# New Degree Program Proposal MA/MS in Communication

# Status: Pending Review - Faculty Senate Exec Committee (Previous Version)

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#### 1. Review - College Approver - Liberal Arts

Sent Back by <u>Gary Beach</u> Coord- Senior Curriculum / Acad Prgms/Assess/Accred, *February 6, 2018* 8:16am

#### Comments

*Gary Beach (College Approver - Liberal Arts) February 6, 2018 8:16am* The proposal is being sent back at the request of the originators.

--Gary, APA

#### 2. Originator Response

Colin Hesse Assistant Professor / Speech Communication, February 6, 2018 1:06pm

#### Comments

*Colin Hesse February 6, 2018 1:06pm* Made small edits to main course proposal document and then resubmitted.

#### 3. Review - College Approver - Liberal Arts

**Approved** by <u>Kryn Freehling-Burton</u> Senior Instructor I / Women/Gendr/Sxlt Studies, *February 7, 2018* 4:23pm

#### Comments

*Kryn Freehling-Burton (College Approver - Liberal Arts) February 7, 2018 4:23pm* The CLA Curriculum Committee approves this proposal but would like to suggest including a liaison or letter of support from SWLF to strengthen the proposal as it moves on through the process.

#### 4. Review - Curriculum Coordinator

Sent Back by <u>Gary Beach</u> Coord- Senior Curriculum / Acad Prgms/Assess/Accred, *March 8, 2018* 4:02pm

#### Comments

*Gary Beach (Curriculum Coordinator) March 8, 2018 4:02pm* The proposal is being sent back to the originators for the purpose of adding Liaison Comments and for posting an External Review Report.

--Gary, APA

#### 5. Originator Response

Colin Hesse Assistant Professor / Speech Communication, May 22, 2018 10:16am

#### Comments

#### Colin Hesse May 22, 2018 10:16am

We have posted liaison comments for all three individuals and have posted the External Review Report (along with adding our response to that report and making a small change in our proposal document noting that we have completed the report).

#### 6. Review - Curriculum Coordinator

Approved by <u>Gary Beach</u> Coord- Senior Curriculum / Acad Prgms/Assess/Accred, June 7, 2018 10:22am

#### Comments

Gary Beach (Curriculum Coordinator) June 7, 2018 10:22am

The proposal is being "pushed" to the Budgets and Fiscal Planning Committee (BPFC) for concurrent review by the BFPC and the Graduate Council and Curriculum Council.

The Graduate Council and Curriculum Council have been notified that they can commence with their review of the proposal, even the proposal will continue to reside in the BFPC queue until their review has been completed.

A review of the GLO's by the Graduate School will be conducted at a later date.

--Gary, APA

#### 7. Review - Graduate School

Sent Back by Stephanie Bernell Associate Dean / Graduate School Admin, June 28, 2018 1:59pm

#### Comments

Stephanie Bernell (Graduate School) June 28, 2018 1:59pm

Aside from the language requirement, please differentiate in your proposal the context for offering both the MA and MS degree? As it is presented, the proposal refers generally to the MA/MS degree.

#### 8. Originator Response

Colin Hesse Assistant Professor / Speech Communication, September 17, 2018 1:12pm

#### Comments

#### Colin Hesse September 17, 2018 1:12pm

The proposal is being resubmitted. We have a) added a facilities approval form, b) added a form looking at how we would initially assess our graduate learning outcomes, c) added a liaison, Peter Betjemann, the director of the School of Writing, Literature, and Film, and d) added language to page 2 of the proposal answering the question regarding offering both the MA and MS degrees.

#### 9. Review - Graduate School

Approved by Stephanie Bernell Associate Dean / Graduate School Admin, September 18, 2018 2:13pm

#### Comments

Stephanie Bernell (Graduate School) September 18, 2018 2:13pm

It is good that your program has done some initial thinking about assessment. That said, the assessment plan needs work prior to implementation. For example, the alumni survey may not be the best assessment tool, benchmarks need to be developed, etc.. Also, I do suggest that the program think critically about the learning outcomes. Given their structure, they are difficult to assess.

#### **10. Review - Budgets and Fiscal Planning Committee**

**Approved** by <u>Andrew Ibarra</u> Dir-Physical Activity Program / Sch of Bio/Pop Hlth Sci, October 8, 2018 11:10am

#### Comments

Andrew Ibarra (Budgets and Fiscal Planning Committee) October 8, 2018 11:10am A big portion of your income/funds is allocated to tuition remission. In prior years this has fluctuated and this may not be a constant. You may want to consider if this were to decrease where would your funds come from. On your Budget Outline Form, please move the Recurring expenses from Faculty, Tenured/Tenure-Track to Faculty, fixed-term. Based on your budget narrative we determined that you are not planning on having a tenured/tenured track faculty teach the course but rather a fixed-term instructor teach the course.

# 11. Review - Graduate Council Chair

Sent Back by Lisa Ganio Department Head / Statistics (Science), October 23, 2018 12:55pm

#### Comments

Lisa Ganio (Graduate Council Chair) October 23, 2018 12:55pm

MA/MS in Communications (# 99706): The program identifies the difference between obtaining an MS or an MA degree as the requirement of 2 years of foreign language proficiency for the MA. Presumably, the language proficiency is needed for this Master's degree, otherwise only the MS would be offered. But if MA students have required skills and knowledge that differ from MS students (as they should for different degree types in Communication) then the learning outcomes should reflect those differences as well. Please revise the learning outcomes and subsequent assessment to reflect differences in learning outcomes due to the presence or absence of 2 years of language proficiency.

# **12. Originator Response**

Colin Hesse Assistant Professor / Speech Communication, November 9, 2018 1:46pm

#### Comments

#### Colin Hesse November 9, 2018 1:46pm

The differences in terms of the language proficiency would be found one of two ways. First, the MA student can show their proficiency through the grad school form when they are admitted to the program (and thus there is nothing specifically that they learn differently from an MS student during their time at Oregon State). Second, an MA student who has not fulfilled their language requirement can take 15 credits of non-English foreign language courses during their time at Oregon State to become proficient (getting at least a C in any of those courses). We have added a fourth learning outcome with this language to the learning outcome document. Note that MA and MS students would be taking the exact same courses and would do the exact same thesis proposal except for the possibility of the language courses (only if someone needs to earn the language proficiency element during their time at Oregon State).

#### 13. Review - Graduate Council Chair

Sent Back by Lisa Ganio Department Head / Statistics (Science), December 12, 2018 1:55pm

#### Comments

#### Lisa Ganio (Graduate Council Chair) December 12, 2018 1:55pm

1. Please revise section 5(b) of the proposal to show the separate and distinct learning outcomes for each degree. As currently written the graduate learning outcomes are identical.

2. Please revise the assessment of the MA specific learning outcome in the learning outcomes assessment table to clarify the language-based action that student does to demonstrate proficiency in the language (e.g., passing a language course with a grade of C or better). The councilors felt that 'completing the graduate school form' did not demonstrate proficiency in the language.

# 14. Originator Response

Colin Hesse Assistant Professor / Speech Communication, January 17, 2019 2:17pm

#### Comments

#### Colin Hesse January 17, 2019 2:17pm

We have revised section 5(b) to show the change in the learning outcomes for the M.S. program. We have added a research methods outcome to the proposal, where the M.S. track will involve 6 additional credits of research methods courses. We have added wording throughout the proposal to address this change. We have also attached two separate learning outcome documents, one for the MA degree and

one for the MS degree. We feel that the two degrees are now distinct, and look forward to the next review. We wish to thank Lisa Ganio and Stephanie Bernell for their assistance in this process.

# 15. Review - Graduate Council Chair

Sent Back by Lisa Ganio Department Head / Statistics (Science), February 8, 2019 3:37pm

#### Comments

#### Lisa Ganio (Graduate Council Chair) February 8, 2019 3:37pm

The Council was pleased to see different learning outcomes for the M.A. and M.S degrees. Please provide clarification on the (p.9) MS learning outcome "Demonstrate an appropriate level of knowledge regarding research methods" and the section that says "Student completes four courses specializing in teaching research methods".

A) Since the curriculum is described in terms of number of required credits, this should be phrased as # of credits (and it can be a variable # of credits). It could also be phrased as a minimum number of credits.

B) As written the phrase 'specializing in teaching research methods" was interpreted to say that the courses have to teach student how to teach research methods. None of the courses in the list on page 3 appear to teach how to teach. Does this need to be rephrased or was the intention that the students learn how to teach research methods?

#### **16. Originator Response**

Colin Hesse Assistant Professor / Speech Communication, February 11, 2019 9:56am

#### Comments

#### Colin Hesse February 11, 2019 9:56am

My thanks to the graduate council - they were correct that the wording of the learning outcome needed to be changed. Students are learning research methods, not learning how to teach them. I have changed the wording (simplified) to reflect that point, as well as changed the wording to say, "a minimum of 12 credits," which properly reflects the level of learning we would expect of the M.S. students.

#### 17. Review - Graduate Council Chair

Approved by Lisa Ganio Department Head / Statistics (Science), February 12, 2019 3:09pm

#### Comments

*Lisa Ganio (Graduate Council Chair) February 12, 2019 3:09pm* The program has done a great job with this. We appreciate their attention and commitment to the program.

#### 18. Review - Curriculum Council Chair

Approved by <u>Allen Thompson</u> Associate Professor / Philosophy Department, February 25, 2019 1:34pm

#### **19. Review - Faculty Senate Exec Committee**

Pending Review

#### More Queued Reviews (4)

Faculty Senate; Provost /Academic Affairs; Academic Programs; Catalog Coordinator

#### Proposal

Proposal ID:99706 Type:New Degree Program Submission Date:February 11, 2019 9:56am Comments: This is a revised version of a previous proposal that has been in the works for several years. We were asked to resubmit it as a new proposal in order to clear up the numerous comments and drafts that had been on previous versions of the proposal.

# **History**

#### Active Version - Submitted February 11, 2019 9:56am

Version 6 - Submitted January 17, 2019 2:17pm

Version 5 - Submitted November 9, 2018 1:46pm

Version 4 - Submitted September 17, 2018 1:12pm

Version 3 - Submitted May 22, 2018 10:16am

Version 2 - Submitted February 6, 2018 1:06pm

Version 1 - Submitted October 23, 2017 4:45pm

# Originators

NAME	TITLE	DEPARTMENT/SCHOOL
Colin Hesse	Assistant Professor	Speech Communication
Las Ann Corrison	Director Sch of Arts & Comm	Liberal Arts Admin

Lee Ann Garrison Director-Sch of Arts & Comm Liberal Arts Admin

#### Contacts

NAME	TITLE	DEPARTMENT/SCHOOL	
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Loril Chandler Office Mgr-Asst to Chair Speech Communication

#### **Proposal Details**

College:College of Liberal Arts Department/School:School of Arts and Communication Program Type:Graduate Major New Degree Name:MA/MS in Communication

# **Supporting Documents**

#### DOCUMENTS

\* Signed Transmittal Sheet 🧕

<u>Communication Master degree Transmittal\_11-18-2016.pdf</u> (2.04 MB added Feb 08, 2019 3:37 pm )

\* Executive Summary 💿

executive summary.doc (29.00 Kb added Feb 08, 2019 3:37 pm )

\* Proposal 💿

Fall 2019.MA.MS.doc (170.00 Kb added Feb 11, 2019 9:55 am)

Changed language of the 4th learning outcome of the MS to reflect that the students are learning research methods, not learning how to teach research methods.

