toomey, S., Sudweeks, S., & Stewart, L. (1995). **Building Bridges: Interpersonal Skills for a Changing World**. Boston: Houghton Mifflin Company.

Ting-Toomey, S. (Ed.). (1994). **The Challenge of Facework: Cross-cultural and Interpersonal Issues**. New York: State University of New York-Albany Press.

Korzenny, F., & Ting-Toomey, S. (Eds.). (1992). **Mass Media Effects Across Cultures**. Newbury Park, CA: Sage Publications.

Ting-Toomey, S., & Korzenny, F. (Eds.). (1991). **Cross-cultural Interpersonal Communication**. Newbury Park, CA: Sage Publications.

Korzenny, F., & Ting-Toomey, S. (Eds.). (1990). **Communicating for Peace: Diplomacy and Negotiation across Cultures**. Newbury Park, CA: Sage Publications.

Ting-Toomey, S., & Korzenny, F. (Eds.). (1989). **Language, Communication, and Culture: Current Directions**. Newbury Park, CA: Sage Publications.

Gudykunst, W., & Ting-Toomey, S., with Chua, E. (1988). **Culture and Interpersonal Communication**. Newbury Park, CA: Sage.

Stewart, L., & Ting-Toomey, S. (Eds.).(1987). **Communication, Gender and Sex Roles in Diverse Interaction Contexts**. Norwood, NJ: Ablex Publications.

Gudykunst, W., Stewart, L., & Ting-Toomey, S. (Eds.).(1985). **Communication, Culture, and Organizational Processes**. Beverly Hills, CA: Sage.

### **Journal Articles/Book Chapters**

Ting-Toomey, S. (2022, in press). Conflict face-negotiation theory in intercultural-interpersonal contexts. In J. T. Austin, M. Orbe, & J. Sims (Eds), *Communication Theory: Racially Diverse and Inclusive Perspectives* (pp. XX- YY). San Diego, CA: Cognella.

Leonard, A., Ting-Toomey, S., & Dorjee, T. (2022, in press). ‘If you were a good Christian, you would...’: Navigating perceived identity gaps in Protestant intrafaith romantic relationships: *Journal of Communication & Religion*, 45(1), pp. XX-YY. [referred journal article: ms. accepted as submitted: by reviewers + Journal Editor: Dr. Ronald C. Arnett; Arielle Leonard: CSUF-HCOM MA Student]

Ting-Toomey, S., & Martinez, L. (2020). Navigating interfaith family communication: Research trends and applied implications. In J. Soliz & C. Colaner (Eds.), *Navigating Relationships in the Modern Family: Communication, Identity, and Difference* (pp. 33-49). New York: Peter Lang Publishers. [Laura Martinez: MA CSUF-HCOM MA Student]

Dorjee, T., & Ting-Toomey, S. (2020). Understanding intergroup conflict complexity: An application of the socioecological framework and the integrative identity negotiation theory. *Journal: Negotiation and Conflict Management Research*, 13(3),244-262.  
doi:[10.1177/0093650215607959](https://doi.org/10.1177/0093650215607959)

Zhang, Q., Oetzel, J., Ting-Toomey, S., & Zhang, J. (2019). Making up or getting even? The effects of face concerns, self-construal, and apology on forgiveness, reconciliation, and revenge in the U.S. and China. *Communication Research*, 46(4), 503-524. doi:[10.1177/0093650215607959](https://doi.org/10.1177/0093650215607959)

Ting-Toomey, S. (2018a). Identity negotiation theory. In Y.Y. Kim (Ed.), *International Encyclopedia of Intercultural Communication* (Vol. 2, pp. 878-883). Malden, MA: Wiley-Blackwell.

Ting-Toomey, S. (2018b). Facework and face negotiation theory. In Y.Y. Kim (Ed.), *International Encyclopedia of Intercultural Communication* (Vol. 2, pp. 775-779). Malden, MA: Wiley-Blackwell.

Ting-Toomey, S. (2018c). Identity negotiation theory and mindfulness practice. In H. Giles & J. Harwood, *Oxford Encyclopedia of Intergroup Communication* (pp. 560-577). New York: Oxford University Press.

Ting-Toomey, S. & Dorjee, T. (2017). Multifaceted identity approaches and cross-cultural communication styles: Selective overview and future directions. In L. Chen (Ed.). *Handbook of Intercultural Communication* (pp. 141-177). Berlin, Germany: De Gruyter Mouton.



Ting-Toomey, S. (2017). Conflict face-negotiation theory: Tracking its evolutionary journey. In X.-d. Dai & G. M. Chen (Eds.), *Conflict Management and Intercultural Communication: The Art of Intercultural Harmony* (pp. 123-143). Abingdon, UK: Routledge.

Ting-Toomey, S. (2016). Identity negotiation theory. In C. Berger & M. Roloff (Eds.), *The International Encyclopedia of Interpersonal Communication* (pp. XX-YY). Malden, MA: Wiley-Blackwell.

Martinez, L., Ting-Toomey, S., & Dorjee, T. (2016). Identity management and relational culture in interfaith marital communication in a United States context: A qualitative study. *Journal of Intercultural Communication Research, Volume 45, No. 5-6, 503-525.*

Zhang, Q., Ting-Toomey, S., Oetzel, J., & Zhang, J. (2015). The Emotional Side of forgiveness: A cross-cultural investigation of the role of anger and compassion and face threat in interpersonal forgiveness and reconciliation. *Journal of International & Intercultural Communication, Volume 8, Issue 4, pp. 311-329.*

Ting-Toomey, S. & Dorjee, T. (2015). Intercultural and intergroup communication competence: Toward an integrative perspective. In Annegret F. Hannawa & Brian H. Spitzberg (Eds.), *The Handbook of Communication Science: Communication Competence, Volume 22* (pp. 503-538). Berlin, Germany: De Gruyter Mouton.

Ting-Toomey, S. (2015). Intercultural conflict styles and facework. In Wolfgang Donsbach (Ed.), *Concise Encyclopedia of Communication (CEC), abridged edition* (pp. 270-271). Malden, MA: Wiley-Blackwell.

Ting-Toomey, S. (2015a). Mindfulness. In J. Bennett (Ed.), *Sage Encyclopedia of Intercultural Competence Volume 2* (pp. 620-626). Los Angeles, CA: Sage.

Ting-Toomey, S. (2015b). Identity negotiation theory. In J. Bennett (Ed.), *Sage Encyclopedia of Intercultural Competence, Volume 1* (pp. 418-422). Los Angeles, CA: Sage.

Ting-Toomey, S. (2015c). Facework/Facework negotiation theory. In J. Bennett (Ed.), *Sage Encyclopedia of Intercultural Competence, Volume 1* (pp. 325-330). Los Angeles, CA: Sage.

Ting-Toomey, S. (2015d). Meta-ethics contextualism position. In J. Bennett (Ed.), *Sage Encyclopedia of Intercultural Competence, Volume 2* (pp. 611-615). Los Angeles, CA: Sage.

Dorjee, T., & Ting-Toomey, S. (2015). Honor killing: Multidimensional and multilevel perspectives. In B. Miller & J. Wright (Eds.), *International Encyclopedia of Social and Behavioral Sciences, 2<sup>nd</sup> Edition* (pp. 185-191). Oxford, UK: Elsevier Ltd.

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Zhang, Q., Ting-Toomey, S., & Oetzel, J. G. (2014). Linking emotion to the conflict face-negotiation theory: A U.S.-China investigation of the mediating effects of anger, compassion, and guilt in interpersonal conflict. *Human Communication Research, Volume 40, Issue 3, 373-395.*  
doi:10.1111/hcre.12029

Baig, N., Ting-Toomey, S., & Dorjee, T. (2014). Intergenerational narratives on face: A South Asian Indian American perspective. Journal of International & Intercultural Communication, Volume 7, No. 2, 127-147.

Fletcher, C.V., Nakazawa, M., Chen, Y.-W., Oetzel, J., Ting-Toomey, S., Chang, S.-J., & Zhang, Q. (2014). Establishing cross-cultural measurement equivalence of scales associated with face-negotiation theory: A critical issue in cross-cultural comparisons. Journal of International & Intercultural Communication. Volume 7, No. 2, 148-169.

Ting-Toomey, S. (2014). Managing identity issues in intercultural conflict communication: Developing a multicultural identity attunement lens. In V. Benet-Martinez & Y.-Y. Hong Eds.), The Oxford Handbook of Multicultural Identity: Basic and Applied Psychological Perspectives (pp. 485-506). New York: Oxford University Press.

Ting-Toomey, S., & Dorjee, T. (2014). Language, identity, and culture: Multiple identity-based perspectives. In T. Holtgraves (Ed.), The Oxford Handbook of Language and Social Psychology (pp. 27 – 45). New York: Oxford University Press.

Zhang, R., & Ting-Toomey, S. (2014). Analyzing an intercultural conflict case study: Application of a social ecological perspective. In M. Hinner (Ed.), Chinese Culture in a Cross-Cultural Comparison (pp. 485-510). Frankfurt, GERMANY: Peter Lang/PL Academic Research. [Reprinted with permission of the authors & editors.]

[The above article -- Zhang & Ting-Toomey-- was originally published in]:

Zhang, R., & Ting-Toomey, S. (in press). Analyzing an intercultural conflict case study: Application of a social ecological perspective. In B. Hoffer, J. Yuxin, & N. Honna (Eds.), Intercultural Communication in the Third Millennium: East and West (pp. XX – XX). Shanghai, CHINA: Shanghai Education University Press.

Hotta, J., & Ting-Toomey, S. (2013). Intercultural adjustment and friendship dialectics in international students: A qualitative study. International Journal of Intercultural Relations, Vol. 37, pp. 550-566.

Toomey, A., Dorjee, T., & Ting-Toomey, S. (2013). Bicultural identity negotiation, conflicts, and intergroup communication strategies. Journal of Intercultural Communication Research, Vol. 42, Issue No. 2, 112-134.

Dorjee, T., Baig, N., & Ting-Toomey, S. (2013). A social ecological perspective in understanding ‘honor killing’: An intercultural moral dilemma. Journal of Intercultural Communication Research, Vol. 42, Issue No. 1, pp. 1-21.

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## **Special Interviews or Forum Briefs**

Ting-Toomey, S. (2021, July 14). Zoom Interview-Conversation on: “Intercultural Communication: Conflict Face-Negotiation Theory” -interviewed by Dr. Annegret Hannawa, Director, Center for the Advancement of Healthcare Quality & Safety (CAHQS), Faculty of Communication, Culture & Society, Università della Svizzera italiana (USI), Switzerland. Website Podcast Series Link: <https://annegrethannawa.com/the-power-of-communication>

Ting-Toomey, S., & Chung, L. (2021, Oct. 14). Zoom Interview-Conversation on: “Understanding Intercultural Communication text-book authors discussion” with students from the Nobel Program—facilitated by Dr. Darla Deardorf & Dr. David Wick. Dr. Darla Deardorf, Research Fellow (Social Science Research Institute), Duke University, Durham, NC. Dr. David Wick, Professor, Middlebury Institute of International Studies, Monterey, CA.

Ting-Toomey, S. (2019). Opinion Column: “Playing with Facework: The Meandering Theorizing Journey.” In Society for Intercultural Education, Training, & Research-- SIETAR/USA organization – May Newsletter Edition, 2019. [www.sietarusa.org](http://www.sietarusa.org)

Ting-Toomey, S. (2012). “A Multilayered Ethics Lens: An Inquisitive Frame.” In Society for Intercultural Education, Training, & Research-- SIETAR/USA organization—Eye on Ethics Discussion Forum—August Newsletter Edition, 2012. [www.sietarusa.org](http://www.sietarusa.org)

“An Interview with Stella Ting-Toomey—on Intercultural Pathways-- by Anna Collier”: Published in the American Field Service--AFS Intercultural Programs--Intercultural Link Newsletter, Volume 3, Issue 3, Global Edition, July-Sept., 2012. <http://www.afs.org/news-and-events/afs-publications/icl-newsletters/>

"An Interview with Stella Ting-Toomey on Language, Communication, & Culture-- by Maria Luisa Perez Canado": Published in the Language and Intercultural Communication Journal, 2008, Vol. 8, No. 3, pp. 209-217. UK: Multilingual Matters. [www.multilingual-matters.net/laic/008/0209/laic0080209.pdf](http://www.multilingual-matters.net/laic/008/0209/laic0080209.pdf)

"An Interview with Stella Ting-Toomey by Thiagi: A Conversation with an Expert in Intercultural Communication": Published in the Play for Performance Newsletter, 2003, October Issue.

"Dr. Stella Ting-Toomey: Senior Interculturalist -- Profile Interview by Susana Rinderle": Published in the Society for Intercultural Education, Training, & Research (SIETAR) Newsletter, 2002, January Issue.

## **PROFESSIONAL PAPERS**

### **Competitively-Selected Papers/Panels**

Cravalho, A., & Ting-Toomey, S. (2021, May). From online to offline intercultural encounters: interpretive turning point events in developing romantic relationships. International Communication Association conference, Denver, CO.

Ting-Toomey, S., & Martinez, L. (2020, Nov.). *Navigating interfaith family communication: Research trends and applied implications.* National Communication Association conference, Indianapolis, IN.