\* Letters of Support 💿

Boise State Letter of Support <u>Boise State Letter of Support.pdf</u> (31.32 Kb added Feb 08, 2019 3:37 pm )

Whitworth University Letter of Support <u>Whitworth Letter of Support.pdf</u> (461.77 Kb added Feb 08, 2019 3:37 pm )

University of Washington Letter of Support <u>University of Washington Letter of</u> <u>Support.pdf(600.32 Kb added Feb 08, 2019 3:37 pm</u>)

\* Accessibility Form 💿

Accessibility Form 2-2017-signed.pdf (49.86 Kb added Feb 08, 2019 3:37 pm)

\* Library Evaluation 💿

libraryassess.pdf (2.51 MB added Feb 08, 2019 3:37 pm)

\* Faculty CVs 🧕

COMM-FacultyList-Fall 2017.docx (14.40 Kb added Feb 08, 2019 3:37 pm )

Bushnell-CV\_2015.pdf (6.28 MB added Feb 08, 2019 3:37 pm )

<u>Cruz\_CV-2017.pdf</u> (293.94 Kb added Feb 08, 2019 3:37 pm )

Faltesek\_CV\_06-08-2017.pdf (137.14 Kb added Feb 08, 2019 3:37 pm )

<u>Goodnow\_CV-2017 .pdf</u> (197.59 Kb added Feb 08, 2019 3:37 pm )

<u>Graham\_CV-2017.pdf</u> (113.19 Kb added Feb 08, 2019 3:37 pm )

<u>Hesse\_CV-2017.pdf</u> (542.46 Kb added Feb 08, 2019 3:37 pm )

Iltis CV 2016 .pdf (93.18 Kb added Feb 08, 2019 3:37 pm )

Loges\_CV-2017.pdf (255.19 Kb added Feb 08, 2019 3:37 pm )

Porrovecchio\_Mark\_CV\_2017[1].pdf (383.06 Kb added Feb 08, 2019 3:37 pm )

<u>Reeves\_Joshua\_CV\_2017.pdf</u> (435.99 Kb added Feb 08, 2019 3:37 pm )

<u>Root\_Elizabeth\_CV\_-2017.pdf</u> (147.93 Kb added Feb 08, 2019 3:37 pm )

Walker CV 2015.pdf (78.01 Kb added Feb 08, 2019 3:37 pm )

Other Attachments 💿

SAC Communication MA-MS Budget Narrative-2017.docx (148.19 Kb added Feb 08, 2019 3:37 pm )

External Feasibility Study.doc (1.09 MB added Feb 08, 2019 3:37 pm)

OSU MA MS Speech Communication External Review.docx (19.32 Kb added Feb 08, 2019 3:37 pm)

External Review Committee Letter

Speech Comm Response to External Review.docx (140.16 Kb added Feb 08, 2019 3:37 pm )

<u>Cat 1 Proposal -MA-MS in Communication.pdf</u> (119.22 Kb added Feb 08, 2019 3:37 pm )

Facilities approval letter

<u>Comm MA Level Assessment Table.docx</u> (23.42 Kb added Feb 08, 2019 3:37 pm ) Learning Outcomes for MA track  $\underline{\rm COMM}$  MS Level Assessment Table.docx (14.10 Kb added Feb 08, 2019 3:37 pm ) Learning Outcomes for MS track

#### LIAISONS

# \* Liaisons 💿

# **Elizabeth Root**

Request: *None* Response: <u>Root liaison letter.pdf</u> (37.31 Kb added Feb 08, 2019 3:37 pm)

# Lee Ann Garrison

Request: None

Response: <u>Garrison OSU Liaison Letter-\_Master\'s in Communication degree</u> <u>proposal.pdf</u>(260.47 Kb added Feb 08, 2019 3:37 pm)

# Marion Rossi

Request: *None* Response: <u>Liaisaon Response---MAMS in COMM----Rossi.pdf</u> (41.15 Kb added Feb 08, 2019 3:37 pm)

# Peter Betjemann

Request: *None* Response: <u>SWLF\_Letter\_of\_Support\_Comm\_MA\_MS.pdf</u> (141.80 Kb added Feb 08, 2019 3:37 pm)

# **BUDGET INFORMATION**

# \* Budget Year 1 🧕

<u>FY17-18 COMM-MA-MS-BudgetWrk-Oct2017.xlsx</u> (24.14 Kb added Feb 08, 2019 3:37 pm )

\* Budget Year 2 💿

<u>FY17-18 COMM-MA-MS-BudgetWrk-Oct2017.xlsx</u> (24.14 Kb added Feb 08, 2019 3:37 pm )

# \* Budget Year 3 🧕

<u>FY17-18 COMM-MA-MS-BudgetWrk-Oct2017.xlsx</u> (24.14 Kb added Feb 08, 2019 3:37 pm )

\* Budget Year 4 🔘

<u>FY17-18 COMM-MA-MS-BudgetWrk-Oct2017.xlsx</u> (24.14 Kb added Feb 08, 2019 3:37 pm )



# Full Category I and Abbreviated Category I **Proposal Transmittal Sheet**

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation, 500 Kerr Administration Building - Oregon State University

For Instructions, see http://oregonstate.edu/admin/aa/apaa/academic-programs/curriculum/category-1-proposals Please attach Transmittal Sheet; Executive Summary, Proposal, Letters of Support (external to OSU); Accessibility Form\*, Library Evaluation\* (performed by the Library), Faculty CV's\*, Liaison Correspondence (internal to OSU), and Budget Information (both OSU and OUS budget sheets) \* Not required for Abbreviated Category I proposals unless requested

# Full Category I

[Full Category I Final Approval: Oregon State Board of Higher Education for new degree programs; Oregon University System Provosts' Council for new certificate programs and major changes to existing programs.]

# Check one:

- X New Degree Program
- New Certificate Program
- Substantive Change to Existing Program

# Abbreviated Category I

[Abbreviated Category | Final Approval: OSU Provost or the Oregon University System Provosts' Council]

# Check one:

- Establish: a new college, school, department or program
- Extend: an existing program to a new location
- Merge or Split: an academic program or academic unit
- Reorganize: move responsibility for
- an academic program from one unit to another
- \_\_\_\_\_ Suspend or Reactivate: an academic program or academic unit
- \_ Terminate: an academic program or academic unit

For proposals to establish a new center or institute, contact the Research Office (541-737-3467)

Title of Proposal:

Effective Date:

New Master of Arts/Master of Science in Communication

School/Department/Program: School of Arts & Communication Speech Communication Program College:

College of Liberal Arts

I certify that the above proposal has been reviewed by the appropriate Department, School, and College administrators and committees. I approve this proposal.

Sign (Director, School of Arts & Communication)

Sign (Dean of College) Date

Lee Ann Garrison

Print (Director, School of Arts & Communication)

Lawrence Rodgers

Print (Dean of College)

Fall 2017

# Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

# Oregon State University College of Liberal Arts Department of Speech Communication

# **Executive Summary:**

This Master of Science/Master of Arts (M.S./M.A.) in Communication provides a discipline-based, integrated study of communication and rhetoric structured around a core of fundamental theories, methodologies, and applications. While speech communication departments at some universities in the United States feature only rhetoric (such as public address, argumentation, persuasion, or media) or only communication (communication in personal contexts such as intercultural, small group, organizational, or family) in their graduate degrees, this program follows a more comprehensive model that combines both rhetoric and communication under the umbrella label of Communication. In keeping with the discipline of Speech Communication, this M.S./M.A. program addresses the means, functions, and goals of symbolic human interaction. The range of approaches to course offerings within this M.S./M. A. program includes theoretical, pragmatic, epistemological, and critical perspectives.

Students pursuing this degree will combine advanced study in a selection of topics including but not limited to persuasion and argumentation, conflict management and resolution, cultural (family, sex and gender, relational) and intercultural communication, and organizational and group issues, thus preparing students for doctoral study in communication and rhetoric or for careers as communication professionals. Students who do not continue to doctoral level study can pursue careers in law, training and development, advocacy, human resources, mediation and facilitation, group and organizational consulting, politics, community leadership and development, post-secondary college instruction, public relations, and other areas.

This graduate program drives Oregon State University's (OSU's) commitment to "sustain human well being and improve the quality of human life." This program engages personal well being, the public life of Oregon, the critical issues of the nation, and the pressing concerns of the global society because communication and oral rhetoric comprise the heart of the "human system." Producing experts in oral argument who excel in promoting effective interpersonal and small group processes provides a citizenry with the means and tools for grappling with complex, intractable, and fractious issues at all levels.

Program objectives in keeping with OSU's Strategic Plan-Phase II:

i. To equip students with the practical and cognitive skills for critical thinking and information assessment so students may design solutions to problems in dynamic

professional contexts influenced by political and social trends, including interpersonal and intercultural communication challenges as well as questions regarding persuasion and argument

ii. To produce creative problem solvers, students equipped with tools both for managing interpersonal human interaction in innovative ways and for creating and teaching others to create productive, oral arguments to inspire critical thinking through constructive debate

iii. To mentor students to grow leadership responsibilities so students serve as social resources for understanding, interpreting, analyzing and explaining communication processes in the increasingly "congested and troubled" local and global milieus

iv. To produce communication professionals who promote understanding and collaboration in human interactions within and across cultures, professionals who not only recognize human difference and embrace diversity but also teach effective interpersonal communication practices, model and provide vital argument strategies, and possess and present tools for achieving understanding among citizenry

v. To generate and increase students' commitments as dynamic agents of social change action able to manage communication consequences in personal, local, regional, national, and global contexts, including managing issues that resist simple technical or social solutions

vi. To offer students a comprehensive, in-depth grounding in communication and rhetorical scholarship, a well developed facility to conduct effective research, and a mentored experience in training and practice of effective communication techniques

vii. To prepare this generation of communication professionals to cope with the social, cultural and organizational challenges posed by new technologies

viii. To attract the best students in communication and oral rhetoric to Oregon State University by providing a program focused on information and skills vital to human processes at local and global levels: interpersonal communication, small group work, social influence, and oral rhetoric

ix. To produce leaders who value respect, integrity, and social responsibility, leaders able to achieve accountability through an understanding of guiding theory in the field and who also excel at communication and oral rhetoric to engage present and future inquiry into such areas as high-impact, public policy issues as well as other significant questions regarding human interaction in multiple contexts

x. To enhance Communication (COMM) faculty experience through teaching and advising high-quality graduate students

xi. To provide course work that serves as a resource for graduate and undergraduate students across Oregon State University

b. This program advances OSU's commitment as a public university to engage the public life of Oregon; universities not only train professionals, they educate citizens. Likewise, the fields of rhetoric and communication adhere to traditional commitments to enhance public life and generate coherence among citizens. These commitments increase the potential for this M.S./M.A. to produce more effective civic participants in interpersonal relationships, in social forums, and for society in general, in addition to shaping future leaders for the state of Oregon.

c. This program meets the needs of the state of Oregon by producing students capable of helping people adapt to changes in the Oregonian way of life, including changes in the personal lifestyles as the economy moves toward a focus on high-tech and service industries. Families and individuals will need to cope with increasing effects of social and institutional demands. Citizens of Oregon also will be facing an increasingly difficult set of social and political challenges, including decisions about natural resources, taxes, health care, education, etc. In a state where the value of citizen involvement remains high, this M.S./M.A. will help meet Oregon's need for active, interpersonal interchange within personal relationships where functional and generative communication is critical as is the need for skilled citizen leaders who can facilitate high quality public discussion and argument.



# Proposal for a New Academic Program

Institution: Oregon State University College/School: College of Liberal Arts, School of Arts and Communication Department/Program Name: Speech Communication Degree and Program Title: M.A./M.S. in Communication

# 1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number.

# CIP Number: 09.0101

Title: Communication

**Definition:** A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts. Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications.

*Source:* US Department of Education, National Center for Education Statistics, Classification of Instructional Programs, 2010.

# b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

This Master of Arts/Master of Science (M.A./M.S.) in Communication provides a discipline-based, integrated study of communication and rhetoric structured around a core of fundamental theories, methodologies, and applications. While speech communication departments at some universities in the United States feature only rhetoric (such as public address, argumentation, persuasion, or media) or only communication (communication in personal contexts such as intercultural, small group, organizational, or family) in their graduate degrees, this program follows a more comprehensive model that combines both rhetoric and communication, under the umbrella label of Communication. In keeping with the discipline of Speech Communication, this M.A./M.S. program addresses the means, functions, and goals of symbolic human interaction. The range of approaches to course offerings within this M.A./M. S. program includes theoretical, pragmatic, epistemological, and critical perspectives.

Students pursuing this degree will combine advanced study in a selection of topics including but not limited to persuasion and argumentation, conflict management and resolution, cultural (family, sex and gender, relational) and intercultural communication, and organizational and group issues, thus preparing students for doctoral study in communication and rhetoric or for careers as communication professionals. Students who do not continue to doctoral level study can pursue careers in law, training and development, advocacy, human resources, mediation and facilitation, group and organizational consulting, politics, community leadership and development, post-secondary college instruction, public relations, and other areas.

Having each type of degree here at OSU (both the MA and MS in Communication) provides grad students the opportunity to tailor their degree appropriately to career goals. In the communication discipline, both MA and MS degrees are offered. The MS in Communication indicates a greater specialization in research methods, with greater knowledge and proficiency in undertaking and evaluation research in the social sciences. The MA in Communication allows grad students recognition for the foreign language requirement and gives students more flexibility in learning about areas of theory and research within the communication discipline.

# Table 1. Proposal Summary

#### **NEW: Graduate Degree Program Program Title:** Communication Degree Types: Master of Arts (M.A.), Master of Science (M.S.) • Program Level: Graduate • Master of Interdisciplinary Studies (MAIS) Participant: Yes • Academic Home: **Speech Communication Program School of Arts and Communication College of Liberal Arts** Contacts: Colin Hesse (7-2055; colin.hesse@oregonstate.edu) • Lee Ann Garrison (7-5090; LeeAnn.Garrison@oregonstate.edu) Option(s): Undergraduate Option(s): NA Graduate Options: NA Areas of Concentration: NA Minors: Undergraduate: NA Graduate: Communication (List of courses comprising the Graduate Minor in 0 Communication will be submitted separately via a Category II proposal.) CPS #: 82032 https://secure.oregonstate.edu/ap/cps/proposals/view/82032 CIP #: 09.0101 / Title: Communication • • SIS #: XXX - To be assigned by the Registrar's Office College Code: 10 • Course Designator: COMM (Existing) • Courses: See proposal for list of required and elective courses • Program Total Credit Hours: 45 (minimum) •

- Pre-Professional/Professional Model: NA
- Thesis or Non-Thesis: **Thesis**

- Delivery Mode(s): **On-Campus (Face-To-Face)**
- Location(s): **OSU-Main (Corvallis)**
- Enrollment (Anticipated): ~25 by the fifth year
- Graduates (Anticipated): ~10-15 per year by the fifth year
- Accreditation: NA
- Program Unique to Public Higher Education Institutions in Oregon: Yes
- Proposed Effective Term: Fall Term 2018 (Banner: 201801)
- c. Course of study proposed curriculum, including course numbers, titles, and credit hours.

COMM 503. Thesis (6-9)

COMM 517. Research Methods in Communication (3) (offered once annually)

COMM 520. Graduate Seminar in Communication (3) (will require name change to Introduction to Graduate Study in Speech Communication – offered Fall annually)

COMM 565. Research Methods in Rhetoric (3) (offered once annually)

Communication Theory (3) – Choose from (these are slash courses, at least one of the following is offered each term):

COMM 518. Interpersonal Communication Theory and Research (3) COMM 522. Small Group Communication Theory and Research (3) COMM 526. Intercultural Communication: Theory and Research (3) COMM 530. Theoretical Issues in Communication Inquiry (3) COMM 540. Theories of Conflict and Conflict Management (3)

Rhetorical Theory (3) – Choose from (these are slash courses, at least one of the following is offered each term):

COMM 554. Advanced Argumentation (3) COMM 556. Rhetoric: 500 BC to 500 AD (3) COMM 558. Rhetoric 500 AD to 1900 (3) COMM 559. Contemporary Theories of Rhetoric (3)

COMM 590. Graduate Seminar in Rhetoric (6-9) (course may be repeated up to three times for credit – offered 1-2 times per year)

COMM 591. Graduate Seminar in Communication (6-9) (course may be repeated up to three times for credit – offered 1-2 times per year)

For M.A.: COMM electives. (9-12) (additional courses, including independent study, optional practica or internship credits, as approved by student's graduate committee)

For M.S.: COMM electives (3-6) (additional courses, including independent study, optional practica or internship credits, as approved by student's graduate committee)

For M.S.: Research Methods courses (6) (additional courses that contain a specific focus in training students in conducting and/or evaluating research in the social sciences)

Possible courses:	
COMM 516: Ethn	ography of Communication
<mark>ST 511, ST 512, ST</mark>	513 (Methods of Data Analysis)
PSY 514: Research	n Methods I
HDFS 529: Introd	luctory Data Analysis with SAS
HDFS 531: Applie	ed Quantitative Methods I: ANOVA

HDFS 532: Applied Quantitative Methods II: Linear Regression HDFS 538: Qualitative Research Methods I HDFS 539: Qualitative Research Methods II H 515: Research Methods in Social and Behavioral Health Sciences H 516: Research Methods in Global Health H 524: Introduction to Biostatistics WGSS 518: Feminist Research WGSS 555: Feminist Textual and Discourse Analysis

Minimum credits required for the degree: 45 At least 50% of all credits for the degree are stand-alone graduate coursework.

# Minor: Optional. (A student may complete a minor, which would require an additional 15 graduate-level credits for a total of 60 credits, minimum)

Students wishing to pursue the Master of Arts degree must meet the above requirements and exhibit a 2<sup>nd</sup> year proficiency in a second language.

A non-thesis option is not available for this degree. Students wishing to pursue a non-thesis degree will be encouraged to enroll in the M.A.I.S. program, where a project option is available.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The M.A./M.S. will be delivered face-to-face on the Corvallis Campus. There will be no online courses offered in the proposed program. Required courses will be offered a minimum of once per year (the only course that will be assigned to a specific term every year will be COMM 520, which will be every Fall term). On-campus classes will not need additional technology provided beyond the usage of university resources such as Canvas or Qualtrics (for students constructing surveys).

e. Adequacy and quality of faculty delivering the program.

The M.A./M.S. proposal has been designed to minimally impact undergraduate course offerings as well as cover a wide variety of graduate communication concepts. The current six and one half fulltime research faculty in the area of speech communication cover necessary areas of expertise in rhetoric, relational communication, and research methods. In addition, we expect two more research faculty within the next 2-3 years covering areas such as organizational communication that are currently covered by our visiting faculty. Thus, the current and expected faculty members combine to cover all necessary areas of expertise necessary to deliver the M.A./M.S. proposal. Please see attached vitas to assess the quality of current faculty.

f. Adequacy of faculty resources – full-time, part-time, adjunct.

Speech Communication has six full time research faculty, one full time Tier II instructor, two visiting assistant professors, and one that is a joint appointment with New Media Communications. In addition, there are two full time faculty in New Media Communications that could help with students. We have approximately fifteen full time adjunct faculty. While the current numbers are acceptable, the only expected change in the next couple of years is to transition the two visiting lines to tenure-track research faculty.

g. Other staff.

Speech Communication has one full time advisor, and the School of Arts & Communication has several office staff members. We also have one tenure track faculty member who serves as the Director of Graduate Studies, a compensated position.

h. Adequacy of facilities, library, and other resources.

See Attached

i. Anticipated start date.

Fall Term 2019

# 2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

This graduate program drives Oregon State University's (OSU's) commitment to "sustain human well-being and improve the quality of human life." This program engages personal well-being, the public life of Oregon, the critical issues of the nation, and the pressing concerns of the global society because communication and oral rhetoric comprise the heart of the "human system." Producing experts in oral argument who excel in promoting effective interpersonal and small group processes provides a citizenry with the means and tools for grappling with complex, intractable, and fractious issues at all levels.

Program objectives in keeping with OSU's Strategic Plan-Phase II and Phase III:

1: Students will be able to identify important problems, pose relevant questions, and conduct original research that extends knowledge of Speech Communication. This requires developing novel and original arguments based on empirical evidence and theoretical justification.

2: Students will develop a strong background in theory and methods of Speech Communication's two related perspectives, Relational Communication and Rhetoric and Social Influence that will enable students to manage and solve communication problems in professional and civic contexts.

3: Students will be able to identify ways that Speech Communication can inform discussions of pressing social, environmental, ethical, and/or public issues and be able to communicate these perspectives to relevant audiences.

4: Students will learn to employ ethical practices for communication specialists and promote ethical use of rhetoric and communication in all contexts.

These objectives link with the three goals in OSU's strategic plan 3.0. First, they link to Goal 1 (developing students ready to be responsible and productive citizens in a global economy) through training students in employing ethical and competent uses of communication in a variety of public contexts (see Objective 4). Second, they link to Goal 2 by increasing the capacity of OSU's graduate programs while adding to the general ability of the Speech Communication area to produce excellent original research (see Objective 1). Finally, they link to Goal 3 by strengthening the university's impact in Oregon by developing graduates capable of solving communication problems and discussing ethical/public issues (see Objectives 2 and 3).

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

This program advances OSU's commitment as a public university to engage the public life of Oregon; universities not only train professionals, they educate citizens. Likewise, the fields of rhetoric and communication adhere to traditional commitments to enhance public life and generate coherence among citizens. These commitments increase the potential for this

M.A./M.S. degree program to produce more effective civic participants in interpersonal relationships, in social forums, and for society in general, in addition to shaping future leaders for the state of Oregon.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:
  - improve educational attainment in the region and state;
     As evidenced by the economic feasibility study, there is a need for Masters degrees in Communication. This program will be unique in Oregon as no other institution offers this degree where students can take options in both rhetoric and relational communication. Consequently, Oregonians will have access to a much needed program.
  - ii. respond effectively to social, economic, and environmental challenges and opportunities; and

This program meets the needs of the state of Oregon by producing students capable of helping people adapt to changes in the Oregonian way of life, including changes in the personal lifestyles as the economy moves toward a focus on high-tech and service industries. Families and individuals will need to cope with increasing effects of social and institutional demands. Citizens of Oregon also will be facing an increasingly difficult set of social and political challenges, including decisions about natural resources, taxes, health care, education, etc. In a state where the value of citizen involvement remains high, this M.A./M.S. degree program will help meet Oregon's need for active, interpersonal interchange within personal relationships where functional and generative communication is critical as is the need for skilled citizen leaders who can facilitate high quality public discussion and argument.

iii. address civic and cultural demands of citizenship.