Leonard, A., Ting-Toomey, S., & Dorjee, T. (2019, Nov.). Navigating perceived identity gaps in intrafaith romantic relationships: “If you were a good Christian, you would...” National Communication Association conference, Baltimore, MD.

Martinez, L., Ting-Toomey, S., & Dorjee, T. (2018, May). Negotiating religious and relational identity in interfaith marital communication: An interpretive study. International Communication Association conference, Prague, Czech Republic.

Ting-Toomey, S. (2017, May). Transforming conflict face-negotiation theory into practice: A “Third Face” perspective. International Communication Association conference, San Diego.

Martinez, L., Ting-Toomey, S., & Dorjee, T. (2016, Nov.). Identity management and relational culture in interfaith marital communication: A qualitative study. National Communication Association conference, Philadelphia, PA.

Ting-Toomey, S., & Dorjee, T. (2016, Nov.). Intercultural and intergroup communication competence: Toward an integrative perspective: Highlights. National Communication Association conference, Philadelphia, PA.

Zhang, Q., Ting-Toomey, S., Oetzel, J., & Zhang, J. (2015, May). Emotional Side of forgiveness: A cross-cultural investigation of the role of anger and compassion and face threat in interpersonal forgiveness and reconciliation. International Communication Association conference, Puerto Rico.

Zhang, Q., Oetzel, J., & Ting-Toomey, S., Zhang, J. (2015, April). Making up or getting even? The effects of face concerns, self-construal, and apology on forgiveness, reconciliation, and revenge in the U.S. and China. Eastern Communication Association conference, Philadelphia, PA. **(Top Papers Recognition Panel in ECA Intercultural Communication Interest Group)**

Baig, N., Ting-Toomey, S., & Dorjee, T. (2014, November). Intergenerational accounts on face concerns in intercultural dating: A South Asian Indian American lens. National Communication Association conference, Chicago, IL.

Zhang, Q., Ting-Toomey, S., & Oetzel, J. G. (2014, April). Linking emotion to the conflict face-negotiation theory: A U.S.-China Investigation of the Mediating Effects of Anger, Compassion, and Guilt in Interpersonal Conflict. Paper presented at the annual Eastern Communication Association conference, Providence, RI. **(Top Papers Recognition Panel in ECA Intercultural Communication Interest Group)**

Baig, N., Ting-Toomey, S., & Dorjee, T. (2013, November). Intergenerational narratives on face: A South Asian Indian American perspective. National Communication Association conference, Washington DC.

Toomey, A., Dorjee, T., & Ting-Toomey, S. (2013, February). Bicultural identity negotiation, conflicts, and intergroup communication strategies. Western States Communication Association conference, Reno, NV.

Hotta, J., & Ting-Toomey, S. (2012, May). Intercultural adjustment and friendship dialectics in international students: A qualitative study. International Communication Association conference, Phoenix, AZ.

Dorjee, T., Baig, N., & Ting-Toomey, S. (2012, May). A social ecological perspective in understanding ‘honor killing’: An intercultural moral dilemma. International Communication Association conference, Phoenix, AZ.

Fletcher, C.V., Nakazawa, M., Chen, Y., Oetzel, J., Ting-Toomey, S., Chang, S., & Zhang, Q. (2011, November). Establishing cross-cultural measurement equivalence of scales associated with face-negotiation theory: A critical issue in cross-cultural comparisons. National Communication Association conference, New Orleans,

Zhang, R., & Ting-Toomey, S. (2010, November). Analyzing an intercultural conflict case study: Application of a social ecological perspective. National Communication Association conference, San Francisco.

Zhang, R., Ting-Toomey, S., & Lee, P. (2010, June). Culture and self-construal as predictors of relational responses to emotional infidelity: China and the United States. International Communication Association conference, Singapore.

Motozuka, H., & Ting-Toomey, S. (2008, November). Intercultural adjustment training: A proposed model and sample application tools. National Communication Association conference, San Diego.

Ting-Toomey, S., & Chung, L. (2008, October). Culture shock: How much shock can you take? North America Simulation and Gaming Association (NASAGA) conference, Indianapolis.

Rosler, S., Ting-Toomey, S., & Lee, P. (2007, November). Family communication patterns and conflict management styles in dating relationships. National Communication Association conference, Chicago.

Ting-Toomey, S. (2007, August). A culture-sensitive situational model to guide cross-cultural communication and management research practices. IEASA (International Education Association of South Africa Annual) Conference. Port Elizabeth, SOUTH AFRICA.

Ting-Toomey, Stella (2006, June). The Japanese Intercultural Communication Field as viewed from Within and Outside of Japan--The Outsider Perspective. The Communication Association of Japan Conference, Obirin University, Machida, Tokyo, JAPAN.

Ting-Toomey, Stella (2005, May). Intercultural Conflict "Compromise": Asian and Western Views. International Communication Association Conference, New York.

Stephens, A., Ting-Toomey, S., & Lee, P. (2001, May). Self-construal and relationship maintenance strategies in intimate relationships. International Communication Association convention, Washington, D.C.

Oetzel, J., Ting-Toomey, S., Wilcox, R., Takai, J., & Pan, X. (2000, November). An analysis of the relationships among face concerns and facework behaviors in perceived conflict situations: A four-culture investigation. National Communication Association convention, Seattle, WA. [**Intercultural Top-Three Paper Award**]

Oetzel, J., Ting-Toomey, S., Masumoto, T., Yokochi, Y., Pan, X., Takai, J., & Wilcox, R.. (2000, June). Face behaviors in interpersonal conflicts: A comparison of Germany, Japan, S. Korea, and the United States. International Communication Association convention, Acapulco, MEXICO. [**Intercultural Top-Ranked Paper Award**]

Oetzel, J., Ting-Toomey, S., & Chew Sanchez, M. (1999, November). Face and facework in conflicts with parents and siblings; A cross-cultural comparison of Germans, Japanese, Mexicans, and U.S. Americans. Speech Communication Association convention, Chicago, IL.

Ting-Toomey, S. (1999, August). Intercultural conflict practice: Applications. Academy of Management Association conference, Chicago, IL. (invited)

Oetzel, J., Ting-Toomey, S., Masumoto, T., & Yokochi, Y. (1999, May). Developing a cross-cultural typology of facework behaviors in interpersonal conflicts. International Communication Association convention, San Francisco, CA. [Intercultural **Top-Ranked Paper Award**]

Ting-Toomey, S., Oetzel, J., & Yee-Jung, K. (1998, February). Self construal types and conflict management styles. Western State Communication Association convention, Denver, CO.

Ting-Toomey, S. (1997, March). Face-negotiation theory: From theory to practice. Applying Intercultural Communication Theory Symposium, CSUF Communication from Individualistic and Collectivistic Perspectives Conference, Fullerton, CA. (invited)

Ting-Toomey, S. (1996, November). Managing ethnic identity: An identity-dialectics framework. Speech Communication Association convention, San Diego, CA.

Yee-Jung, K. & Ting-Toomey (1996, March). Strength of ethnic identity and interpersonal conflict styles among Asian Americans. CSUF Theory and Research on Culture and Communication Conference, Fullerton, CA.

Ting-Toomey, S. & Gao, G. (1996, March). Intercultural Communication: Qualitative Research Approaches. CSUF Theory and Research on Culture and Communication Conference, Fullerton, CA. (invited workshop session)

Matsumoto, Y., Gudykunst, W., Ting-Toomey, S., Nishida, T., Kim, K. S., & Heyman, S. (1995, May). The Influence of individualism -collectivism on communication styles. International Communication Association convention, Albuquerque, NM. (Intercultural Communication Division: **Top-Three Paper Award**)

Ting-Toomey, S., Yee-Jung, K., Shapiro, R., Garcia, W., & Wright, T. (1994, November). Ethnic identity salience and conflict styles in four groups: African Americans, Asian Americans, European Americans, and Latino Americans (competitively-selected panel). Speech Communication Association convention, New Orleans, LA.

Hoppe, A., & Ting-Toomey, S. (1994, November). Relational dialectics and management strategies in marital couples: A qualitative study. Speech Communication Association convention, New Orleans, LA.

Chung, L. & Ting-Toomey, S. (1994, July). Ethnic identity and relational expectations among Asian Americans. International Communication Association convention, Sydney, AUSTRALIA.

Gudykunst, W., Matsumoto, Y., Ting-Toomey, S., Nishida, T., Kim, K., & Heyman, S. (1994, July). Measuring self construal across cultures. International Communication Association convention, Sydney, AUSTRALIA. (Intercultural Communication Division: **Top-Ranked Paper Award**)

Cocroft, B. & Ting-Toomey, S. (1993, May). Facework in Japan and the United States. International Communication Association convention, Washington, DC.

Ting-Toomey, S., Gao, G., Trubisky, P., Nishida, T., Lin, S. L., & Kim, H.S. (1992, January). Self-consciousness dimensions and conflict styles in five cultures. International Association of Cross-Cultural Psychology (Fourth Asian Regional Congress) convention, Kathmandu, NEPAL.

Ting-Toomey, S., Trubisky, P., Brusckhe, J., Nadamitsu, Y., Sakai, J., Nishida, N., & Baker, J. (1991, February). Face and culture: Toward the development of a facework taxonomy. Western Speech Communication Association convention, Phoenix, AZ. (Intercultural Communication Division: **Top-Ranked Paper Award**)

Ting-Toomey, S., Gao, G., Yang, Z., Trubisky, P., Kim, H.S., Lin, S.-L., & Nishida, T. (1990, November). Face maintenance dimensions and conflict styles in five cultures. Speech Communication Association convention, Chicago, IL. (International & Intercultural Communication Division: **Top-Three Paper Award**)

Ting-Toomey, S., & Cole, M. (1990, June). Intergroup diplomatic communication: A face-negotiation perspective. International Communication Association convention, Dublin, IRELAND.

Trubisky, P., Ting-Toomey, S., Lin, S. L. (1990, June). The influence of individualism-collectivism and self-monitoring on conflict styles. International Communication Association convention, Dublin, IRELAND.

Ting-Toomey, S. (1990, February). Cross-cultural interpersonal conflict: Current status and future directions. Western Speech Communication Association convention, Sacramento, CA.

Ting-Toomey, S., Trubisky, P., & Nishida, T. (1989, November). An analysis of conflict styles in Japan and the United States. Speech Communication Association convention, San Francisco, CA. (Intercultural Communication Division: **Top-Ranked Paper Award**)

Ting-Toomey, S. (1989, May). Identity and intergroup-interpersonal bonding. International Communication Association convention, San Francisco, CA.

Ting-Toomey, S., & Gao, G. (1989, March). Intercultural adaptation process in Japan: Perceived similarity, self-consciousness, and language competence. International Conference on Cross-Cultural Communication, San Antonio, TX.

Gudykunst, W., Gao, G., Sudweeks, S., Ting-Toomey, S., & Nishida, T. (1989, March). Developmental themes in opposite-sex, Japanese-North American interpersonal relationships. International Conference on Cross-Cultural Communication, San Antonio, TX.

Sudweeks, S., Gudykunst, W., Ting-Toomey, S., & Nishida, T. (1988, July). Developmental themes in Japanese-North American interpersonal relationships. Fourth International Conference on Personal and Social Relationships, Vancouver, B.C.

Ting-Toomey, S. (1988, May). Intercultural conflicts: A face-negotiation theory. International Communication Association convention, New Orleans, LA. (Intercultural & Development Communication Division: **Top-Three Paper Award**)

Ting-Toomey, S. (1987, May). A comparative analysis of the communicative dimensions of love, disclosure maintenance, ambivalence, and conflict in three cultures: France, Japan, and the United States. International Communication Association convention, Montreal, CANADA.

Stewart, L., Ting-Toomey, S., Gudykunst, W., & Nishida, T. (1987, May). Communicative responses to problematic situations in Japanese organizations. International Communication Association convention, Montreal, CANADA.

Ting-Toomey, S., (1987, May). Rhetorical sensitivity style in three cultures: France, Japan, and the United States. Eastern Communication Association convention, Syracuse, NY.

Koike, H., Gudykunst, W., Stewart, L., Ting-Toomey, S., & Nishida, T. (1986, May). Communication openness, satisfaction, and length of employment in Japanese organizations. International Communication Association convention, Chicago, IL.

Stewart, L., Gudykunst, W., Ting-Toomey, S., & Nishida, T. (1985, May). The effect of decision-making style on openness and satisfaction within Japanese organizations. International Communication Association convention, Honolulu, HI.

Ting-Toomey, S. (1985, May). Japanese communication patterns: Insider versus the outsider perspective. Eastern Communication Association convention, Providence, RI. \*(ERIC ED 243 166)\*

Ting-Toomey, S. (1984, August). Intercultural misunderstanding: An interpretive analysis. 7th World Congress of Applied Linguistics international conference, Brussels, Belgium.

Ting-Toomey, S. (1984, May). Conflict management styles in Black and White subjective cultures. International Communication Association convention, San Francisco, CA. \*(ERIC ED 243 166)\*

Ting-Toomey, S. (1984, March). Intercultural understanding: An interpretive perspective. Eastern Communication Association convention, Philadelphia, PA. \*(ERIC ED 243 154)\*

Ting-Toomey, S. (1983, November). Culture and communication: An ethnographic coherence approach. Culture in Communication Seminar, Speech Communication Association convention, Washington, DC.

Ting-Toomey, S. (1983, November). Intracultural and intercultural encounters: A developmental perspective. Speech Communication Association convention, Washington, DC.