This program advances OSU's commitment as a public university to engage the public life of Oregon; universities not only train professionals, they educate citizens. Likewise, the fields of rhetoric and communication adhere to traditional commitments to enhance public life and generate coherence among citizens. These commitments increase the potential for this M.A./M.S. degree program in Communication to produce more effective civic participants in interpersonal relationships, in social forums, and for society in general, in addition to shaping future leaders for the state of Oregon.

# 3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

# 4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Based on the number of M.A.I.S. who currently select Speech Communication as one of three required fields, we project an in initial commitment of six students with an additional 3-4 students in each subsequent year, reaching a maximum commitment of 20 students in year five.

b. Expected degrees/certificates produced over the next five years.

We project 30-40 degrees awarded over the next five years

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

The composition of the graduates in the program can be projected from the history of students in the M.A.I.S. program who have named Speech Communication as one or more of the three fields of study. Of those graduate students, typically, 1/2 to 2/3 will be female, 1/5 to 1/3 will be non-residents, up to 1/10 will be international scholars, and between 1/10 and 1/8 will be minority.

d. Evidence of market demand.

See Other Documents, Market Feasibility Study

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

See Other Documents, Market Feasibility Study

# 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.
  - i. Exhibit an appropriate level of knowledge in communication
  - ii. Manage communication problems in civic contexts
  - iii. Employ ethical practices in all communication contexts
  - iv. M.S. only: Demonstrate an appropriate level of knowledge regarding research methods
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

University Level: Outcomes, Measure Benchmarks or Mile			
List the university and program level student learning outcomes (GLO).	Conduct research or produce some other form of creative work	Demonstrate mastery of subject material	Conduct scholarly or professional activities in an ethical manner
Measures/methods /instruments used to assess the outcome: direct (D) or indirect (I).	<ul> <li>(1) THESIS PROPOSAL:</li> <li>Student proposes a thesis to a graduate committee for approval (D). (2)</li> <li>THESIS RESEARCH AND</li> <li>WRITING: Student conducts research for the thesis and writes the document, advised by the major professor on their graduate committee (D).</li> <li>(3) THESIS DEFENSE:</li> <li>Student defends the completed thesis before the graduate committee.</li> </ul>	(1) GPA: Student completes graduate-level coursework, maintaining a GPA minimum of 3.0. Exceptions must be approved by a majority of the graduate level faculty (D). (2) THESIS DEFENSE: Student passes the thesis defense (D).	(1) ETHICS MODULE IN RESEARCH COURSES: Student successfully completes the research ethics case study sections in two required courses: Research Methods in Communication and Research Methods in Rhetoric courses (D). (2) THESIS RESEARCH AND WRITING: Student works with academic advisor to conduct ethical research (1).
Benchmarks/ milestones used to determine if the outcome has been satisfactorily met by the students	(1) THESIS PROPOSAL COMMITTEE MEETING: Student gains approval of thesis proposal before completing 27 graduate- level credits. (2) THESIS DEFENSE: The committee examines the student's work in an oral defense, assesses the quality of the thesis and the oral defense, and determines whether the student's work merits a pass (D).	(1) ANNUAL REVIEW: Annual review of students' GPA and progress toward the degree by the graduate faculty (D). (2) THESIS DEFENSE (D).	<ul> <li>(1) GRADE IN RESEARCH</li> <li>COURSES: Student earns a grade of B or higher in both research courses (D)</li> <li>(2) ADVISER AND/OR IRB</li> <li>APPROVAL OF</li> <li>METHODOLOGY:</li> <li>Student's adviser and, if appropriate, the</li> <li>Institutional Research</li> <li>Board (IRB) approves his or her research methods</li> <li>(D).</li> </ul>

#### Program Level: Outcomes, Measures and Benchmarks or Milestones

Benchmarks or	Benchmarks or Milestones							
	Exhibit an appropriate level of knowledge in communication	Manage communication problems in civic contexts	Employ ethical practices in all communication contexts	M.S. Only: Demonstrate an appropriate level of knowledge regarding research methods				
Measures/met hods /instruments used to assess the outcome: direct (D) or indirect (I).	THESIS DEFENSE: (1) Student defends the completed thesis before the graduate committee. (D) (2) Student defends their level of knowledge in the field before the graduate committee. (D)	(1) COURSE ASSIGNMENTS: Student successfully completes course papers around topics surrounding civic contexts (papers will be consistent across years) (D)	<ul> <li>(1) ETHICS MODULE IN RESEARCH COURSES:</li> <li>Student successfully completes the research ethics case study sections in the research methods courses (D).</li> <li>(2) THESIS DEFENSE:</li> <li>Student answers questions regarding ethical behavior as part of the thesis defense (D)</li> </ul>	(1) RESEARCH METHODS COURSES: Student completes a minimum of 12 credits specializing in research methods (D) (2) THESIS DEFENSE: Student defends their level of knowledge regarding research methods before the graduate committee (D)				
Benchmarks/ milestones used to determine if the outcome has been satisfactorily met by the students	<ul> <li>(1) 90% of</li> <li>graduate</li> <li>students pass</li> <li>their thesis</li> <li>defense</li> <li>(2) 90% of</li> <li>graduate</li> <li>students pass on</li> <li>testing level of</li> <li>knowledge of</li> <li>communication</li> <li>(3) Rubric will be</li> <li>used to</li> <li>determine</li> <li>student success</li> <li>at both (1) and</li> <li>(2) in the</li> <li>defense</li> </ul>	<ul> <li>(1) 90% of graduate</li> <li>students get a B</li> <li>or higher grade</li> <li>on the course</li> <li>paper</li> <li>(2) Student</li> <li>achieves a grade</li> <li>of B or higher on</li> <li>the paper</li> </ul>	<ul> <li>(1) 90% of graduate students pass the CITI ethics modules</li> <li>(2) 90% of graduate students pass the ethics portion of the thesis defense</li> <li>(3) Rubric will be used to determine student success in the ethics portion of the defense</li> </ul>	<ul> <li>(1) 90% of graduate students receive an average grade of B or higher in the minimum of 12 credits of research methods</li> <li>(2) Rubric will be used to determine student success in the research methods portion of the defense</li> </ul>				

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

All tenure-track faculty in Speech Communication have Ph.D.'s from accredited universities. Faculty are trained in various areas of Communication and Rhetoric. Currently, faculty teach undergraduate and graduate courses, supervise students completing M.A.I.S. degrees and serve on graduate committees across the University.

Faculty with graduate students will be expected to maintain their research and publication activities. The faculty will continue as active scholars. Assessment of faculty success will be based on but not be limited to:

- Scholarly productivity in peer-reviewed disciplinary and/or interdisciplinary journals as well as books, book chapters and conference proceedings
- Participation in professional meetings, conferences, and workshops
- Participation and leadership in applicable school, university and external (state/national) committees
- Participation on editorial boards, editorship of scholarly journals

# 6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

The closest program to this one in the state of Oregon is the graduate program in communication at Portland State University.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

While the departments at PSU and OSU share some concentrations, each has developed unique curricular areas. For example, OSU's focus on rhetoric is unique in the state, as is some of our recent seminar classes in the M.A.I.S. program such as Family Communication and Early Pragmatism. Graduate students at either institution could benefit from the individual strengths of the other department. We envision working with PSU so that M.A./M.S. students could, when feasible, take some course work at the sibling institution. OSU students could enroll in specialty courses offered by PSU faculty and PSU students could elect from the range of OSU rhetoric and relational courses not otherwise available to them.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs.

The M.A./M.S. program we propose will not draw students away from PSU because the nature of the programs are critically different, especially in the specialty of rhetoric. In addition, students will be deterred by the geographic distance between PSU and OSU. Since interaction between the programs will likely be constituted of particular offerings used only by certain students in each program, an M.A./M.S. degree program at OSU might contribute some modest course enrollment at PSU and vice-versa.

# 7. External Review

The College of Liberal Arts paid for a feasibility analysis regarding this proposal in 2014. That document is in Other Documents, and serves as the first external review for the current proposal.

We also received several letters from schools in the Northwest supporting the proposal. This included Dr. Valerie Manusov from the University of Washington, Dr. Alan Mikkelson from Whitworth University, and Dr. Todd Norton from Boise State University. Dr. Mikkelson gave his thoughts regarding whether the program would be worthy of sending top undergraduate students, which both Dr. Manusov

and Dr. Norton were able to state from experience that the proposal looks appropriate both in terms of the offered courses and the necessary faculty resources.

Finally, our formal external review committee for this proposal met in a video conference on May 4<sup>th</sup>, 2018, and we received the external review document on May 16<sup>th</sup>, 2018. The committee was comprised of experts in both interpersonal communication (Dr. Christina Yoshimura, University of Montana) and rhetoric (Dr. Greg Dickinson, Colorado State University, and Dr. Todd Norton, Boise State University). All committee members were also experts in running graduate programs in communication studies, which allowed them to give some excellent feedback on the proposal. The external review document, along with the response from the area of Speech Communication and the director of the School of Arts & Communication, are both uploaded in the current proposal.



**COLLEGE OF ARTS AND SCIENCES** Department of Communication

September 22, 2017

Lee Ann Garrison, Director School of Arts and Communication Fairbanks Hall Oregon State University Corvallis, OR 97331

Re: Letter of Support for the proposed Master's of Arts in Communication

Greetings, Dr. Garrison,

I am pleased to have the opportunity to review the proposal for a Master's of Arts/Master's of Science in Communication at Oregon State University. I have deep respect for the significant research, scholarship, and teaching in the Department of Speech Communication.

First, the proposed course structure delivers precisely the integrated study of communication the proposal promises. It provides students a robust range of opportunities to integrate scholarly material and intellectual engagement consistent with their career goals. The course rotation is well-planned and the availability of courses will ensure each student can progress through the program in a timely manner.

Second, it is very clear that the Faculty within the Department of Speech Communication will successfully implement this program. The department has a robust and diverse faculty with expertise aligned with the course offerings. These faculty will provide both the intellectual capacity and practical experience to oversee and direct the program.

Third, a MA/MS in Communication with an integration of Organizational and Rhetorical traditions is a welcome and needed addition in the Pacific Northwest. This program will most certainly prepare students for continued training in a PhD program or entering the workforce with expertise in communication processes.

Once again, I appreciate the opportunity to review and support this proposed program. I am happy to offer more specific information if needed.

Sincerely,

**Todd Norton** 

Department Head & Associate Professor Department of Communication 1910 University Drive Boise State University Boise, ID 83725-1920

Email: toddnorton@boisestate.edu Web: Communication.boisestate.edu Phone: 208-426-1922



Dear Dr. Hesse:

Thank you for the opportunity to comment on the M.A. in Communication proposal at Oregon State University. At Whitworth University, we have many exceptional students interested in pursuing a graduate degree in communication studies. Unfortunately for students who wish to pursue a Master's degree and remain in the northwest, there are only a few viable options. I believe the addition of the program at Oregon State would provide another excellent option for our students.