Ting-Toomey, S. (1983, October). Complaint as a conversational construct. Sixth Annual Communication, Language, and Gender conference, New Brunswick, NJ.

Ting-Toomey, S. (1983, July). Conflict negotiation styles in the United States and the Japanese organizations. International Communication Association Communication Association of the Pacific international conference, Seoul, S. Korea.

Ting-Toomey, S. (1983, July). Qualitative research in intercultural communication. International Communication Association-Communication Association of the Pacific international seminar, Tokyo, Japan. \*(ERIC ED 233 409)\*

Ting-Toomey, S. (1983, May). The world hypotheses: Implications for intercultural communication research. International Communication Association convention, Dallas, TX.

Ting-Toomey, S. (1983, May). Technological culture: A value orientations' approach. Society for Intercultural Education, Training and Research international conference, San Gimignano, ITALY.

Ting-Toomey, S. (1983, May). A cultural analysis of conflict. Society for Intercultural Education, Training and Research international conference, San Gimignano, ITALY.

Ting-Toomey, S. (1983, April). Stress management styles in the United States and Japan. Eastern Communication Association convention, Ocean City, MD.

Ting-Toomey, S. (1983, March). The "root metaphor" orientations: Implications for intercultural communication researchers. Fifth Annual International Conference on Culture and Communication, Philadelphia, PA.

Ting-Toomey, S. (1982, November). Toward a theory of conflict and culture. Intercultural Communication Theory Action Caucus, Speech Communication Association convention, Louisville, KY. \*(ERIC ED 225 201)\*

Ting-Toomey, S. (1982, October). Communication of love and decision-making power in dating relationships. Communication, Language and Gender conference, Athens, OH. \*(ERIC ED 224 066)\*

Ting-Toomey, S. (1982, October). An exploratory study of verbal negotiation patterns in high versus low marital adjustment systems. National Council on Family Relations conference, Washington, DC.

Ting-Toomey, S. (1982, May). Coding conversation between intimates: A validation study of the Intimate Negotiation Coding System (INCS). Eastern Communication Association convention, Hartford, CT. (Interpersonal Communication Division: **Top-Ranked Paper**) (ERIC ED 224 068)

Ting-Toomey, S. (1982, May). An analysis of communication patterns in differentially satisfied marital couples. International Communication Association convention, Boston, MA.

Ehrenhaus, P., & Ting-Toomey, S. (1982, March). Conversational coherence and attributional processes. Temple University Discourse Analysis Conference, Philadelphia, PA.

Ting-Toomey, S. (1980, August). Conflict: A conceptual framework. Communication Association of the Pacific international conference, Honolulu, HI.

Ting-Toomey, S. (1980, July). Talk as a cultural resource in the Chinese-American speech community. Communication Association of the Pacific international convention, Agana, GUAM.

Ting-Toomey, S. (1980, May). Ethnic identity and close friendship in Chinese-American college students. International Communication Association international convention, Acapulco, Mexico. \*(ERIC ED 191 113)\* (Intercultural Communication Division: **Top-Ranked Student Paper Award**)

Ting-Toomey, S. (1980, April). Intercultural dialogue videotape: Classroom reactions. Northwest Communication Association convention, Coeur d'Alene, ID.



Ting-Toomey, S., and Larson, K. (1980, February). Intercultural dialogue: An exploration. Western Speech Communication Association convention, Portland, OR.

Ting-Toomey, S. (1979, April). The ethnography of speaking in Chinese-American students. Northwest Communication Association convention, Coeur d'Alene, Id.

Ting-Toomey, S. (1979, February). Gossip as a communication construct. Western Speech Communication Association convention, Los Angeles, CA. \*(ERIC ED 224 069)\*

## PROFESSIONAL ACTIVITIES

### Editorial Positions

Editorial Board Member, Wiley-Blackwell/ICA --International Encyclopedia of Intercultural Communication, 3-volume set, 2013-2017. (Editor: Young Yun Kim).

Editorial Advisory Board Member, Sage Encyclopedia of Intercultural Competence, 2-volume set, 2012-2015. (Editor: Janet Bennett).

Editorial Advisory Board Member, Western Journal of Speech Communication, 2010-2013.

Editorial Advisory Board Member, Chinese Journal of Communication, 2007- Present.

Editorial Associate Board Member, Journal of International & Intercultural Communication, 2007 – 2010.

Editorial Advisory Board Member, Journal of Asian Pacific Communication, 1988- Present.

Series Co-Editor, Communicating Effectively in Multicultural Contexts Book Series, Sage, 1991-2001.

Book Review Editor, International Journal of Intercultural Relations, 1991-1998.

Associate Editor, Western Journal of Speech Communication, 2001-05.

Associate Editor, Communication Quarterly (Special Thematic Issue), 2001-02.

Associate Editor, Communication Yearbook, 1998-2003.

Consulting Editor, International & Intercultural Communication Annual, Volumes 17-19, 1992-1995.

Co-Editor, International & Intercultural Communication Annual Series. Volumes 13-16, 1988-1992.

Consulting Editor, Speech Communication Association—Applied Communication Book Series, 1991-1994.

Consulting Editor, International & Intercultural Communication Annual, Volumes 7-8, 10-11, 1981-1988.

Associate Editor, Human Communication Research, 1991-1995.

Associate Editor, Howard Journal of Communications, 1991-1995.

Associate Editor, The International Journal of Conflict Management, 1991-1994.

Associate Editor, Journal of International Listening Association, 1991-1994.

Associate Editor, Communication Reports, 1987-1990, 1991-1994.

Associate Editor, Western Journal of Communication, 1990-1993.

International Communication Association--Intercultural & Development Communication Division--  
Conference Competitive Papers' Reviewer for Consecutive Years: 2000-2005.

**Manuscript Reviewers (1990 – 2000 – 2008—Selective Listing)**

Dissertation Reviewer (2008): Larry S. Parsons: “*Giving Face Away: An Indigenous Path for Empowering Leaders in Thailand.*” Ms. Length: 391 pages. A dissertation presented to the Faculty of the School of Intercultural Studies, Fuller Theological Seminary, Pasadena, CA. February 18, 08.

Book Reviewer (2007): Ms. Review: T. Youn-ja Shim, Min-Sun Kim, & Judith Martin’s “*Changing Korea: Understanding Culture and Communication.*” Ms. Length: 301 pages. New York: Peter Lang Publishing Group.

International & Intercultural Communication Annual  
International Journal of Intercultural Relations  
Communication Yearbook

Journal of Black Studies	Communication Quarterly
Communication Theory	Communication Studies
Management Communication Quarterly	Journal of Applied Communication Research
Human Communication Research	Western Journal of Speech Communication
Communication Research	The Howard Journal of Communication
Communication Monographs	Journal of Social and Personal Relationships
Journal of Adolescence Research	Critical Studies of Mass Communication
Roxbury Publications	Guilford Publications
Harper Collins Publications	Allyn & Bacon Publications
Sage Publications	Wadsworth Publishing Company
United States Institute of Peace Publications	

**Positions in Professional Associations**

Chair, Intercultural Communication Division: Intercultural Dissertation/Thesis Award Committee,  
International Communication Association, 2010-2011.

Executive Board Member, Intercultural Communication Division, International Communication  
Association, 2007- 2009.

Member, Intercultural Dissertation Award Committee, International Communication Association,  
2000-2001.

Vice-President, ICA Board of Directors, International Communication Association, 1993-1995.  
(elected)

Chairperson, Intercultural & Development Communication Division, International Communication  
Association, 1993-95. (elected)

Vice-Chairperson, Intercultural & Development Communication Division, International  
Communication Association, 1991-1993. (elected)

Division Representative, Legislative Council, Speech Communication Association, 1989-91.  
(elected)

Member, Nomination Committee, Speech Communication Association, 1989-91. (elected)

Member, Speech Communication Association Task Force on Graduate Education, 1989-91.  
(appointed)

Chairperson, International & Intercultural Communication Division Executive Committee, Speech Communication Association, 1988-89. (elected)

Elected Chairperson, International & Intercultural Comm. Division, Speech Communication Association, 1988-89. Member, Task Committee on the International Status of ICA, 1988-89. (appointed)

Member, Nomination Committee, International Communication Association, 1988-89. (appointed)

Vice-Chairperson, International & Intercultural Communication Division, Speech Communication Association, 1987-88. (elected)

Chairperson, International & Intercultural Communication Award Committee, Speech Communication Association, 1987-88. (elected) (Committee Member: 1989-91)

Chairperson, Intercultural Communication Interest Group, Eastern Communication Association, 1984-85. (elected)

Secretary, Intercultural & Development Communication Division, International Communication Association, 1984-86. (elected)

Officer, International & Intercultural Communication Division--Nomination Committee, Speech Communication Association, 1983-84. (elected)

Co-director, Sixth Annual Communication, Language and Gender Conference, 1983. (elected)

Officer, Language Behavior Division, Western Speech Communication Association, 1979-80. (elected)

Conference manuscript reviewer, Interdivisional Program Section, International Communication Association, 1987-88. (invited)

Conference manuscript reviewer, Intercultural Communication Interest Group, Eastern Communication Association, 1984-86. (invited)

Conference manuscript reviewer, Intercultural & Development Communication Division, International Communication Association, 1984-85, 1988-90, 1997-2005. (invited)

**Professional Conference Activities: Panel Respondents or Moderators**

Panel Respondent (2015, Nov.): “Teachers on Teaching Series: Honoring the Pedagogy of Laurie Hallett & Stella Ting-Toomey.” National Communication Association conference, Las Vegas, NV.

Panel Respondent (2015, Nov.): “Why Reductionist Methodology Does Not Work in the Asian Context: The Importance of Relational & Situational Contexts.” National Communication Association conference, Las Vegas, NV.

Panel Respondent/Panel Co-Organizer (with Dr. Tenzin Dorjee) to (2014, February): “Cultivating Intercultural Communication Flexibility: Transference of Triple Theory-Practice Values.” Western States Communication Association conference, Anaheim, CA.

Panel Respondent to (2012, May): “Conflict? What Conflict? Cross-Cultural Perspectives on Japanese Conflict Communication Strategies.” International Communication Association conference, Phoenix, AZ.

Panel Chairperson/Panel Co-Organizer (with Dr. Tenzin Dorjee) to (2011, February): “Connected Knowledge: Connecting Intercultural Communication Theories with Practice.” Western States Communication Association conference, Monterey, CA.

Roundtable Panel Respondent to (2008, November): “Intercultural Instruction: Bridging the Gap between Learning and Communication.” National Communication Association conference, San Diego, CA.

Panel Respondent to (2008, November): "Pros and Cons of Asiancentric Paradigm of Communication." National Communication Association conference, San Diego, CA.

CSUF Faculty Representative/Co-Chair: "Celebrating Rich: An Enduring Teacher, Mentor, Colleague, and Scholar" --An ICA Special Theme Session -- Celebrating the Life of a Rich, Wise Man: A Special Memorial Tribute to Richard Wiseman Special Theme Session, ICA- San Francisco, May 26, 2007.

Panel Respondent to: Four Papers on the Intercultural Communication Competence: Rethinking Research ICA Intercultural Communication Panel, New York, May 29, 2005.

CSUF Representative: "Remembering Bill: A Special Colleague and Friend"-- An ICA Conference-Wide Special Theme Session -- In Remembrance of William B. Gudykunst: Celebrating the Spirit of Embracing the "Strangers" Panel, ICA-New York, May 27, 2005.

Invited Panelist: Culture and Conflict Communication Panel, National Communication Association Conference, Chicago, 11/04.

Invited Panelist: The Impact of Communication Research on the Field of Peace and Conflict Panel, National Communication Association Conference, Chicago, 11/04.

Attendant: National Communication Association Conference, Miami, FL., Roxbury Publisher's Meetings, UIC Manuscript Castoff: Understanding Intercultural Communication, 11/19/03-11/24/03.

Respondent to: Culture, Relationships, and Communication Panel, International Communication Association Conference, San Diego, 5/03.

Respondent, Chinese interpersonal relationships panel, Intercultural & Development Communication Division, International Communication Association, 1994.

Respondent, Communication, commerce and culture: Considerations for a new world economic order panel, Intercultural & Development Communication Division, International Communication Association, 1992.

Respondent, Ethnic identity, communication assumptions, and intercultural communication panel, International & Intercultural Communication Division, Speech Communication Association, 1991.

Respondent, A Chinese perspective of conflict management panel, International & Intercultural Communication Division, Speech Communication Association, 1991.

Respondent, Top papers in intercultural and international communication panel, Intercultural & Development Communication Division, International Communication Association, 1991.

Respondent, Variables and measurements in intercultural communication panel, Intercultural & Development Communication Division, International Communication Association, 1991.

Respondent, Cross-cultural and intercultural conflicts panel, International & Intercultural Communication Division, Speech Communication Association, 1990.

Respondent, Top papers in intercultural, development and international communication panel, Intercultural & Development Communication Division, International Communication Association, 1990.

Respondent, Comparative studies of culture and enculturation panel, Intercultural & Development Communication Division, International Communication Association, 1989.

Respondent, Conceptualizing intercultural communication competence panel, Intercultural & Interpersonal Communication Divisions, Speech Communication Association, 1988.

Respondent, The role of rules, goals, and politics in enacting social structure in international organizations panel, Organizational Communication Division, International Communication Association, 1988.

Respondent, Recent developments in intercultural communication panel, Intercultural & Development Communication Division, International Communication Association, 1988.

Respondent, Intercultural research-in-progress panel, Intercultural Communication Interest Group, Western Speech Communication Association, 1988.

Respondent, Intercultural dimensions of attraction, persuasion, and social change panel, International and Intercultural Communication Division, Speech Communication Association, 1987.

Respondent, The dialectic of self and other: Intimacy and loneliness in tension panel, Interpersonal Communication Interest Group, Eastern Communication Association, 1986.

Respondent, Conflict: A cross-cultural examination panel, Intercultural and Development Communication Division, International Communication Association, 1985.

Respondent, New and alternative approaches to the study of intercultural and development communication panel, Intercultural and Development Communication Division, International Communication Association, 1984.

Respondent, Critical issues in communication, language and gender panel, Interpersonal and Organizational Communication Interest Group, Eastern Communication Association, 1984.

Respondent, Theories and models in intercultural communication panel, Intercultural Communication Interest Group, Eastern Communication Association, 1982.

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Chairperson, Intercultural and development communication: Top-ranked papers panel, Intercultural & Development Communication Division, International Communication Association, 1995.

Chairperson, Intercultural and development communication: Top division papers panel, Intercultural & Development Communication Division, International Communication Association, 1992.

Chairperson, Cultural variability in communication panel, Intercultural & International Communication Conference, California State University, Fullerton, 1990.

Chairperson, Top-three papers in international and intercultural communication panel, International & Intercultural Communication Division, Speech Communication Association, 1988.

Chairperson, Critical perspectives in new communication technologies in international communication panel, Canadian Communication Association & International Communication Association joint meetings, 1987.

Chairperson, Media and cultural diversity panel, Intercultural & Development Communication Division, International Communication Association, 1985.

Chairperson, Intercultural adjustment: Sensitizing concepts and research directions, Intercultural Communication Interest Group, Eastern Communication Association, 1985.

Chairperson, Marital communication panel, Interpersonal Communication Division, International Communication Association, 1984.

Chairperson/Organizer, Theoretical perspectives on intercultural conflict management, Society for Intercultural Education, Training and Research International Conference, 1983.

Chairperson/Organizer, Technological construction of culture: Functions and implications panel, Society for Intercultural Education, Training and Research International Conference, 1983.

Chairperson, Intercultural and organizational perspectives on conflict negotiation panel, Intercultural and Organizational Communication Action Caucus, Speech Communication Association, 1982.

Chairperson, Theories and models in intercultural communication panel, Intercultural Communication Interest Group, Eastern Communication Association, 1982.

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Invited Participant, Study of culture in communication research special seminar, Speech Communication Association Special Seminar Series, 1983.

Invited Participant, Intercultural and organizational perspectives on conflict, negotiation, and decision-making action caucus, Speech Communication Association, 1982.

Invited Participant, Theory-building in intercultural communication research action caucus, Speech Communication Association, 1980.

### **KEYNOTE LECTURES & SPECIAL INVITATIONS & COMMUNITY SERVICE**

2015—Keynote Speaker (Oct: 3, 2015), Developing Intercultural Communication Competence: Ethical Issues to Ponder, 2015 Symposium co-sponsored by Villanova University & the Shanghai Academy of Social Sciences on “Cross-Cultural Communication and Ethics: U.S. and Chinese Perspectives on Theory & Practice.” Villanova, PA.

2015—Invited Faculty Workshop Trainer (May 8, 2015), Workshop Topic--Afternoon Session: Enhancing Intercultural Instructional Communication Practices, Illinois Wesleyan University—International Office. Bloomington, IL.

2015—Invited Faculty Expert Speaker (May 8, 2015), Speech Topic--Morning Session: Understanding the Culture Shock Experience of International Students, Illinois Wesleyan University—International Office. Bloomington, IL.

2014—Invited Keynote Speaker (December 28-29, 2014), Keynote Topic: Conflict Face Negotiation Theory: Tracking the Evolutionary Journey. Sponsored by Shanghai National Normal University 2014 International Conference of Intercultural Communication on “Conflict Management & Intercultural Harmony.” Shanghai, CHINA.

2014—Invited Keynote Speaker (April 11, 2014), Keynote Topic: Facilitating Intercultural Communication Competence for Mental Health Professionals: Essential Framework & Application, Sponsored by National Research Foundation of Korean and PyeongTaek University, Korea Press Center, Seoul, SOUTH KOREA.

2014—Invited Faculty Presenter (April 10, 2014), Training Theme: Developing Cultural Communication Competence in Multicultural Families: An Overview. PyeongTaek University, PyeongTaek, SOUTH KOREA.

2014—Invited Faculty Presenter (February 21, 2014), a 3-hour Training Workshop on Best Practices for Intercultural Communication and Pedagogies, California State University, East Bay, “Inclusive Excellence Week,” East Bay, CA.

2011—Invited Expert Lecturer (November 3, 2011), Examining Intercultural Communication and Its Implications for Effective Evaluation. American Evaluation Association annual conference, Anaheim, CA.

2009 & 10—Invited Speaker (January, 09 & 10), Intercultural Facework: Theoretical and Research Trends Updates. University of San Diego Cultural Abroad Seminar, H.K. Baptist University, HONG KONG.

2008--Keynote/Plenary Speaker (September 08), Intercultural Conflict Competence via Interpersonal Peace-building Practice. Peace and Justice Studies Association Conference, Portland, OREGON, 9/11 – 13, 2008.

2007--Keynote/Plenary Speaker, Developing a Global Mindset via Internationalising a Campus: A Critical Issue for the University of 21<sup>st</sup> Century. IEASA (International Education Association of South Africa Annual) Conference. Port Elizabeth, South Africa. (8/30/2007/Thurs.)

2007--Special Invited Speaker, Promoting Intercultural Communication Competencies towards Effective International Understanding and Education, Nelson Mandela Metropolitan University -- Office of International Education Colloquium (Theme: Internationalisation & Multiculturalism). (8/28/07/Tues.).

2007--Invited Faculty Presenter--University Service Faculty Exchange Seminar(s): Comparative Intercultural Communication and International Business Management Seminar. School of Business & Management, Fachhochschule Nürtingen, GERMANY. 6/16 - 6/23/2007.

2006--Invited Keynote Speaker, Developing Intercultural Communication Competence, ICOPROMO; Intercultural Competence for Professional Mobility International Conference, Part of European Union --Leonardo de Vinci Project, Lisbon, PORTUGAL, 10/9 - 10/11/2006.

2006--Invited Special Speaker, Intercultural Face-Negotiation Theory: Current Status & Future Research Directions, Nagoya University--Graduate School of Education & Human Development, Nagoya, JAPAN, 8/8/06.

2006--Invited Special Speaker, Face-Negotiation Theory and Intercultural Communication, Rikkyo University--Graduate School of Intercultural Communication, Tokyo, JAPAN, 6/20/06

2006--Knapp Endowed Chair Public Lectureship, Managing Intercultural Conflict Effectively: Connecting Facework Theory with Practice, University of San Diego, San Diego, CA. 4/19/06.

2006--Invited Keynote Speaker, Global Leadership and Transcultural Communication Competence, 2006 Global Leadership Conference--Theme: L3 Leadership: Many Paths, One Journey--sponsored by University of San Diego & Shanghai Jiao Tong University, Shanghai, CHINA, 4/6 - 4/8/2006.

2006--Invited Special Speaker, Intercultural Conflict Face-Negotiation Theory: Theory in Action, Graduate School of Languages & Intercultural Communication, University of Maryland-West, Baltimore, MD, 3/12 – 3/16/06.

2005--Invited Special Speaker, Public Lecture: Conflict Facework Competence: An Intercultural Perspective, Purdue University, Lafayette, IN, 11/9 - 11/10/2005.

2005--Distinguished Plenary Speaker, Teaching from a Mindful Intercultural Perspective, Focus on Faculty--sponsored by Center for Academic Excellence, Portland State University, Portland, OR, 9/21/05.

2005--Special Invited Speaker, Communicating Effectively Across Cultures, International Celebration Week, International Student Programs, California Institute of Technology, Pasadena, CA. 4/14/05.

2005--Keynote Speaker, Crossing Cultural Boundaries: Challenges & Choices, Oregon Women in Higher Education 25th Anniversary Conference, Portland, OR, 1/27/05.

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2004--Keynote Speaker, Crossing Cultural Boundaries: Effective Intercultural Adjustment, American Institute For Foreign Studies (AIFS) Foundation--Academic Year in America, Dublin, IRELAND, 11/6/2004.

2004--Special Invited Speaker/Trainer, Managing Intercultural Conflict Effectively, University of British Columbia --Centre for Intercultural Communication Summer Institute Certificate Program, Vancouver, BC, CANADA, 6/23/04.

2004--Distinguished Lecturer, Intercultural Facework Competence: Connecting Theory with Practice, M.A. in Communications and Technology Program, University of Alberta, Edmonton, Alberta, CANADA, 5/28/04.

2004--Invited Panel Discussant, Communication Across Contexts Symposium, M.A. in Communications and Technology Program, University of Alberta , Edmonton, Alberta, CANADA, 5/28/04.



2004--Invited Speaker, Managing Communication Dynamics Across Cultures, International Celebration Week, International Student Programs, California Institute of Technology, Pasadena, CA. 4/12/04.

2004--Invited Speaker, Conflict Face-Negotiation Theory: Connecting Theory with Practice, Departmental Colloquium Series 2003-04, Department of Communication & Journalism, The University of New Mexico, Albuquerque, NM, 2/13/04.

2003--Keynote Speaker, Intercultural Facework Competence: Connecting Theory with Practice, Communication Association of Japan Conference, Sapporo, JAPAN, 6/21/2003.

2003--Special Invited Speaker, Intercultural Face-Negotiation Theory: Core Assumptions, Hokusie University, Sapporo, JAPAN, 6/19/03.

2003--Keynote Speaker, Intercultural Facework Encounters in the Information Age, Communication Association of Japan Pre-Conference, Waseda University, Tokyo, JAPAN, 6/14/03.

2003--Invited Speaker/Trainer, Fulbright-Hays Faculty Re-Entry Adjustment Workshop, Fulbright-Hays Faculty Project Abroad, Office of International Studies, University of Central Florida, Orlando, FL, 8/23/03.

2003--Invited Speaker, Developing an Intercultural Interactive Classroom, Global Studies Minor & Languages Across Curriculum Grant Project, Office of International Studies, University of Central Florida, Orlando, FL, 8/22/03.

2003--Special Invited Speaker/Trainer, Managing Intercultural Adjustment Mindfully, Fulbright-Hays Faculty Project Abroad, Office of International Studies, University of Central Florida, Orlando, FL, 6/6/03.

2003--Keynote Speaker, Communicating Competently across Cultures, The University of Vermont—The President's Distinguished Lecture Series, Burlington, VT, 3/03.

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2002--Keynote Speaker, Facework at the Intercultural Intersection, Society for Intercultural Education, Training & Research/USA, Portland, OR, 11/2002.

2002--Invited Speaker, Intercultural Facework and Conflict Styles, Minority Biomedical Research Support-Research Initiative for Scientific Enhancement Program, CSU—Los Angeles, CA. 5/02.

2002--Invited Workshop Presenter, Bridging the Culture Gap: Decoding Intercultural Misunderstandings, Workshop I, and Perceiving and Collaborating Across Cultures, Workshop II, International Faculty Summer Institute, University of Central Florida Orlando, FL. 4/29/02 to 5/3/02.

2002--Invited Panel Presenter, Identity Negotiation: East meets West, Los Angeles Times Festival of Books. Los Angeles, CA. 4/02.

2001--Invited Speaker, Managing Culture Shock Mindfully. CSUF-Office of International Education & Exchange, 11/2001.

2001--Invited Speaker, Intercultural Communication & Technology. Association of American Colleges & Universities' Network for Academic Renewal. Baltimore, MD, 10/2001

2001--Invited Speaker, Intercultural Facework: Theoretical Trends & Applications. Institute of Business Education, Universitat Gottingen, GERMANY. 7/01.

2001--Invited Speaker + Seminar Faculty, Understanding Intercultural Conflict Processes, Summer Institute on Peace and Conflict (at Castle Clemenswerth), Department of Psychology, Universitat Osnabruck, GERMANY. 7/01.

2001--Invited Speaker, Multifaceted Intercultural Facework. Department of Multidisciplinary Dance, UCLA, Los Angeles, CA. 4/01.

2001--Invited Speaker/Seminar Presenter, Cultural Identity, Conflict, & Communication Doctoral Seminar, University of La Verne, La Verne, CA. 1/01.

2001--Invited Speaker, Understanding Intercultural Facework. Department of Communication Studies, University of San Diego. 10/01.

2001--Keynote Speaker, Intercultural Facework Competence: International Students Advising. National Association for Foreign Student Advising Region IV Conference, Iowa City, IW. 11/01.

2001--Invited Speaker, Contemporary Research Issues on Intercultural Facework. Department of Communication Studies, University of Iowa, Iowa City, IW. 11/01.

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2000--Keynote Speaker: Communicating Across Cultures. Department of Speech Communication, Southeast Missouri State University, Cape Girardeau, MO. 4/2000.