The Oregon State M.A. in Communication proposal includes coursework on rhetoric, interpersonal, and organizational communication. The coursework at Whitworth focuses on interpersonal, rhetoric, organizational, and intercultural communication, along with a number of journalism and media options. Students who are more speech communication oriented tend to be most interested in rhetoric, interpersonal, and organizational communication as primary areas of study in graduate school. Thus, I think there is excellent fit between what the M.A. in Communication at Oregon State would offer and the interests of our students.

Additionally, given the limited number of quality communication graduate programs in the northwest, students from Oregon, Washington, and Idaho often have to pursue graduate work elsewhere. Students from undergraduate institutions from these states would value another compelling program with a strong emphasis in rhetoric, interpersonal, and organizational communication.

The faculty at Oregon State would be well equipped to offer an M.A. in Communication and I believe the graduates of this program would be well prepared for a number of academic and professional opportunities after graduate school. That being said, I would like to give my full endorsement of the proposal. Please contact me if you have any additional questions.

Sincerely,

The C. Mille

Alan C. Mikkelson Professor of Communication Studies Whitworth University



# UNIVERSITY OF WASHINGTON

DEPARTMENT OF COMMUNICATION

April 14, 2017

To whom it may concern:

It is with great pleasure that I write this letter of support for OSU's Department of Speech Communication's proposal to form an MA/MS in Speech Communication. I was one of the external review committee members last year for the Department's ten year review, so I believe I am in a good position to speak to the viability of such a program. I was also part of a team that put together a merged program between the School of Communications and the Department of Speech Communication at the UW just over a decade ago in which we identified the importance of comprehensive programs that reflect the diversity of our field. This proposal reflects that same understanding of the multiple histories, foci, epistemologies, and methodologies of the Communication field.

There are few MA/MS (without a PhD) programs in (Speech) Communication that offer the theoretical and methodological strength that this one proposes, particularly in the Pacific Northwest. As a "terminal" degree, a program such as this one needs to do several things. First, it needs to provide depth for students who are looking primarily for more knowledge about the (Speech) Communication field. There are many undergraduates who are not looking for a path toward a professorship but, rather, enjoy the material enough that they want more of it. This program provides that well. Second, it needs to be a place where people with an eye toward a particular career (and there are many) that has at its base communicative practices can garner more knowledge and some practice in applying that knowledge. This program also has that. Finally, it needs to be a gateway to the PhD for those who want it (or at least want to try it out). For many students, starting with an MA-only program (rather than going directly in a PhD program) provides more focus and a more supportive environment where the classes and the faculty can really center on them. It also provides important opportunities to learn pedagogy and research, again with the focus on them and not those in the later stages of pursuing a PhD. This proposal also does this. So, overall, this program, in this location, and with this faculty would meet these criteria very well.

More specifically, the curriculum seems well-developed. Whereas I think the 2-year language proficiency requirement could hurt some potential applicants (especially returning students) who may then not apply, the course load and thesis requirement all seem appropriate. There is ample overview and theoretical material, and again, I think it's important that it reflects both the speech communication and rhetorical origins of our field. There appears as well to be breadth in method, with scientific, humanistic, and critical study all included. In my view, this is important in all programs but particularly in a regional MA/MS, as those that focus on only one part of our diverse field provide for their students a skewed view of the field and of communication processes.

I have no doubt as well that the faculty are up to running a successful program. Most of the fulltime faculty are active researchers and well-known in the field. This will help with student recruitment and with the quality of the program itself. Certainly, if the full-time ladder (tenure) track faculty can grow in size, that would be ideal for all. But the current faculty have the capacity to provide an excellent MA/MS as conceived in this proposal.

I often have undergrads at UW who are looking for an MA-only program (for the reasons specified earlier). In the past, I have recommended San Diego State, University of Montana, and New Mexico State as strong programs. I would absolutely recommend OSU if this program was enacted. It is of the "right" framing for the 21<sup>st</sup> century (and would be even better if combined with the New Media Communications Dept.), has an outstanding faculty, a great campus overall, with its focus on diversity and inclusion and scholarship excellence, and a well thought out curriculum. This degree would add significantly to OSU's research profile, provide impetus to the research faculty, and help in their recruitment and attainment. I look forward to sending my best undergraduates to OSU for their MA/MS.

Thank you for the opportunity to provide this evaluation,

Tanue for

Valerie Manusov Professor manusov@uw.edu



# ACCESSIBILITY New Program Proposal (Degree or Certificate) Guidelines for Addressing Accessibility

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

For questions and assistance with addressing access, please contact: the Office of Disability and Access Services (737-4098), or the Office of Affirmative Action and Equal Opportunity (737-3556).

Title of Proposal:	Date:	
New Master of Arts/Master of Science in	Communication	Fall 2017
School/Department/Program:	College:	
School of Arts and Communication Speech Communication Program	College of Liber	al Arts

X Accessibility (<u>http://oregonstate.edu/accessibility/policies</u>)

X Faculty Guidelines (<u>http://ds.oregonstate.edu/facultyguidelines</u>)

X Information Technology Guidelines (<u>http://oregonstate.edu/accessibility/ITpolicy</u>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Sign (School/Department/Program Director/Chair/Head)

Lee Ann Garrison, Director, School of Arts and Communication

2-7-2017

Print (School/Department/Program Director/Chair/Head)

Date

Source: Office of Academic Programs, Assessment, and Accreditation (glb/ch; 4-26-16)

# Library Evaluation for Category I Proposal

Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

# **Title of Proposal**

Speech Communication Department

College of Liberal Arts

# College

The Collection Assessment Librarian has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[] inadequate to support the proposal (see budget needs below) [x] marginally adequate to support the proposal [] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1: \$8,038 for new journals

Ongoing (annual): Year 2: \$8,440 for journals Year 3: \$8,862 for journals

Comments and Recommendations:

Date Received: <u>02/18/16</u>

Kerri Goergen-Doll

Date Completed: <u>03/02/16</u>

Laurel Kristick Collection Assessment Librarian

Head of Collections & Resource Sharing

Date Signature

hodu

Faye A. Chadwell Donald and Delpha Campbell University Librarian and OSU Press Director

# Oregon State University Libraries Evaluation of the Collection Supporting a Proposal to Initiate a Master of Science/Master of Arts Program in Communication Revised March 2016

A library evaluation for this proposed program was completed in 2010 (see Appendix I). The department has requested an update for this evaluation, so the monographic and journals collection data is updated in this report.

# Summary of Recommendations

At the time of the 2010 evaluation, the monographic and journals collections were determined to be marginally adequate, with several core communication journals not held by Oregon State University Libraries and Press (OSULP):

- o Journal of Communication
- o Journal of Computer Mediated Communication
- o Human Communication Research
- Communication Theory
- Negotiation Journal
- Environmental Communication: Journal of Nature and Culture

In 2010, new subscriptions to these journals would have cost \$4,399/year. Due to inflationary increases over the past six years, it would cost \$6,410 to subscribe to them now.

In 2010, the monographs collection was deemed marginally adequate to support the proposed program. With the addition of several thousand e-books on relevant topics in the past six years, it is now adequate.

# **Print Monographs and E-Books**

Subject Heading	OSU	Colorado State	San Diego State	Cal State Fullerton	NCSU	OSU Rank	Median Size	OSU Compared to Median
Arbitration	424	266	497	322	419	2	419	101%
Communication	1,760	2,167	2,259	1,687	2,587	4	2,167	81%
Conflict management	402	671	680	454	783	5	671	60%
Crisis management	76	205	164	103	164	5	164	46%
Discourse Analysis	386	1000	850	434	975	5	850	45%
English language - Rhetoric	1,272	1,953	1,816	1,674	2,015	5	1,816	70%
Intercultural communication	473	622	649	464	657	4	622	76%
Interpersonal communication	391	508	493	381	613	4	493	79%

Table 1. 2016 Monograph Comparison with Peer Institutions.<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Different search criteria were used in this comparison from the 2010 comparison, so the numbers are not equal, but the comparisons are equivalent.

Subject Heading	OSU	Colorado State	San Diego State	Cal State Fullerton	NCSU	OSU Rank	Median Size	OSU Compared to Median
Mass Media	1,532	2,286	2,172	1,786	2,564	5	2,172	71%
Mediation	210	252	306	198	360	4	252	83%
Mediation, International	35	53	79	59	102	5	59	59%
Negotiation	132	215	260	165	241	5	215	61%
Oratory	347	377	368	324	287	3	347	100%
Persuasion (Rhetoric)	113	197	194	112	188	4	188	60%
Political oratory – United States	55	102	88	60	88	5	88	63%
Reasoning	323	353	380	247	475	4	353	92%
Rhetoric	1,830	2,837	2,677	2,156	2,804	5	2,677	68%
Rhetoric – philosophy	90	138	126	64	120	4	120	75%
Visual Communication	142	226	160	157	379	5	160	89%
TOTAL	7,733	10,984	10,953	8,182	12,175	5	10,953	71%

Compared to the peer institutions, OSULP's collection in communications has grown smaller over the last six years. This is mostly due to the growing availability of e-books makes it possible to expedite access to more information from various locations. OSULP has instituted a patron-driven acquisition program where e-books are available but not purchased until they have been read multiple times. Students are able to access the books from their computer or mobile device at any time. The overall e-book collection is over 579,000 titles; the library currently has 4,729 e-books in the communications-related subject headings available. The the e-books added to the OSULP collection, the monograph collection is adequate to support the proposed program.

# Serials/Journals

In the 2010 evaluation, overall the journals collection was deemed adequate, but 5 titles were identified as very important by the speech communicaton faculty that the library did not have current access to, at an annual cost of \$5,433. Since 2010, annual inflation rates for journals have averaged between 5% and 8% per year. These journals have increased in price between 25% and 43% and will cost a total of \$8,038 in 2016.

Journal Title	OSU Holdings /online	OSU holdings /print	Impact factor	2010 Price	2016 Price	2017 Est.	2018 Est.
Communication Theory	2006-2009	1991-2005	1.667	\$1,138	\$1,533	\$1,610	\$1,690
Environmental Communication: Journal of Nature and Culture (Faculty recommendation)	New		0.817	\$413	\$637	\$669	\$702

Table 2. New Journal Recommendations

Journal Title	OSU Holdings /online	OSU holdings /print	Impact factor	2010 Price	2016 Price	2017 Est.	2018 Est.
Human Communication Research	2006-2009	1985-2005	1.905	\$1,034	\$1,830	\$1,922	\$2,018
Journal of Communication	2006-2009	1951-2005	3.160	\$1,034	\$1,364	\$1,432	\$1,504
Journal of Computer Mediated Communication	1995-2009		3.117	\$1,034	\$1,628	\$1,709	\$1,795
Negotiation Journal (Faculty recommendation)	New		0.400	\$780	\$1,046	\$1,098	\$1,153
			Total	\$5,433	\$8,038	\$8,440	\$8,862

# Key library services & librarian expertise

The Primary Contact for the School of Language, Culture, and society is Natalia Fernandez. Primary Contacts serve as the major contact for faculty, staff and students, monitors trends in curriculum and research, attends relevant college, departmental and program events to gain insight, and identifies how OSULP expertise and resources can be most effectively used. The promote OSULP expertise and collaborate with the Expert Leads to integrate and leverage that expertise throughout the OSU Community.