2000--Invited Faculty Presenter--University Service Faculty Exchange Seminar(s): Transcultural Competence Seminar. School of Business & Management, Fachhochschule Nurtigen, GERMANY. 6/2000.

2000--Professional Service Seminar(s): Asian & Western Cultural Facework. Intercultural Education & Research/Training Group, Stuttgart, GERMANY. 6/2000.

1999--Keynote Speaker: Intercultural Facework in the 21st Century: Asian and Western Perspectives. The Sixth Nordic Symposium on Intercultural Communication Conference. Oslo, NORWAY. 11/99.

1999--Invited Expert Discussant: Intercultural Communication Studies: Current Status and Future Directions Panel. The Sixth Nordic Symposium on Intercultural Communication Conference. Oslo, NORWAY. 11/99.

1999--Invited Expert Discussant: Managing Pluralistic Organizations in the Millennium. Academy of Management Association Conference, Chicago, IL. 8/99.

1999--Invited Master Teacher Speaker (June, 1999), Teaching University Teachers: Intercultural Conflict Management Applications. The Anderson School of Management, University of California-Los Angeles, 6/99.

1999--Keynote Speaker: Intercultural Conflict Competence: Eastern and Western Lenses. Pacific Rim Forum on Business & Management Communication, David Lam Centre for International Communication, Simon Fraser University, Vancouver, B.C., CANADA. 2/99.

1998--Invited Speaker: Transcultural Communication Competence, School of Business, Management & Economics, Fachhochschule Nürtingen, University of Applied Science, Nürtingen, GERMANY. 6/1998.

1998--Keynote Speaker: Intercultural Facework Theory. National Association for Foreign Student Advising Southern District Conference, Fullerton, CA., 11/1998.

1998--Invited Speaker: Families Across Cultures: Family Values. Sponsored by CSUF Office of International Education & Exchange, and Women's Center/Adult Re-entry Center, Fullerton. 3/1998.

1998--Seminar Leader, Culture, Conflict, and Communication Seminar, University of LaVerne, Doctoral Program in Educational Leadership Winter Seminar Series. 1/1998.

1997--Keynote Speaker, Facework competence in the Twenty-First Century. Theme: East-West Communication: Challenges for the New Century--David Lam Institute Conference, HONG KONG, 11/1997.

1997--Keynote Speaker, Intercultural Facework Competence; Classroom Implications, General Session, American College International & Intercultural Education Annual Conference, Anaheim, CA. 4/1997.

1996--Invited Speaker, The Classroom as an Intercultural Encounter: Implications of Cross-Cultural Communication Research. AACU's National Initiative, American Commitments: Diversity, Democracy and Liberal Learning Conference, Washington, D.C. 6/1996.

1996--Invited Speaker, Cross-Cultural Facework: Theory and Practice. Society for Intercultural Education, Training, & Research International Congress, Munich, GERMANY. 6/1996.

1996--Invited Faculty Speaker, International Negotiation Across Cultures. School of Business, Management & Economics, Fachhochschule Nürtingen, University of Applied Science, Nürtingen, GERMANY. 5/1996.

1996--Invited Speaker, Cross-Cultural Facework: Theory and Practice. Society for Intercultural Education, Training, & Research International Congress, Munich, GERMANY. 5/96.

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1995--Keynote Speaker, Crossing Cultural and Ethnic Boundaries: An Identity Negotiation Perspective. Sooner Communication Conference sponsored by the Department of Communication, University of Oklahoma, OK. 3/95.

1994--Invited Speaker/Workshop Presenter, Effective Intercultural Communication, Asian Pacific Rim Communication Workshop at Nippon Bunri University, Oita, JAPAN, July 1-5, 1994.

1994--Invited Workshop Presenter, Managing Intercultural Conflict Effectively Workshop. Special Workshop--Society for Intercultural Education, Training, & Research-Japan, Waseda University, JAPAN. 6/94.

1993--Invited Speaker, Face Management and Conflict Styles in Individualistic and Collective Cultures. Department of Communication Studies, University of Kansas, Lawrence, KS. 4/93.

1993-- Invited Speaker, Effective Face-Negotiation with Pacific Rim Countries. Pacific Rim Forum on Business & Management Communication, David Lam Centre for International Communication, Simon Fraser University, Vancouver, B.C., CANADA. 3/93.

1992--Invited Speaker, Managing intercultural conflicts effectively. National Conference on Diversity in American Institutions, Fullerton, CA. 10/92

1990--Invited Speaker, Teaching Intercultural Communication: An Identity-Based Perspective module. Speech Communication Association High School Short Courses, Chicago, IL. 11/1990.

1990--Invited Workshop Presenter, Instructional Issues in a Multicultural Classroom Environment. International Communication Association "Equity & Diversity" Workshop, Dublin, IRELAND. 6/1990.

1990--Invited Speaker, Intercultural Communication Theories Seminar, Department of Speech Communication, University of Illinois-Urbana, IL. 5/1990.

1990--Invited Speaker, Intercultural Conflict: A Theoretical Framework, Communication Faculty Colloquium Series, University of California, Santa Barbara, CA. 4/1990.

1990--Invited Speaker, Managing Intercultural Conflict with Sensitivity, Department of Communication, California State Polytechnic University, Pomona, CA. 4/1990.

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1989--Invited Speaker, Toward a Theory of Conflict and Culture, Faculty Colloquium Series, Department of Communication Arts & Sciences, University of Southern California, Los Angeles, CA. 11/1989.

1989--Invited Speaker, Why Study Intercultural Communication? Spotlight program at the Sixth Annual Intercultural & International Communication Conference, Miami, FL. 2/1989.

1983--Invited Speaker, Women's Role and Communication in China and Japan, International Women's Conference, Douglass Campus, Rutgers University.

1982--Invited Speaker, Culture Shock and Stages of Intercultural Adjustment, Annual International Weekend, East Coast Conference, Douglass Campus, Rutgers University.

### **PROFESSIONAL CONSULTING/TRAINING & COMMUNITY SERVICE**

2020, June 22 – July 31 – Virtual Conference Workshop Trainer/Presenter (with Dr. Leeva Chung) to: Learning & Development Conference – Work Learning Community - Asynchronous Virtual Workshop on *Navigating Cultural Identity Shock [NCIS]: Playful Practices*. Indianapolis, IN. Async. extension to: Sept. 10, 2020.

2013-2014--Advisory Board Member, Centre for Intercultural Communication, The University of British Columbia --Vancouver Campus, 2013-2014. Vancouver, CANADA.

2010, Nov./2011, Jan.-- Consultant/Intercultural Subject Matter Expert (SME) to: Hyundai-Kia Motors/ Global Human Resource Development Team on Culture, Communication, and Diversity Training Program. Seoul, SOUTH KOREA.

2008—Workshop Presenter, Diversity: Transcultural Communication Competency. Region 5 Educational Conference Association of Legal Administrators (ALA), Honolulu, Hawaii, 11/1/2008.

2006--Workshop Faculty/Trainer, Intercultural Communication Training: Some Dynamic Theories & Interactive Tools, Nagoya University--Graduate School of Education & Human Development, Nagoya, JAPAN, 8/5 - 8/8/06.

2006—Workshop Presenter/Leader, Training Tools for Essential Intercultural Communication Concepts, Intercultural Competence for Practitioners & Trainers (ICPT) Non-Profit Institute, Winterthur, SWITZERLAND, 5/15 – 5/16/2006.

2006—Workshop Presenter/Leader, Improving Intercultural Communication Workshop—Special Fresh Perspective Session, International Society for Performance Improvement (ISPI) 44<sup>th</sup> Annual Conference, Dallas, TEXAS, 4/10 – 4/11/2006.

2006—Workshop Presenter/Leader, Valuing Diversity and Cultural Communication Workshop—sponsored by Faculty Development Office, University of San Diego, San Diego, CA. 1/23 & 1/24/06.

2005—Workshop Presenter/Leader, Experiencing Culture Shock: Some Interactive Tools. Center for Academic Excellence—Faculty Development Workshop, Portland State University, Portland, OR, 9/21/05.

2005 to 2006--Curriculum Program Consultant, "Meeting of the Minds" & "Intercultural Communication & Social Justice" -- Communication & Conflict Management Certificate Program Curriculum Development, Center for Human Relations -- conjoint sponsors: Comm. Studies & Extended Learning, California State Uni. at Northridge, Sept., 05 – June 15, 2006.

2004 to 2007: Advisory Board Member/Curriculum Consultant, Orange County Human Relations Advisory Board, Human Relations Diversity Training HR101 Curriculum Development Project, OCHR, Santa Ana, CA. (a non-profit community agency)

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2004--05: Consultant, Cultural Competency Project, Southern Institute for Education and Research, Tulane University, New Orleans, LA., 4/15/04 to 7/15/04. Conference Consultancy Meeting; 6/14/04. Reviewed Conference Report Monograph, 2/15/05. (a non-profit institute)

2004: Special Invited Speaker, Asian Women and Cultural Awareness, Women's Center, CSUF, 9/23/04.

2004: Workshop Trainer, Asian Mindsets and Communication Patterns Workshop, Diversity Council Meeting, Cox Communications, San Diego, CA, 6/1/04.

2002-2004: Research Consultant, Two-Year Living Room Dialogues Research Project: Impact Assessments. Orange County Human Relations Council (Grant Project funded by the California Endowment Grant to OCHR; Project Director: Rusty Kennedy), Santa Ana, CA. 4/02 - 4/04.

2003: Workshop Trainer, Developing Linguistic and Cultural Competence Seminar, Kaiser Permanente National Diversity Conference, Half Moon Bay, CA, 9/4/03.

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2014/2015/2018 (July): One-Week Training Workshop with Co-Trainer Faculty (Dr. Tenzin Dorjee), Navigating Intercultural & Intergroup Conflict Communication: Multiple Theoretical Lenses & Practice, Summer Institute of Intercultural Communication, Portland, OR. (1 Full-Week Intensive Training Workshop: SIIC --a non-profit institute; Institute Director: Dr. Janet Bennett).

2009 - 2018 (July): One-Week Training Workshop with Co-Trainer Faculty (Dr. Leeva Chung), Teaching Intercultural Communication, Summer Institute of Intercultural Communication, Portland, OR. (1 Full-Week Intensive Training Workshop: SIIC -- a non-profit institute; Institute Director: Dr. Janet Bennett)

2009: Workshop Trainer Faculty, Managing Intercultural Conflict Adaptively, Summer Institute of Intercultural Communication, Portland, OR. (a non-profit institute)

2002-2005: Volunteered Mediator/Surrogate Victim Role, Victim/Offender Reconciliation Program, Volunteered Community Service Hours, St. Vincent de Paul Institute, Center for Community Reconciliation, Mediation Program, Santa Ana, CA. (a non-profit institute)

2002-2005: Summer Workshop Faculty, Intercultural Conflict Management: A Mindful Approach, Summer Institute of Intercultural Communication, Portland, OR. (a non-profit institute)

1992-2008: Summer Workshop Co-Trainer Faculty, Teaching Intercultural Communication,-- Teaching Teachers "How to Teach" Intercultural Communication Effectively. Summer Institute of Intercultural Communication (SIIC), Portland, OR. (Institute Directors: Dr. Janet Bennett and Dr. Milton Bennett).

2002: Workshop Trainer, Communicating Effectively across Cultures--Two-Day Workshop. Orange County Human Relations organization, Santa Ana, CA. 8/02.

2001: Trainer & Consultant, Transcultural Communication Assessment, Eli Lilly & Company, Indianapolis, IN. 1/2001.

2000: Consultant, Eli Lilly: Diversity Culture Assessment Project, Eli Lilly & Company, Indianapolis, IN. 9/2000.

2000: Workshop Trainer, Transcultural Communication Competence: Valuing Diversity. A Two-Part Workshop, Eli Lilly & Company, Indianapolis, IN. 9/2000.

2000: Faculty Training Seminar(s): Mindful Intercultural Competence. Faculty Institute on International Studies—University of Central Florida, Orlando, FL. 5/2000.

2000: Seminar Trainer, Understanding Diversity through Communication, King County Family Services, Two-Day Training Seminar, Seattle, WA. 4/2000. (a non-profit government agency)

1999: Seminar Trainer, Enhance Your Communication with Intercultural Basics, Intercultural Diversity Learning Series--Cultural Diversity at Work Journal, Seattle, WA. 11/99.

1998: Workshop Trainer, Transcultural Competence in Global Leadership Workshop, International Conference on Global Leadership, Santa Barbara, CA. 3/1998.

1995-97: Consultant/Reviewer, Communication Program Curriculum and Comprehensive Exams, Department of Communication Studies, Hong Kong Baptist University, HONG KONG.

1997: Workshop Trainer, Transcultural Communication Competence Workshop, Work/Life Balance Issues Conference, Sponsored by Boston University, Tempe, AZ. 11/1997.

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1996: Invited Workshop Speaker, Effective Intercultural Communication, Chevron Petroleum Oil, CA. 12/96.

1996: Seminar Trainer, Cross-Cultural Communication: A Skills-Based Approach, Motorola University Seminar, Three-Day Training Seminar, Schaumburg, IL. 9/96.

1996: Co-Designer & Co-Consultant (with Dr. Janet Bennett & Dr. Milton Bennett – Lead Consultants), Cross-Cultural Communication: A Skills-Based Approach Project Manual & Workbook, Motorola University, Schaumburg, IL, 1996.

1996: Workshop Trainer, Intercultural Facework Communication: Training Implications Workshop, Society for Intercultural Education, Training, & Research--Germany Chapter, Stuttgart, GERMANY. 5/1996.

1996-98; Workshop Faculty, Intercultural Communication Theory: Advanced Seminar, Summer Institute of Intercultural Communication, Portland, OR, July-August, 1996/97/98.

1996: Seminar Trainer, Effective Intercultural Communication, Motorola University, Schaumburg, IL, 3/1996.

1996: Focus Group Moderator, "BELL Project," Asian Marketing Division, Hispanic and Asian Marketing and Communication Research Firm, Pasadena, CA, 2/1996.

1995: Focus Group Moderator, "GAME Project," Asian Marketing Division, Hispanic and Asian Marketing and Communication Research Firm, Vancouver B.C., and San Francisco, 1/1995.

1991: Workshop Faculty, Applying the Intercultural Perspective, Summer Institute of Intercultural Communication, Portland, OR, 1991. (a non-profit institute)

1991-92: Workshop Faculty, Foundations of Intercultural Communication, Summer Institute of Intercultural Communication, Portland, OR, 1991/1992. (a non-profit institute)

1985-86: Consultant, "Internationalizing the Curriculum: Training for the Intercultural Experience" project, Graduate School of Education, Rutgers University, 1985-86. (Project Directors: Joyce Penfield & Eileen Hansen; project was funded by a SNJ-DHE grant.)

1984-85: Consultant, "Perceptions Regarding Asian Americans" project, The Committee on Asian Studies of the International Center, Rutgers University, 1984-85. (Project Director: Peter Li; project funded by a SNJ-DHE grant.)

1980-81: Research Consultant, "Employment Needs of Asian/Pacific American Women" project, United States Department of Labor, Women's Bureau, (for Communication Design), Seattle, WA, 1980-81.

1979-80: Research Consultant, "King County Multiracial Women Needs Assessment" project, Department of Women's program, City of Seattle, (for Communication Design), Seattle, WA, 1979-1980.

1979: Researcher, "City Light Energy Conservation and Community Needs Assessment" project, Department of Energy Conservation, City of Seattle, (for Communication Design), Seattle, WA, 1979.

1979: Researcher/Interviewer, "Economic and Community Development in International District" project, Department of Economic and Housing Office, City of Seattle, Seattle, WA, 1979.

## **DEPARTMENTAL, SCHOOL, AND UNIVERSITY SERVICES**

### **Curriculum Development**

- 2007: Proposed & designed a Special Topic New Course: "HCOM456: Intercultural Conflict: Theory & Practice." California State University, Fullerton (CSUF), Departmental & College Curriculum Committee: Course Approved. University Approved: 4/2008.
- 2006: Designed the Content Curriculum of an ASAM Course (1st time teaching prep., Fall 2006): "ASAM/HCOM340: Asian American Communication." CSUF -- joint listings by Asian American Studies & Human Communication, CSUF. (Initial Proposal by: Dr. William Gudykunst)
- 2003: Initiated and launched a New Pro-Seminar; "SPCOM492T: Intercultural Conflict Competence" Human Communication Studies, California State University, Fullerton (see also HCOM456—Curriculum Innovation, CSUF).
- 2000: Redesigned and developed: "SPCOM422: Intercultural Communication: Application & Training." Speech Communication, CSUF.
- 1995: Redesigned: "SPCOM522: Graduate Seminar in Intercultural Communication." Speech Communication Graduate Program, CSUF.



- 1995: Redesigned: "SPCOM510: Graduate Seminar in Interpersonal Communication." Speech Communication Graduate Program, CSUF.
- 1993-94: Redesigned: "SPCOM220: Interpersonal Conflict Management." Speech Communication. Undergraduate Program, CSUF.
- 1992-93: Developed a new undergraduate course: "SPCOM313: Interpersonal Communication Theory" Speech Communication, CSUF.
- 1991-92: Redesigned an undergraduate course: "SPCOM413: Communication in Interpersonal Relationships" Speech Communication, CSUF.

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- 1988-89: Developed a new undergraduate course: "Introduction to Language, Culture, and Communication." Title VI Grant project, Arizona State University and the Maricopa Community College District.
- 1986-87: Developed a new Ph.D. course: "Qualitative Research Methods." SCILS Ph.D. Program, Rutgers University.
- 1985-86: Developed a new Ph.D. course: "Interpersonal Communication Inquiry: Theory and Research." SCILS Ph.D. Program, Rutgers University.
- 1985-86: Developed a new Ph.D. course: "Foundations of Quantitative Research Methods." SCILS Ph.D. Program, Rutgers University.
- 1984-85: Proposed and designed a Ph.D. course: "Interpersonal Communication: Theory, Research, and Analysis" SCILS Ph.D. Program, Rutgers University.
- 1984-85: Proposed and designed a Ph.D. course: "Qualitative/Philosophical Inquiry in Communication." SCILS Ph.D. Program, Rutgers University.
- 1983-84: Proposed and designed a senior-level honors' special seminar: "Advanced Communication Theory and Research Seminar."--served Department of Communication Henry Rutgers honors' students.
- 1983-84: Proposed and designed (with W. Gudykunst) a senior-level international workshop: "Intercultural Communication Workshop."--served both international students and American students on campus, Rutgers University.

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**Departmental-School Committees and Other Services**

- Fall, 2020: Sabbatical: Awarded a Research Sabbatical Leave, CSUF. (Application: Fall, 2019)
- Spring, 2021: Member, HCOM Studies Departmental Curriculum Committee [Step-In Replacement]
- AY: 2020 - 2021      Spring, 2021: 2<sup>nd</sup>-Alternative Member, Dept. Personnel Committee, CSUF.  
Fall 2020: on Research Sabbatical Leave.
- Sp. 2019/Sp. 2020/Summer 2021: HCOM Studies Departmental Undergraduate Advisor, CSUF.
- AY: 2018 - 2020      Member, HCOM Studies Departmental Personnel Committee, CSUF.
- 2019, Spring:      Member, HCOM Studies Dept. Awards & Scholarship Committee, CSUF.  
[Step-In Replacement for Dr. Irene Matz/ Academic Senate]
- AY: 2017 - 2018      Member, College of Communications Personnel Standards Committee.
- AY: 2017 - 2018      Member, HCOM Studies Departmental Executive Committee, CSUF.
- AY: 2015 - 2018      Director (3-year term), Basic Course(s), Communication Studies, CSUF.
- Fall 2017:      Invited Guest Lecturer-Interviewer: “Conflict Face-Negotiation Theory Conversation”  
invited by Ms. Shari Selnick, HCOM200/2 class sections (10/11/2017).
- 2014 -2016      Member, University Outstanding Professor Award Committee, CSUF.
- 2014 -2017      Member, HCOM Studies Departmental Personnel Committee, CSUF.
- Fall 2017:      Designated Faculty Mentor to Jianghua “Margaret” Wu, Director of Basic Education  
Department, Shanghai Donghai Vocational Technical College via the Chinese  
Faculty Scholar in the International Scholars Visiting Program, College of  
Education.
- Fall, 2016:      Designated Faculty Mentor to: Mina Mi XUE, Chinese Faculty Scholar in the  
International Scholars Visiting Program, College of Education, plus informal  
mentorship to two other Chinese visiting faculty [Chencen WANG; and  
Shaw Xiao XIAO] via the HCOM320 class, CSUF.
- Spring 2016:      Invited Guest Lecturer: “Conflict Face-Negotiation Theory: Tracking Its  
Evolutionary Journey” – invited by Dr. Zac Johnson, HCOM420 class (4/6/2016).
- Spring, 2015:      Faculty Author Series Presenter: “Managing Culture Shock” –sponsored by CSUF-  
Human Resources, Diversity, & Inclusion.      (3/24/2015)

- Summer, 2014: Faculty Workshop Training Team (S. Ting-Toomey, T. Dorjee, A. Toomey, & L. Martinez) on: “Adapting CSUF Culture with Success: An Intercultural Communication Perspective” – campus workshop training for incoming freshmen international students – sponsored by CSUF Office of International Education. (8/12/2014)
- Spring, 2014: Awarded a Research Sabbatical Leave, CSUF. (Application: Fall, 2012)
- Fall, 2013: Member, Departmental Search Committee (Hispanic/Intercultural Search Position) (Successful Search: 1 Hire: Dr. Claudia A. Anguiano, Dartmouth College/UNM)
- 2011 - 2013: Member, Departmental Personnel Committee, CSUF.
- 2011 - 2012: Member, Departmental Search Committee (Health Position; Successful Search: Dr. Summer Martin), CSUF.
- 2010 - 2011: Chair, Departmental Personnel Committee, CSUF.
- 2009, Nov.: Invited Speaker, “Intercultural Facework,” TESOL545 (Dr. Cheryl Zimmerman’s CSUF grad. seminar), 11/3/09.
- 2009, Nov.: Invited Speaker, “Active Learning & Effective Debriefing,” HCOM595 (Dr. Jason Teven’s pedagogy grad. seminar), 11/2/09.
- 2009, May: Keynote Speaker, Cal State University-Fullerton Honors Convocation, 5/22/09.
- 2009, April: Keynote Speaker, Phi Kappa Phi Honors Society, 4/21/09.
- 2007 - 2009: CSUF Representative & Advisory Board Member/Steering Committee on: Joint International Research Projects with Nelson Mandela Metropolitan University-Port Elizabeth, **SOUTH AFRICA**, and Nurtigen-Geislingen University, **GERMANY**. Cross-Cultural Communication & International Management African Research Program.
- 2008 -2010 Member, University Outstanding Professor Award Committee, CSUF,
- 2007-2010 Member, Departmental Personnel Committee, CSUF.
- 2008-09 Member, Departmental Executive Committee, CSUF.
- 2007-08 Chair, Departmental Intercultural Comm. Tenure-Track Position Search Committee, CSUF. (Successful Search: 2 Hires: Dr. Tenzin Dorjee, UCSB, & Dr. Marcia Dawkins, USC)
- 2007-08 Member, Departmental Representative Team--CSUF University Grievance Committee.
- 2007 CSUF Faculty Representative Participant to: Denmark International Studies Week-Long Spring International Educator's Workshop, Copenhagen, DENMARK, 4/22 - 4/29/07.
- 2007 CSUF Spring Research Sabbatical Leave. (Spring, 2007)

- 2006 Fulbright Teacher & Administrator Exchange Interview Sessions, Sponsored by the International Education & Exchange Program, CSUF 12/2/06.
- 2006 Chair, Intercultural Communication Tenure-Track Position Search Committee, Fall, 2006.
- 2005-2006 2006 Spring Semester: On Professional Leave Without Pay from CSUF -- Served as Knapp's Endowed Chair of Liberal Arts, University of San Diego, San Diego, CA., Spring, 2006.
- 2005 Fall Departmental Search Committee--Intercultural Position, CSUF.
- 2004-2005 Departmental Curriculum Committee, CSUF
- 2004-2005 Departmental Search Committee, CSUF.
- 2003-05 Departmental Graduate Committee, CSUF.
- 2003-04 Departmental Research Committee, CSUF.
- 2002-05 Certified Conflict Mediator, Institute for Conflict Management, St. Vincent de Paul. Non-profit Community Service Mediation Sessions—Volunteer Hours + Community Service.
- 2001-03 Chair, Research Committee, CSUF.
- 2001 Departmental Search Committee, CSUF.
- 2000 CSUF Research Sabbatical Leave, Fall, 2000.
- 1999-01 Committee Member, Departmental Search Committee, CSUF.
- 1999-01 Women's Center Advisory Board--Board of Directors
- 1999-01 Student Center Leadership Council--Leadership Board Member.
- 1999-00 Departmental Curriculum Committee, CSUF.
- 1999-01 Departmental Research Committee, CSUF.
- 1999-00 Departmental Search Committee, CSUF.
- 1996-1998 University Committee, International Education Committee, CSUF.
- 1997-98 Committee Member, Departmental Search Committee, CSUF.
- 1995-98 Committee Member, Planning Committee for the Conference on Comm. & Culture, CSUF.
- 1995-98 Committee Member, Departmental Graduate Committee, CSUF.
- 1993-98 Committee Member, Departmental Research Committee, CSUF.
- 1991-92 Committee Member, University Extended Education Committee, CSUF.
- 1991-92 Chairperson, School-wide Research & Faculty Development Committee, CSUF.
- 1991-92 Committee Member, School-wide Diversity Conference Planning Committee, CSUF.
- 1991-92 Committee Member, Departmental Search Committee, CSUF.
- 1991-93 Committee Member, Departmental Graduate Committee, CSUF.
- 1991-93 Committee Member, Departmental Research Committee, CSUF.
- 1990-92 Mentor, University Mentoring Program, CSUF.
- 1990-91 Committee Member, Planning Committee for the Intercultural & International Communication Conference in Japan and the United States, CSUF.

1990-91 Committee Member, University-wide School of Communications' Dean Search Committee, CSUF.  
1990-91 Chairperson, Departmental Research Committee, CSUF.  
1990-91 Committee Member, Departmental Graduate Committee, CSUF.  
1990-91 Committee Member, Area Ad Hoc Graduate Program Reform Committee, CSUF.  
1990-91 Committee Member, Planning Committee for the First Annual Conference on Intercultural & International Communication, CSUF.