The collection in communications is built by the Collections Council. Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles. Additional services for students include the physical attributes of the libraries including excellent computer facilities, study areas for individual and group work, and practice rooms for students.

Respectfully submitted,

Laurel Kristick Collection Assessment and Science Librarian March 2, 2016

# OSU Libraries Collection Development

# Library Evaluation for Category I Proposal

Proposal for the Initiation of a New Instructional Program Leading to the Master of Science/Master of Arts Degree in Communication

# **Title of Proposal**

Speech Communication		 
Department		

College of Liberal Arts

# College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

[] inadequate to support the proposal (see budget needs below)

[X] marginally adequate to support the proposal

[] adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1	
Monographs \$500/year	
New journals \$5,433/year	
Total \$5,933/year	

Comments and Recommendations:

Date Received: <u>10/5/2010</u>

Subject Librarian

**Ongoing (Annual)** Monographs \$500/year New journals \$5,433/year Total \$5,933/year

Date Completed: <u>10/19/2010</u>

Signature

Head of Collection Development

Signature

Date

University Librarian

Signature

Date

# Oregon State University Libraries Collection Evaluation for the proposed MA in Speech Communication

# Overview

In response to the Category I Proposal submitted by the Speech Communication Department, I reviewed the monographs collection, including the age of the OSU collection, the number of monographs published in the discipline, use of the current collection as well as the number of titles being published in the discipline. I also compared some of this data with other institutions with programs similar to the one being proposed. For serials, I reviewed the journals with the highest impact factor, compared this to our holdings, usage statistics, journals titles recommended by *Magazines for Libraries*<sup>1</sup>, the journals cited by faculty, and journals where our faculty have published. I also solicited journal title recommendations from the faculty. In general, the monographic holdings compare favorably to other institutions but purchasing has declined significantly in the last decade and the collection is not adequate to maintain an MA program. The collection is also missing several core journals in the discipline. This is especially crucial when considering an MA program that requires a thesis.

# **Comparator Institutions Overview**

I reviewed the current collection against 4 comparator institutions recommended by the Speech Communication faculty. These institutions were selected because they are considered a) peer-institutions of Oregon State and b) they off an MA program that is comparable in course work and course offering to the proposed OSU program. All are MA programs with the exception of NCSU which also offers a PhD. I reviewed the class lists to see if generally the curriculums are comparable. They require fewer credit hours for the MA program than the proposed OSU program.

Institution		Credit hours	MA Thesis
Colorado State	Communication Studies	27 credits	Yes
San Diego State	School of Communication	30 credits	
Cal State Fullerton	College of Communications	30 credits	Yes
NCSU	Department of Communication	27 credits	Comps

# **Collections - Monographs**

The Category I proposal identifies four areas of concentration for the MA program.

- Persuasion and argumentation
- Conflict management and resolution
- Cultural and intercultural communication
- Organizational and group issues

Speech Communication is interdisciplinary. Students and faculty doing research in speech communication use the collections in the areas of philosophy, rhetoric, political science, history, mass media, psychology, business and education. This assessment used subject areas rather than call numbers due to the interdisciplinary nature of the subject.

The last assessment of the communications collection was done in 2000. That assessment acknowledges that in conjunction with collections in other disciplines "the collection is able to support the department at a much higher level - at a level 3b or 3c" but the summary of that assessment concluded that "the collection is barely able to

<sup>&</sup>lt;sup>1</sup> Katz, B. & Katz, L.S. (2010). *Magazines for Libraries*. New York: Bowker. Despite the title of the book, this source lists recommended academic and scholarly journals as well as magazines in many different disciplines.

#### Appendix I. 2010 Library Evaluation for MS/MA Degree in Communications

support Masters level research and should be brought to and maintained at a 3c level. <sup>2</sup> Overall, the picture is one of an aging collection unable to keep up with publishing trends." Since then, the number of monographs purchased for the collection has decreased in all but a few areas which makes is unlikely that the collection is now at the 3c level.

Comparing our holdings to other libraries is not a perfect indicator, since we do not have collection ages for these institutions and we do not know which of those titles are for graduates or undergraduates. I used selected Library of Congress Subject Headings, based on the areas that the program wants to emphasize, to make the comparison. This indicates that there are gaps in our collections. Overall, OSU has from 58-93% of the number of titles owned by the comparator institutions depending on the subject area. The largest gaps (under 55%) are in **conflict management**, **crisis management**, **discourse analysis, mediation (international), negotiation**, and **visual communication**. Our collection in the subject heading of communications is equal to Cal State Fullerton but less that Colorado State (82%), San Diego State (74%), and NCSU (70%). See Appendix A for OSU holdings compared to peer institutions.

Speech Communications is a discipline that still relies on monographic literature. This based on a conversation with the Speech Communications faculty and the library use statistics for selected subject headings. Usage of monographs is quite high, indicating that the need for a healthy book budget to continue the support of the program. See Appendix B: Use Statistics. Access to print materials (books, videos) can always be supplemented with Summit and Interlibrary Loan materials. However, there are always costs involved with Summit and Interlibrary Loan and the OSU Libraries cannot be only a borrower but also needs to be a lender in the alliance. To rely solely on other collections for books is not advisable.

Since we are purchasing far fewer items than in the past, we are also looking at an older collection which is an area of concern. In some areas of the discipline, such as the history of rhetoric, this is not a major problem but it is in political discourse, mass media and visual communication, for example. MA students and faculty will require access to the latest research. Again, I used subject headings rather than call numbers. In all but 3 areas, **mass media**, **rhetoric--philosophy, rhetoric--political aspects (United States)** and **visual communication**, the number of books purchased has declined by an average of 33% between 1991-2000 and 2001-2010. See Appendix C: OSU Breakdown by Age of Collection.

I searched YBP, our book vendor service database, to get an overview of how many titles were published for certain Library of Congress subject areas in 2009, 2008 and 2007 to see if the number of items publish has increased, decreased or remained stable. In all areas the number of titles published has increased from anywhere from 27% to 100% (average of 240 titles in selected areas). See Appendix D: Monographs published in selected areas in the last 3 years.

Current book but	
Firm	\$995 (12 books/year) <sup>3</sup>
Approval	\$8,700 (112 book/year)
Total	\$9,695

The current book budget for Speech Communications is:

Firm order books are selected by the subject librarian or used to purchase faculty requests. The approval books come in under the YBP approval plan and are primarily university press titles.

I asked several of the peer- institutions<sup>4</sup> about their budgets for Speech Communications but only one was willing to provide the information. Again, the interdisciplinary nature of the study makes it hard to compare budgets.

<sup>&</sup>lt;sup>2</sup> Conspectus Level 3c is considered the level necessary to support advanced study in an MA program

<sup>&</sup>lt;sup>3</sup> Average cost of a social sciences monograph is \$77. Per YBP Annual Book Price Update 2009/2010.

<sup>&</sup>lt;sup>4</sup> The librarian asked me not to include the institution's name.

	Institution A	
Firm	3,000 (30 books/year) <sup>5</sup>	
Approval	3,500 (40 books/year)	
Students	36	

The OSU budget is quite comparable for purchasing scholarly and academic sources (YBP Approval) but Speech Communication also requires trade publications. If we want to maintain the collection and keep up with publishing output, I recommend supplementing the firm book budget by 50% raising the book budget to \$1,500. This would allow us to purchase an additional 20 books per year. In the first 2 years, we can build up the areas which are currently less well developed and then use the funds to improve the collection overall in the coming years. This should help create a robust collection and we can continue to supplement the collection with Summit and Interlibrary Loan.

#### **Recommendations:**

• Increase the firm order book budget by \$500.

<sup>&</sup>lt;sup>5</sup> This librarian estimated the cost of a title at about \$98.

# **Collections-Serials**

The last assessment of the Communications collection was done in 2000. The summary of that assessment concluded that "the journal collection is very low - an absolute minimum to support our programs. " As with all other programs, Speech Communication has had serials cancellations in the last few years.

To review the journals holdings, I

- 1. Used Journal Citation Reports to see which journals have the highest impact factor<sup>6</sup> and compare this to what titles OSU owns
- 2. Reviewed where our faculty are publishing
- 3. Reviewed what journals the faculty are citing in their research
- 4. Reviewed ILL statistics to see what faculty and students in Speech Communication are requesting most frequently
- 5. Reviewed list of journals recommended by Magazines for Libraries for Communications

# **Indexes and Abstracts**

Discoverability is not as difficult as it used to be with the advent of Google Scholar. It is much easier to locate citations to articles in journals that are not included in a major index but a search in Google Scholar will not locate all of the literature on a given topic. Access to the major indexing sources is a must especially for an MA program where comprehensive research is required.

*Magazines for Libraries* lists the recommended journals for a specific discipline. It also includes where these journals are indexed. There are 52 indexes listed. Not all of these are completely relevant, such as the *American Bibliography of Slavic and East European Languages* or *Index Islamicus*, but appear on the list because a specific journal is indexed there. *Magazines for Libraries* lists the following as important indexes for communications related topics: America, History and Life, ComAbstracts, Linguistics and Language Behavior Abstracts, MLA, Peach Research Abstracts, PsycInfo, Sociological Abstracts, Social Sciences Citation Index, Social Sciences Abstracts, and Violence and Abuse Abstracts. See Appendix E: Databases for Communication Studies for a complete list.

OSU provides online access to all of these except Peace Studies Abstracts, Social Sciences Abstracts and Violence and Abuse Abstracts. There are no journals indexed in these databases that are not indexed elsewhere. Other relevant indexes to which OSU has access includes Communications and Mass Media, Education Research Complete, Education Reference Complete, Psychology and Behavioral Sciences Collection, Psychology Collection, Social Services Abstracts and Women's Studies International. We have access to the major indexes and do not need to purchase any additional databases. We do need to make sure, however, that databases that are crucial to communication studies are maintained.

#### Serials

Serials are always a challenge since they are an ongoing financial investment and costs generally increase every year. We can use Interlibrary Loan to supplement journal needs but this too can become expensive and may even be more expensive that actually purchasing the journal itself.

<sup>&</sup>lt;sup>6</sup> This is a quantitative measure that reflects the frequency with which the "average article" in a given scholarly journal has been cited in a particular year or period. Used in citation analysis, Impact Factors are calculated each year by the Institute for Scientific Information.

### Appendix I. 2010 Library Evaluation for MS/MA Degree in Communications

I compiled a list of 105 journals based on the factors of use<sup>7</sup>, impact, citing and publishing by faculty, recommendations by faculty, interlibrary loan requests and recommendations by *Magazines for Libraries*. Of those journals, OSU libraries does not own 38 titles (27%), either in print or online, which is not an unreasonably large number. However, there are some journals that are high impact and high use that OSU does not have and should acquire to support the program. See Appendix F for a Journal Summary including the selection criteria.

For the high impact journals, as determined by Journal Citations Reports, OSU Libraries owns 21 out of 55 titles (38%). Two of these titles are particularly important since they also have the highest impact factor; *Journal of Computer Mediated Communication* and the *Journal of Communication*.