1990-91 Committee Member, University-wide School of Communications' Dean Search Committee, CSUF.  
1990-91 Chairperson, Departmental Research Committee, CSUF.  
1990-91 Committee Member, Departmental Graduate Committee, CSUF.  
1990-91 Committee Member, Area Graduate Program Reform Committee, CSUF.

1989-90 Committee Member, Planning Committee for the First Annual Conference on Intercultural & International Communication, CSUF.  
1989-90 Committee Member, Departmental Graduate Committee, CSUF.  
1989-90 Committee Member, Departmental Research Committee, CSUF.

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1988-89 Co-Chair, Departmental Distinguished Lecturer Series, Arizona State University.  
1988-89 Committee Member, Interdisciplinary Ph.D. in Communication Admissions Committee, Arizona State University, Tempe, AZ.  
1988-89 Committee Member, College Affirmative Action Committee, Arizona State University.  
1988-89 Committee Member, Hispanic Center Special Search Committee, Arizona State University.  
1988-89 Committee Member, Departmental Graduate Committee, Arizona State University.  
1988-89 Committee Member, Departmental Chairperson Search Committee, Arizona State University.

1988 Committee Chair, Departmental Affirmative Action Committee, Arizona State University.  
1987-89 Committee Member, Interdisciplinary Ph.D. in Communication Executive Committee, Arizona State University.  
1987-88 Committee Member, Departmental Search Committee, Arizona State University.  
1987-88 Committee Member, Departmental Personnel Committee, Arizona State University.  
1987-89 Committee Member, Departmental Graduate Committee, Arizona State University.

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1986-87 Committee Member, SCILS Administrative Council Committee, Rutgers.  
1986-87 Committee Member, Departmental Search Committee, Rutgers.  
1986-87 Committee Member, Departmental Curriculum Committee, Rutgers.  
1986-87 Undergraduate Advisor, Minority Students Orientation Program, Livingston Campus, Rutgers.  
1986-87 Workshop Director, Intercultural Communication Workshop with Jilin-China exchange students and American students on campus, Graduate School of Education, Rutgers.

- 1984-86 Project Member, "Asian American Stereotypes and Communication," educational project, International Center, Rutgers.
- 1984-86 Committee Member, Committee on Asian Studies, International Center, Rutgers.
- 1984-85 Planning Committee Member, Sixth East Coast Asian American Education Conference, International Center, Rutgers.
- 1984-87 Associate Member, Graduate Faculty of the School of Communication, Information and Library Studies, Rutgers.
- 1984-87 Ph.D. Qualifying Exam Reviewer, Graduate Faculty, SCILS, Rutgers.

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- 1984-87 Committee Member, Ph.D. Dissertation Committee (Concetta Stewart).
- 1984-87 Committee Member, Ph.D. Research Methods Area Committee, Graduate Faculty, SCILS, Rutgers.
- 1984-87 Committee Member, Ph.D. Communication Theory Area Committee, Graduate Faculty, Rutgers.
- 1983-84 Director, Departmental Henry Rutgers Honors' Program.
- 1983-84 Director, Departmental Undergraduate Senior Honors' Program.
- 1983-85 Committee Member, Departmental Search Committee, Rutgers University.
- 1983-84 Committee Member, Departmental Interpersonal Instructional Committee.
- 1983-84 Committee Member, FIPSE-FICE Research Task Force.
- 1983-84 Undergraduate Advisor, Departmental Graduating Senior Program.
- 1982-83 Chairperson, Departmental Faculty Colloquium Series.
- 1982-83 Chairperson, Departmental Intercultural and International Communication Program.
- 1982-83 Chairperson, Departmental Interpersonal-Small Group Communication Program.
- 1982-84 Committee Member, Departmental Research and Development Committee.
- 1982-83 Committee Member, Departmental Undergraduate Students Advising Task Force.
- 1981-82 Committee Member, Departmental Basic Course Curriculum Development Committee.

### **Additional Departmental Student Committee Services**

- 2019 – 2021: Faculty Advisor to 4 Independent Studies: Leslie Klukas (Fall, 2019), Tammy Tran (Fall 2019), Jenifer Montgomery (Spring, 2020), Jacqueline Yu (Sp, 2021)
- 2017-2019: M.A. Thesis Advisor: Ariana Cravalho; M.A. Committee Member to: Linh Vo.  
Fall, 2017: Faculty Advisor: HCOM599/499 Intercultural Indep. Studies:  
Ariana Cravalho (Fall 17), Sam Nguyen (Fall 18), Tammy Tran (Spring, 19).
- 2016-2017: M.A. Thesis Advisor to: Arielle Leonard, Thesis Title: *“Religious-Spiritual Identity & the Experience and Management of Relational Turbulence in Intrafaith Romantic Relationships.”* M.A. Degree Completed: Dec. 2017.
- 2016-2017: M.A. Committee Member to: Jenna Milnik (Comp. Exam.). M.A. Degree Completed: Dec. 2017.

2015-2016: M.A Theory-Applied Project. Advisor to: Aleksandra “Sasha” Kasymova; M.A. Project Title: “*Intergroup Peacebuilding Communication Project: Training U.S- Russia Bridge-Builders*” Ms. Kasymova was a Fulbright Scholarship graduate student recipient hailed from Togliatti, Russia.  
M.A. Degree Completed: May, 2016.

Nominated Ms. A. “Sasha” Kasymova for the Coordinated Management of Meaning-- CMM Institute Graduate Student Learning Exchange Conference Fellowship—Oracle, AZ, Oct. 2016. Fellowship offered & accepted. She was also a competitively-selected recipient of an internship award opportunity to work at World Learning under the Edward Muskie Summer Internship Program, Summer 2016.

2014-2015: M.A. Thesis Advisor to: Laura Martinez (Thesis completed: 12/2015);  
Thesis Title: *Identity Management and Conflict Negotiation in Interfaith Marital Communication: A Qualitative Study.*

Co-nominated (with Dr. Tenzin Dorjee)--Ms. Laura Martinez-- for the 2016 Outstanding Master’s Thesis Award from the International and Intercultural Communication Division of National Communication Association. Award offered and accepted at the NCA-Philadelphia Conference, Nov., 2016.

Spring 2017 Independent Studies Faculty Advisor: Julien Sperling, Intercultural Indep. Studies.

2014-2015 M.A. Member: Aaron Zamora (Thesis completed: 6/2015).

2014-2015: Content Expert Consultant: 2014-2015: Angela Hoppe-Nagao, Ed.D. Dissertation Committee, CSUF- College of Education/Educational Leadership Program.  
Dissertation Topic: Cultural Intelligence and Conflict Styles. (Ed.D. Doctorate degree granted: 5/16/2015)

2014-2015 Content Expert Consultant: 2014-2015: Luis Miguel Andrade, Ed.D. Dissertation Committee, CSUF- College of Education/Educational Leadership Program.  
Dissertation Topic: Identity Negotiation in Latino/a(s). (Ed.D. Doctorate degree granted: 5/16/2015)

2010-2012: M.A. Advisor: Noorie Baig Nanda (Thesis completed, 7/2012);  
Rosalina Camacho (not completed during designated period);  
Sylvia Pobocik (SP: Applied Project completed: 12/2012)

2009 – 2010: HCOM597 M.A. Applied Project: Jean Hotta (Degree granted, 5/2010).  
M.A. Comp Exam: Enid Soriano; M.A. Advisor: Andrew Bottom.  
HCOM599: Supervised Independent Grad. Research: Isabella Tien (Spring, 10).

2008 - 2009: M.A. Faculty Comp. Advisor: Michelle Hu, Shelly Hsin-Yun Lee, Enid Soriano.  
M.A. Committee Member: Hazel Lodevico (mass comm. grad.: 5/09: Thesis completed) (2/09: Hu & Lee: Comp. Exams Successfully Completed).



- 2009 Fall/Spring: HCOM599: Supervised Independent Grad. Research: Jean Hotta (Fall, 09).  
HCOM599: Supervised Independent Grad. Research: Enid Soriano (Spring, 09).
- 2008 Fall: Supervised Independent Grad. Research HCOM599: Michelle Hu & Shelly Lee.
- 2007-Present: M.A. Applied Project Advisor: Masako Viridi (Projected Completed: 12/08),  
Jean Hotta. M.A. Thesis Advisor: Vivien Ruifang Zhang.  
(5/09: Zhang: Thesis Completed).
- 2006 - 2008: M.A. Applied Project Advisor: Hiromi Motozuka (Projected completed,  
1/2008)—Nominated Her for CSUF 2008 Outstanding Alumni Award—Award  
Granted & Presented in CSUF Honors Convocation, May 16, 2008.
- 2005 -2006: M.A. Applied Project Advisor: Donna Jean-Louden (Project completed, Spring 2006)  
M.A. Committee Member: Alejandro (Alex) Jazan (Comp. completed, Spring, 2007)
- 2004 – 2008: Graduate Course Supervisor on Independent Studies' Projects (HCOM599 or  
HCOM499): Enid Soriano (HCOM599), Jean Hotta (Fall, 2007), Hiromi  
Motozuka (Fall, 2006), Kathleen Conway (Spring, 2006), Donna Jean-Louden  
(Spring, 2006), Luke Winslow (Spring, 2005), Denise Schulmeyer (Spring,  
2005), Dayane Souza (Fall, 2004), Ana-Marie Vargas (Spring, 2004),  
Shonna Ries (Spring & Fall, 2004), Wendy Harrison (Fall 2003).
- 2003 -2005: M.A. Thesis Advisor--Thesis Completed: Shonna Ries Rossler, Spring 2005,  
and Masako Kato, Spring 2005.
- Thesis Committee Member-- Completed: Ana-Marie Vargas, Spring, 2005.  
M.A. Applied Project Advisor-- Completed: Denise Schulmeyer, Summer 2005.  
Graduate Independent Study Completed: Shawn Tanuvasa, Spring, 2005.
- 2000-2004: Master Thesis Advisor: Gloria Strasburger (degree completed 4/03), Jessica Tan  
(degree completed 4/01)// Committee Member to: Meekyung Chung, Shayna  
Hsiang-Hsiu Hsiung, Sakuna Sarai, Wendy Harrison (degree 12/03), Harry Hao.
- 1999: Invited Dissertation Outside Advisor: Ann Schauber (1999), "Assessing  
Organizational Climate: First Step in Diversifying an Organization" Dissertation &  
Doctoral Committee. Union Institute. Cincinnati, Ohio, 1997 - 1999.
- 1997-99: Master Thesis Advisor: Yasuhito Naganishi, Andre Stephens// Committee Member to:  
VJ Gururaja, Jeff Horn, Peter Lee, Naoto Ogawa, Kenji Sugano, Junko Tominaga.
- 1994-96: Master Thesis Advisor: Trina Wright (degree completed 7/96)// Committee Member  
to: Linda Chalmers, Shelton Hill, Tomohiro Hasegawa, Chie Misumi. Marilee  
Bagshaw, Steve Borgard, Sherrie Guerrero (degree completed 5/96), Kimberlie  
Hubbert (degree completed 5/95), Carmen Lee (degree completed 5/96), Sally  
Takahashi (degree completed 12/95).

- 1992-94: Master Thesis Advisor: Angela Hoppe (degree completed 9/93), Kimberlie Yee-Jung (degree completed 5/94), CSUF// Committee Member to: Yuko Matsumoto (degree completed 5/94), Felicia Nepamuceno, Sheri Luo, Robin Shapiro (degree completed 5/94), CSUF.
- 1991-93: Master Thesis Advisor to: Beth Cocroft (degree completed 3/92) (CSUF Honorable Mentioned Master Thesis Award), Amy Starr (degree completed 8/92), Leeva C. Chung (co-advising, degree completed 12/92), Tom Berry (degree completed 5/92).
- 1991-93: Master Thesis Committee Member to: Hiroshi Ota (degree completed 9/93), Kevin Erbe (degree completed 9/93), Philip Aust (degree completed 5/93), Seiichi Morisaki (degree completed 8/92), Marilou Morris (degree completed 8/92), Jeff Simon (degree completed 8/92), CSUF.
- 1990-92: Thesis Committee Member to: Debra Cleaver, Ricardo DeCasas, Joseph Komarnicki, William Murphy, CSUF. 1989-90: Thesis Committee Member to: Jon Brusckhe, Jiro Sakai, Kiyoko Sueda, CSUF.
- 1988-89: Thesis Chair to: Mark Cole, David Doyle, Paula Trubisky, Alba Urcuyo-Harrett, Vivian Yang--M.A. Thesis Committees, Arizona State University.
- 1989: Paula Trubisky received the "1989 Distinguished Master Thesis Award" from International & Intercultural Communication Division, Speech Communication Association. Advisor: Stella Ting-Toomey.
- 1987-89: Committee Member to: Effie Baker, Joyce Baker, Sandra Blaisedell, Ge Gao, Lisa Greene, Shannon Grenz, Lauren Gumbs, Huan-Nan Lu, Lynda McCroskey, Yoko Nadamitsu, and Zhizhong Yang--M.A. Thesis Committees, Arizona State University.
- 1987-89: Committee Member to: Ge Gao, Ruth Guzley, and Karen Schmidt--Ph.D. Committees, Arizona State University (ASU).
- 1987-88: Thesis Chair, Sandy Sudweeks' M.A. Thesis Committee, Arizona State University. (Received ASU 1988 Distinguished "Thesis of the Year" Award.)
- 1983-84: Committee Member, Henry Rutgers Undergraduate Thesis Committee (Jason Lustig).
- 1982-83: Thesis Director, Henry Rutgers Undergraduate Thesis Committee (Patty Shwartz).