Interlibrary Loan data indicates there were over 400 interlibrary loan requests for communication related journals in 2009. The data cannot tell us who requested the item (which department) but does tell us if the person is undergraduate, graduate or faculty. Of the 400 requests, 247 were from faculty or graduate students (62%). Of the 15 top requested journal articles, we do not own 8. Several of these journals are high impact journals. Journals with the highest number of interlibrary loan requests were:

Journal Title	OSU Holdings /online	OSU holdings /print	Impact factor	times cited by OSU faculty	times OU faculty publishe d	2009 Uses	2010 Uses	ILL( Fac/Grad )
College Composition and Communication	1990-	1971-				n <sup>8</sup>	n	18
Communication Studies	1997-	1989-2006				70	20	12
Mass Communication and Society	0	0				0	0	11
Science Communication	0	0	1.054	1		n	n	11
Health Communication	0	0	1.277			n	n	9
Journal of Communication	2006-2009 (Cancelled)	1951-2005	2.415	27	2	131	81	9
Political Communication	0	0	1.282	3		n	n	9
Language and Intercultural Communication	0	0				n	n	6
Rhetoric Review	1982-	1989-2008				n	n	6
Communication Quarterly	1976-	1976-2006				n	n	5
Communication Research	1997-	1974-2007	1.354	20	1	162	113	5
Critical Studies in Mass Communications	1997-	1984-1999, 2000-2006	0.333	2				5
Information, Communication and Society	0	0				n	n	5
Journalism and Mass Communication Quarterly	0	1995-	0.362	1		n	n	5
Southern Communication Journal	1997-	1988-2006		1		n	n	5

OSU Libraries had access to several Wiley journal packages in the past through a consortial agreement. This agreement ended in 2009 and OSU lost access to some important, high-impact journals in the field. These include Communication Theory, Human Communication Research, Journal of Communication, and Journal of Computer Mediated Communication. All four are Wiley titles. Three additional titles that are high impact or have been recommended by the faculty. The high impact journals are also the most expensive but need to be considered if we are to support a MA program.

<sup>&</sup>lt;sup>7</sup> Usage data is not available for all titles

<sup>&</sup>lt;sup>8</sup> Not available

Journal title	Holdings	Impact factor	# of times cited by OSU faculty	# times published in	2009 Uses	2010 Uses	ILL (Fac/grad)	Cost
Journal of Communication	2006-2009 (Cancelled)	2.415	27	2	131	81	9	\$1,034
Journal of Computer Mediated Communication	2006-2009 (Cancelled)	3.639			n	n		\$1,034
Human Communication Research	2006-2009 (Cancelled)	2.2	6	1	73	41		\$1,034
Communication Theory	2006-2009 (Cancelled)	1.208	2	4	16	8		\$1,138
Negotiation Journal (Faculty recommendation)	0	0.725						\$780
Environmental Communication: Journal of Nature and Culture (Faculty recommendation)	0	0.185						\$413
TOTAL								\$5,433

Putting together all of the criteria of use, impact, citing and publishing, interlibrary loan requests and faculty recommendations, there are 6 titles I recommend adding to the collection.

### **Recommendation:**

- The library does not need to purchase any additional databases/indexes.
- Purchase subscriptions to:
  - Journal of Communication
  - o Journal of Computer Mediated Communication
  - o Human Communication Research
  - o Communication Theory
  - Negotiation Journal
  - o Environmental Communication: Journal of Nature and Culture

### Summary

The library collection is currently small but provides a good beginning foundation for an MA in Speech Communication, especially when it comes to the monographs. The journal collection requires some additional resources. If we want to maintain and grow the library collection for Speech Communication and support a growing student population, I recommend the following:

Monographs	\$500/annual
New Journals	\$5,433/year
Total	\$5,933

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Appendix

	osu		Colorado San Diego		NCSU	OSU compared		Summit
		State	State	Fullerton		to lowest peer	compared to median	
Arbitration International	113	95	174	113	136	119%	74%	780
Communication	1,678	2,028	2,267	1,635	2,398	103%	20%	23,179
Conflict management	394	679	681	449	752	88%	52%	1,883
Crisis management	74	188	154	103	143	72%	48%	416
Discourse Analysis	361	996	815	437	934	83%	37%	2,868
English language - Rhetoric	1,248	1,848	1,713	1,679	1,938	74%	68%	4,370
Intercultural communication	434	590	612	429	592	101%	71%	1,566
Interpersonal communication	395	501	515	372	574	106%	77%	1,551
Mass Media	1,417	2,256	2,130	1,723	2,352	82%	60%	7,966
Mediation	89	123	136	100	143	89%	65%	1,161
Mediation, International	31	44	69	50	89	20%	45%	152
Negotiation	136	210	256	158	243	86%	53%	968
Oratory	356	384	342	329	293	122%	93%	1,536
Persuasion (Rhetoric)	110	191	188	113	182	67%	58%	430
Political oratory - United States	54	100	84	54	82	106%	64%	107
Reasoning	336	381	389	261	406	129%	83%	1,312
Rhetoric	1,804	2,742	2,571	2,207	2,732	82%	66%	10,717
Rhetoric – philosophy	88	131	122	62	114	142%	67%	374
Visual Communication	141	236	163	155	350	%16	47%	595
TOTAL	9,259	13,693	13,381	10,429	14,453	%68	64%	

Appendix A: OSU Holdings Compared to other Institutions/Summit

Appendix I. 2010 Library Evaluation for MS/MA Degree in Communications

LCSH	Titles for 2000+	30+	20-29 15-19 10-14 5-9 1-4	15-19	10-14	5-9	1-4	0	% of collection that circulated in 2009/2010
Communication	31	1	0	1	Э	7	13	9	80%
Conflict Management	104	0	0	2	9	28	44	24	77%
Intercultural Communication	114	1	1	2	11	27	46	26	77%
Mediation	15	0	0	0	13	7	4	ŝ	160%
Rhetoric	45	0	1	3	3	12	18	8	82%

# Appendix B: Usage Statistics of OSU Collections for Selected LCSH areas<sup>9</sup>

<sup>9</sup> Circulation statistics may include multiple copies of a title

Appendix C: OSU Breakdown by Decade (Age of Collection)	

IJCSH	2001-2010	1991-2000	1981-1990	Total	% difference 1991-2000 & 2001-2010
Arbitration International	1	7	3	113	-30%
Communication	247	400	410	1,678	-38%
Communication – Sex differences	14	22	12	50	-36%
Communication in small groups	4	∞	9	24	-50%
Communication in social action	8	0	0	8	+100%
Conflict management	139	175	61	394	-21%
Crisis management	27	29	16	74	-7%
Discourse Analysis	97	131	93	361	-26%
English language - Rhetoric	234	334	591	1,248	-30%
Intercultural communication	148	185	67	434	-30%
Interpersonal communication	86	103	112	395	-17%
Mass Media	407	383	311	1,417	+6%
Mediation	22	46	19	89	-52%
Mediation, International	2	22	3	31	-91%
Negotiation	26	34	37	136	-24%
Oratory	26	32	26	356	-19%
Persuasion (Rhetoric)	17	32	28	110	-47%
Political oratory – United States	13	18	23	54	-28%
Reasoning	59	62	101	336	-26%
Rhetoric	373	497	372	1,804	-25%
Rhetoric – philosophy	20	29	27	88	-31%
Rhetoric – political aspects	83	51	22	157	+62%
Rhetoric – political aspects – United States	72	34	19	125	+111%
Visual Communication	67	40	. 27	141	+67%
TOTAL TITLES	1,555	2,183	2,386		

Published by year (YBP). Restricted to General academic. Advanced academic				
LCSH	2009	2008	2007	% increase 2008-2009
Communication	993	518	437	48% (475 titles)
Conflict management	86	72	52	27% (26 titles)
Communication in groups	4		7	75% (3 titles)
Crisis Management	31	20	15	35% (11 titles)
Discourse Analysis	164	82	72	50% (82 titles)
Intercultural Communication	48	21	22	56% (27 titles)
Mediation	22	27	16	19% (5 titles)
Mediation, International	4	0	4	100% (4 title)
Rhetoric	391	196	213	50% (195 titles)
Visual Communication	36	15	17	58% (21%)
TOTAL TITLES	1552	834	740	Average of 52%

## Appendix D: Monographs published in selected areas in the last 3 years

YPB may not include all publishers in the field.

A A			
Database Title	Online access	Print access	# of Comm. Journals indexed
Communication Abstracts	1982-	1978-1995	29
Sociological Abstracts	1963-	1953-1995	22
PsycInfo	1887-	1927-1977	17
Linguistics & Language Behavior Abstracts	1973-	0	17
Coniol Crimenton Ludor	OFO1	Unclear from bib	-
	-0/61	זררחות	01
Peace Research Abstracts	0	0	16
MLA	1926-	1956-1987	-13
America: History and Life	1964-	0	12
Communication and Mass Media Collection	1980-		
Education Research Complete	Varies by title		
Education Reference Complete	1980-		
Psychology and Behavioral Sciences Collection	1966-		
Psychology Collection	1980-		
Social Services Abstracts	1980-		
Women's Studies International	1972-		

### Appendix E. OSU Databases that Index Communications Journals

Databases <sup>10</sup>	OSU Online Access	OSU Print Access	# of Communication Journals Indexes
America: History and Life	1964-	0	12
Communication Abstracts	1982-	1978-1995	29
Linguistics and Language Behavior Abstracts	1973-	0	17
MLA	1926-	1956-1987	13
Peace Research Abstracts	0	0	16
PsycInfo	1887-	1927-1977	17
Sociological Abstracts	1963-	1953-1995	22
Social Sciences Citation Index	1970-	Unclear from bib record	16
Social Sciences Abstracts	0	0	22
Violence and Abuse Abstracts	0	0	12

Appendix F: Databases for Communication Studies (Based on Magazines for Libraries journal listings)

<sup>10</sup> Databases selected based on the number of communications journals indexed according to Magazines for Libraries.

Appendix I. 2010 Library Evaluation for MS/MA Degree in Communications

Appendix F: Journal Summary (sorted alphabetically)

Codes:			
MFL=	Listed in Magazines for Libraries as an important journal	C	C= Journals OSU Speech Communications faculty have cited
MFlx=	Listed in Magazines for Libraries as a basic journal in the	=IH	HI= JCR High Impact Journals
P=	Where OSU faculty in Speech Communications have published	ILL=	ILL= Requested via Interlibrary Loan
U=	High use journals	R=	Recommended by Speech Comm. faculty

Code		OSU Holdings/online	OSU holdings/print	Impact factor	# of times cited by OSU faculty	# times published in	2009 Uses	2010 Uses	ILL( Fac/Grad)
MFL	American Communication Journal	1997-	0				0	0	
MFLX	Argumentation and Advocacy	1992-	1988-1998				0	0	
u,	Business and society review	1974-	1974-1998				24	26	
ILL	College Composition and Communication	1990-	-1791				u	u	18
MFL,	Communication and Critical/Cultural Studies	0	0				u	u	
MFLx, C	Communication Education	1997-	1976-2006		16		ц	ч	2
MFLX, P, HI, C	Communication Monographs	1997-	1976-2006	1.18	35	2	a	=	
MFL, HU	Communication Studies	1997-	1989-2006				70	20	12
MFLx	Communication Reports	1988-	1989-2006				5	4	4
MFL, ILL	Mass Communication and Society	0	0				0	0	p==4
MFLx	Communication Research Reports	1988-	1995-2006				п	п	3
U	Communication Research Trends	1999-	0				49	19	
	Communication Review	0	0				u	u	3
HI, ILL	Science Communication	0	0	1.054	1		ц	ц	11
MFL	Communication Teacher	0	0				u	u	2
MFL, C, P, HI	Communication Theory	2006-2009 (Cancelled)	1991-2005	1.208	2	4	16	8	
MFL	Communication World	1984-	0				u	п	
	Communications	0	0				u	u	3
IH	Comunicar	0	28	0.022					
R	Conflict Resolution Quarterly	0	0						