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## **GRANTS, HONORS, AND AWARDS**

- 2015, April: Recognition as Top Papers (co-authored with Qin Zhang, John Oetzel, S. Ting-Toomey, & Jibiao Zhang) in Eastern Communication Association-Philadelphia, PA Conference-- Intercultural Communication Interest Group Panel.

- 2014, Spring: Recipient of the 2014 CSUF Annual Author Award Recognition for the book: *The Sage Handbook of Conflict Communication, Second Edition*, Sage Publications. (co-editor: John G. Oetzel)
- 2014, April: Recognition as Top Papers (co-authored with Qin Zhang, S. Ting-Toomey, & John Oetzel) in Eastern Communication Association-Providence, Rhode Island Conference--Intercultural Communication Interest Group Panel.
- 2014, Spring: CSUF Spring Semester Faculty Research Sabbatical Leave Proposal—Application submitted in 2012/13. Approved in Spring 2013 for Spring 2014 Sabbatical Leave.
- 2013, Spring: Recipient of the 2013 CSUF Annual Scholarly & Creative Activity Research Award Recognition, 3/27/2013.
- 2013, Spring: Recipient of the 2013 CSUF Annual Author Award Recognition for the book: *Understanding intercultural Communication, Second Edition*, Oxford U. Press. (co-author: Leeva Chung)
- 2012, Spring: Recipient of Milton A. Gordon (MAG) Fund for Scholarly & Creative Activities. One-course Release Time, Spring, 2012.
- 2010, Spring: Recipient of the 2010 CSUF Faculty Recognition: Scholarly & Creative Activity—in recognition of “Scholarship that Results in the Highest Quality, Peer Reviewed Journal Articles.”
- 2009, Fall: Recipient of the Recognition of the CSUF “20 Years of Distinguished Service to CSUF.” (Fall, 1989 – Spring, 2009)
- 2007, Nov.: Recipient of the 2007 National Communication Association—Communication and Social Cognition Division Distinguished Book Award -- “*The Sage Handbook of Conflict Communication*” Book (792 pages), Sage Publications. (co-editor: John Oetzel)
- 2006-07: CSUF 2007 Outstanding Faculty Recognition for Scholarship in the *Highest Quality, Seminal Books and Monographs Award*: “*The Sage Handbook of Conflict Communication*” Monograph, Sage Publications. (with John Oetzel)
- 2006-07 Spring Semester, 2007, CSUF Spring Semester Faculty Research Sabbatical Leave Proposal--Approved.
- 2005-06 Recipient of the CSUF Faculty Book Author Recognition Award – “*Understanding Intercultural Communication*” Text, Roxbury Publications. (with Leeva Chung)
- 2004-05 Recipient of the Outstanding CSUF Teacher-Scholar Recognition Award -- in recognition of “*Exceptional Teaching Effectiveness*” in the past three years.
- 2000-2001 CSUF Outstanding Faculty Recognition for Scholarship in the Highest Quality, Seminal Books, Book Award Recognition: “*Managing Intercultural Conflict Effectively*” book. Sage Publications. (with John G. Oetzel).

- 2000-2001 CSUF Outstanding Faculty Recognition Awards For Scholarship that Results in the Highest Quality Seminal Peer-Reviewed Journal Articles.
- 2000 CSUF Fall Semester Faculty Research Sabbatical Leave Award, 2000.
- 2000 Top-Three Paper Award, NCA International & Intercultural Comm. Division.
- 2000 Top-Ranked Paper Award, ICA Intercultural & Development Comm. Division.
- 1999 Top-Ranked Paper Award, ICA Intercultural & Development Comm. Division.
- 1996 Faculty Research Travel Grant, Office of Academic Programs, CSUF.
- 1996 International Faculty Exchange Travel Award, Academic Affairs, CSUF.
- 1996 Faculty Enhancement & Instructional Development Grant, California State University, Fullerton.
- 1996 Competitive Performance Salary Step Increase Award, CSUF.
- 1995 Outstanding Service Award 1993-95, Intercultural & Development Comm. Division, ICA.
- 1995 Faculty Enhancement & Instructional Development Grant, CSU-Fullerton.
- 1995 Top-Three Paper Award, Intercultural & Development Communication Division, International Communication Association.
- 1994 Top-Ranked Paper Award, Intercultural & Development Communication Division, International Communication Association.
- 1994 Summer Senior Grant Research Award, California State University, Fullerton.
- 1994 CSUF Spring Semester Faculty Research Sabbatical Leave Award.
- 1992 Distinguished Article Award, International & Intercultural Communication Division, Speech Communication Association.
- 1992 Affirmative Action Research Grant, Faculty Research & Development, California State University, Fullerton, release-time.
- 1991 Faculty Enhancement & Instructional Development Grant, California State University, Fullerton, release-time and research stipend award.
- 1991 Top-Ranked Paper Award (as first author & with six co-authors), Intercultural Communication Division, Western States Communication Association.
- 1990 Outstanding Intercultural Scholar, College of Communications Academic Achievement Award, Ohio University, Athens, OH. May, 1990.

- 1990 Junior Faculty Competitive Research Grant, California State University Fullerton Foundations.
- 1990 Affirmative Action Research Grant, Faculty Research & Development, California State University, Fullerton, release-time, and research stipend award.
- 1990 Top-Three Paper Award (with international collaborators), International & Intercultural Communication Division Speech Communication Association, Chicago, IL.
- 1989 Outstanding Book Award (with William B. Gudykunst), Culture and Interpersonal Communication monograph. International & Intercultural Communication Division, Speech Communication Association, San Francisco, CA.
- 1989 Top-Ranked Ralph Cooley Distinguished Paper Award (with P. Trubisky & T. Nishida), International & Intercultural Communication Division, Speech Communication Association, San Francisco, CA.
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- 1989 Outstanding Leg-of-the-Stool Award for Excellence in Research, Department of Comm. & College of Public Programs, Arizona State U. (with salary adjustments)
- 1989 Arts/Social Sciences/Humanities Research Grant, Council for Research & Creative Activities, Arizona State University.
- 1987-89 Top-Three Overall Merit Performance Recipient in Teaching, Research, and Service (with salary adjustments), Department of Communication, Arizona State University.
- 1988 Top-Three Paper Award, Intercultural & Development Communication Division, International Communication Association.
- 1988 Arts/Social Sciences/Humanities Research Grant, Council for Research & Creative Activities, Arizona State University.
- 1988 Graduate College Faculty Research Conference Grant, Arizona State University.
- 1988 International Who's Who of Professional and Business Women.
- 1987 President's Coordinating Council on International Programs, Research Grant, Rutgers,
- 1985 Fellowship, "Global Interdependence and New Jersey Education," Woodrow Wilson National Fellowship Foundation, Princeton University.
- 1984-85 Rutgers-Fukui International Faculty Exchange Grant, International Center, Rutgers.
- 1984-85 Minority Faculty Development Grant, Office of the Provost, College Avenue Campus, Rutgers University.
- 1984-85 University Research Council Grant, Rutgers University.

- 1984 University Junior Faculty Research Sabbatical Leave. Delivered four major intercultural communication lectures at Nihon University and Fukui University, Japan.
- 1983-86 University Faculty Supplemental Salary Awards, Rutgers University.
- 1983 United States Outstanding Young Women of the Year Award.
- 1982 Top-Ranked Paper Award, Interpersonal Communication Interest Group, Eastern Communication Association, Hartford, CT.
- 1980 Top-Ranked Student Paper Award, Intercultural & Development Communication Division, International Communication Association, Acapulco, MEXICO.
- 1980-81 Fellowship, Minority Education Division, Graduate School, University of Washington. & Two Full-Year Tuition Scholarships, Graduate School, University of Washington.

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**CSUF TEACHING: STUDENTS' Opinion Questionnaire (SOQ) Ratings: Sample Listing**

**STT's Sample SOQ: [\* = Large Lecture Class = 90-100 students; Early years = 125 Students]  
(1 = Unsatisfactory; 4 = Superior)**

**Fall, 2003: \*LARGE HCOM 320: 3.71, HCOM422: 3.99, H492T-IC Conflict: 3.98;  
Spring, 2004: HCOM220: 3.72, \*HCOM320: 3.71, HCOM522: 3.93.**

**Fall, 2004: HCOM320: 3.80, \*HCOM320: 3.57, HCOM422: 3.79.  
Spring, 2005: HCOM220: 3.79, \*HCOM320: 3.66, HCOM522: 3.74.**

**Fall, 2005: HCOM320: 3.81, \*HCOM320: 3.69, HCOM422: 3.95.  
Spring, 2006: PROFESSIONAL LEAVE--Served as Invited Knapp Endowed Chair  
of Liberal Arts, University of San Diego (USD), San Diego, CA. Taught COMM475: ICC**

**Fall, 2006: HCOM340: 3.73 \*HCOM320: 3.44 HCOM422: 3.96.  
Spring, 2007: RESEARCH SABBATICAL LEAVE**

**Fall, 2007: HCOM220: 3.84 \*HCOM320: 3.56 HCOM422: 3.77.  
Spring, 2008: \*HCOM320: 3.72 HCOM456: 3.92 HCOM522: 3.96.**

**Fall, 2009: HCOM320: 3.86, \*HCOM320: 3.51 HCOM422: 3.35.  
Spring, 2010: HCOM320 : 3.81 \*HCOM320: 3.75 HCOM220: 3.62.**

**Fall, 2010: HCOM320: 3.64 \*HCOM320: 3.54 HCOM456: 3.96.  
Spring, 2011: HCOM320: 3.69 \*HCOM320: FAR Lost Research Award.  
Summer 2011: HCOM320: 3.83**

Fall, 2011:	HCOM320: 3.83	*HCOM320: 3.53	HCOM220: 3.51.
Spring, 2012:	HCOM320: 3.64	*HCOM320: 3.47	MAG Fund Award.
Summer 2013:	HCOM320: 3.73		
Fall, 2012:	HCOM320: 3.80	*HCOM320: 3.60	HCOM220: 3.80.
Spring, 2013:	HCOM320: 3.86	*HCOM320: 3.65	HCOM522: 3.48.
Summer 2013:	HCOM320: 3.77		
Fall, 2013:	HCOM320: 3.86	*HCOM320:3.65	HCOM422: 3.91.
Spring, 2014:	Research Sabbatical Leave		
Summer 2014:	HCOM320: 3.91		
Fall, 2014:	HCOM320: 3.83	*HCOM320: 3.52	HCOM220: 3.49.
Spring, 2015:	HCOM320: 3.71	*HCOM320: 3.72	HCOM422: 3.83.
Summer 2015:	HCOM320: 3.83		
Fall, 2015:	HCOM320: 3.80	*HCOM320: 3.57	Basic Course(s) Director.
Spring, 2016:	HCOM320: 3.76	*HCOM320: 3.67	Basic Course(s) Director.
Summer 2016:	HCOM320: 3.80		
Fall, 2016:	HCOM320: 3.69	*HCOM320: 3.58	Basic Course(s) Director.
Spring, 2017:	HCOM320: 3.78	*HCOM320: 3.73	Basic Course(s) Director.
Summer 2017:	HCOM320: 3.83		
Fall, 2017:	HCOM320: 3.93	*HCOM320: 3.63	Basic Course(s) Director.
Spring, 2018:	3 course-load	*HCOM320: 3.67	Basic Course(s) Director.
Summer 2018:	HCOM320: 3.91		
Fall, 2018:	HCOM320: 3.65	*HCOM320: 3.83	
Spring, 2019:	HCOM522: 3.94	*HCOM320: 3.74	
Summer, 2019:	HCOM320: 3.93		
Fall, 2019:	HCOM320: 3.65	*HCOM320/Large Size: 3.83	

**ZOOM VIRTUAL: Start Date: March 15, 2020**

Spring, 2020: Virtual HCOM320: 3.74 Virtual \*HCOM320/Large Size: 3.52

Summer, 2020: Virtual HCOM320: 3.77

**Fall Semester, 2020: One-Semester Sabbatical Research Leave: Completed the writing & submission of the trio package of: Understanding ICC, 3<sup>rd</sup> Edition: Oxford University Press.**

**ZOOM VIRTUAL: SPRING SEMESTER Teaching, 2021:**

Spring, 2021: Virtual HCOM320: 3.70 Virtual \*HCOM320/Large Size: 3.76

**High-Ranking SOQ category trends: “knowledgeable in the subject matter,”  
“demonstrated broader area of knowledge,” “demonstrated respect for students.”**

**\*HCOM320 =Large Lecture G.E. = Student Size = approx. 90-100 Students.**

**>>>COMPARE TO OVERALL DEPARTMENTAL SOQ MEAN RANGE: 3.40 - 3.56<<<**

**PROFESSIONAL MEMBERSHIPS**

Academy for Intercultural Research (Founding Fellow/Charter Member)  
Society for Intercultural Education, Training & Research (SIETAR-USA)  
International Communication Association (ICA)  
National Communication Association (NCA)  
Western States Communication Association (WSCA)

**STT's Curriculum Vitae:            Last Update – Jan. 1<sup>st</sup>, 2022**

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