Code		OSU Holdings/online	OSU holdings/print	Impact factor	# of times cited by OSU faculty	# times published in	2009 Uses	2010 Uses	ILL( Fac/Grad)
U,	Critical arts	1992-	0				75	17	
HI, ILL	Health Communication	0	0	1.277			п	u	6
C, HI	Cyberpsychology and Behavior	2000-2010	0	1.591	1		ц	n	
	Discourse (Berkley)	2000-	0						3
IH	Discourse : studies in the cultural politics of education	1999-2009		1.016			16	17	
MFL, HI, C	Discourse and Society	1999-	1999-	1.3	1		u	u	
IH	Discourse Studies	0	0				Ľ	u	3
U,	Educational technology research and development	1989-	1989-2007				110	86	
MFL, C	Electronic Journal of Communication Online	0	0		1		п	u	
HI, R	Environmental Communication: Journal of Nature and Culture	0	0	0.185			u	ц	
ILL, C	European Journal of Communication	0	0		1		0	0	4
u,	FSB : Fortune Small Business	1999-	0				151	126	
IH	Harvard International Journal of Press/Politics	1999-2000	0	1.167			п	u	
MFLX, P II HI	Journal of Communication	2006-2009	1951-2005	2.415	27	2	131	81	6
r, u, m, ILL		(Calicelied)							
Р	Health Communication	0	0		1				-
MFLx, P, C, U , HI	Human Communication Research	2006-2009 (Cancelled)	1985-2005	2.2	9	1	73	41	
C, HI, ILL	Political Communication	0	0	1.282	з		u	ц	6
IH	INTERACT STUD	0	128	0.776					
C, HI	International Journal of Advertising	2000-	0		13		u	Ľ	
MFL	International Journal of Communication	2007-	0				n	u	
C, P, U, HI	International Journal of Conflict Management	1997-2005	0	-	6	1	65	45	
HI	International Journal of Press/Politices	0	18	0.833					
C, HI	International Journal of Public Opinion	1996-1998	0		1		u	u	
HI	Javnost	0	0	0.18					
U,	Journal for quality and participation	1995-	1987-1989				98	80	
P, HI	Journal of Advertising	1972-	1984-2008	1.165	37	5	п	u	
							Cre	ated: Oct	Created: October 15, 2010

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$\zeta_{c}$ Journal of Alpertising Research1965196619970.8313 $\zeta_{c}$ Journal of Applied Communication Research1997198610970.83322 $J$ Journal of Papited Communications Research000.933222 $J$ Journal of Papited Communications000.9332222 $J$ Journal of Pastiness and Technical Communications000.5452222 $J$ Journal of Computer mediated communication000.5452222 $J$ Journal of computer mediated communication0000.5452222 $J$ Journal of computer mediated communication0000.545222222 $J$ Journal of computer mediated communication00003.53922 </th <th>Code</th> <th></th> <th>OSU Holdings/online</th> <th>OSU holdings/print</th> <th>Impact factor</th> <th># of times cited by OSU faculty</th> <th># times published in</th> <th>2009 Uses</th> <th>2010 Uses</th> <th>ILL( Fac/Grad)</th>	Code		OSU Holdings/online	OSU holdings/print	Impact factor	# of times cited by OSU faculty	# times published in	2009 Uses	2010 Uses	ILL( Fac/Grad)
Journal of Applied Communication Research1997-1986-20060.33322Journal of Applied Communications Research01985-19980.44922Journal of Chonderacting & electronic media1985-19980.44922Journal of Communication000.54511Journal of Communication1997-199800.54511Journal of Communication1997-1998000.54511Journal of Communication1997-1998003.53911Journal of Communication2005-200900011Journal of Communication2005-2009003.53911Journal of Communication2005-2009000111Journal of Communication00001111Journal of Communication00000111Journal of Communication00000111Journal of Tearibural Communication00001111Journal of Tearibural Communication00001111Journal of Tearibural Communication000001111Journal of Tearibural Communication00000111 <t< td=""><td>Ρ</td><td>Journal of Advertising Research</td><td>1965-</td><td>1960-1997</td><td>0.8</td><td>31</td><td>3</td><td>ч</td><td>u</td><td></td></t<>	Ρ	Journal of Advertising Research	1965-	1960-1997	0.8	31	3	ч	u	
Journal of Applied Communications Research000.93300Journal of Prostactisting & electronic media1985 200900000Journal of Communication000000000Journal of Communication2006 200903.6391111Journal of Communication2006 2009001.3.441111Journal of Family Communication00001.3.441111Journal of Family Communication00001.3.4411111Journal of Family Communication00001.3.4411111Journal of Intercultural00001.3.44111111Journal of Intercultural000001.3.4411 <td>MFLx, C</td> <td>Journal of Applied Communication Research</td> <td>1997-</td> <td>1986-2006</td> <td>0.933</td> <td>2</td> <td></td> <td>ц</td> <td>a</td> <td>ε</td>	MFLx, C	Journal of Applied Communication Research	1997-	1986-2006	0.933	2		ц	a	ε
Journal of broadcasting & electronic media1985-1998 $0.449$ 2 $1000000000000000000000000000000000000$	HI	Journal of Applied Communications Research	0	0	0.933					
Journal of Business and Technical Communications000.45511Language and Intercultural Communication1997-199803.63911Journal of Computer mediated communication2006-200903.63911Journal of computer mediated communication2007-300903.63911Journal of Computer mediated communication2006-200903.63911Journal of Computer mediated communication2001-03.63911Journal of Computer mediated communication2001-00111Journal of Family Communication0001111Journal of Intercultural Communication00011111Journal of Intercultural Communication000111111Journal of Intercultural Communication0000111111Journal of Intercultural Communication00000111<	c	Journal of broadcasting & electronic media	1985-	1985-1998	0.449	2		u	u	
Language and Intercultural Communication000000Journal of Communication Inquiry1997-199803.63901Journal of Communication Inquiry(2006-2009)03.63911Journal of Computer mediated communication(2006-2009)03.63911Journal of Family Communication(2006-2009)03.63911Journal of Family Communication2001-00111Journal of Family Communication0001111Journal of Intercultural00011111Journal of Intercultural000011111Journal of Intercultural0000111111Journal of Intercultural0000011111Journal of Intercultural00000011111Journal of Intercultural0000000111 </td <td>IH</td> <td>Journal of Business and Technical Communications</td> <td>0</td> <td>0</td> <td>0.545</td> <td></td> <td></td> <td></td> <td></td> <td></td>	IH	Journal of Business and Technical Communications	0	0	0.545					
Journal of Communication Inquiry1997-19980011Journal of computer mediated communication $2006-2009$ 0 $3.639$ 11Journal of computer mediated communication $2006-2009$ 0 $3.639$ 11Journal of contingencies and crisis management $193-2006(12)$ 0 $3.639$ 11Journal of contingencies and crisis management $193-2006(12)$ 01111Journal of Family Communication00011111Journal of Framily Communication000111111Journal of Intercultural000111<	ILL	Language and Intercultural Communication	0	0				n	ц	6
Journal of computer mediated communication $2006-2009$ $0$ $3.639$ $3.639$ $3.639$ Journal of contingencies and crisis management $1933-2000$ (12 $0$ $3.639$ $3.639$ $3.639$ Journal of framily Communication $000$ . Embargo) $0$ $1933-2000$ (12 $0$ $1933-2000$ $1934$ $111$ Journal of Family Communication $000$ . $0$ $0$ $1.344$ $111$ $110$ $110$ Journal of Haerubural Communication $0$ $0$ $0$ $1.344$ $111$ $110$ $110$ Journal of International and Intercultural $0$ $0$ $0$ $0$ $1.344$ $111$ $110$ Journal of International and Intercultural $0$ $0$ $0$ $0$ $1.344$ $111$ $110$ Journal of International business studies $1970-2005$ $2005-2006$ $0$ $12000$ $100000$ $1000000$ Journal of International business studies $1970-2007$ $1970-2007$ $100007$ $10000000$ $1000000000000000000000000000000000000$	MFL	Journal of Communication Inquiry	1997-1998	0				7	6	2
Journal of contingencies and crisis management1993-2009 (12 1993-2009 (12011 $Iournal of Corporate citizenshipmo. Embargo)0001Iournal of Family Communication00011Iournal of Framily Communication00011Iournal of Framily Communication00011Iournal of Framily Communication00011Iournal of Intercultural Communication00011Iournal of Intercultural Communication2006-2005-2006111Iournal of Intercultural Communication000011Iournal of Intercultural Communication0000111Iournal of Intercultural Communication000001111Iournal of Intercultural Communication000001111Iournal of Intercultural Communication000001111Iournal of Recita economics1007-0071970-0070001111111111111111111111111111111111111$	MFL, HI	Journal of computer mediated communication	2006-2009 (Cancelled)	0	3.639			ц	a	
Image <th< td=""><td>U,</td><td>Journal of contingencies and crisis management</td><td>1993-2009 (12 mo. Embargo)</td><td>0</td><td></td><td></td><td></td><td>38</td><td>23</td><td></td></th<>	U,	Journal of contingencies and crisis management	1993-2009 (12 mo. Embargo)	0				38	23	
	U,	Journal of corporate citizenship	2001-	0				67		
IndexInteraction <td></td> <td>Journal of Family Communication</td> <td>0</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>2</td>		Journal of Family Communication	0	0						2
Iournal of Intercultural Communication $2006 2005-2006$ $\sim$ $\sim$ $\sim$ Iournal of International and Intercultural000 $\sim$ $\sim$ $\sim$ $\sim$ Iournal of International and Intercultural000 $\sim$	C, HI	Journal of Health Communication	0	0	1.344	11		u	n	
Journal of International and Intercultural Communication0000Journal of International business studies1970-1970-2007191Journal of International business studies1970-1970-200711Journal of Indernational business studies1970-1970-11Journal of Language and Social Pscychlogy04120.51911Journal of Redership & organizational studies2002-0011Journal of media economics1944-20090111Journal of media economics1944-20090111Journal of media economics1944-20090111Journal of media economics1947-20040111Journal of Narative Life and history1997-1987-2004111Journal of popular culture1997-1987-20061111Journal of productivity analysis1997-1987-20061111Journal of productivity analysis1997-1987-20061111Journal of small business and entrepreneurship1971-1987-20070.9692951Journal of Scial and Personal Relationships1971-1987-20070.9692951Journal of Scial and Personal Relationships1992-1989-20070.9692951Journal of Necelew1982-1989-20	MFL	Journal of Intercultural Communication	2006-	2005-2006				u	u	
Journal of international business studies $1970-2007$ $1970-2007$ $100007$ $1000000000000000000000000000000000000$	MFL	Journal of International and Intercultural Communication	0	0				u	с	
Journal of Language and Social Pscychlogy0 $412$ $0.519$ $1000000000000000000000000000000000000$	U,	Journal of international business studies	1970-	1970-2007				42	13	
Journal of leadership & organizational studies $2002$ - $0$ $10$ $10$ $10$ Journal of media economics $194-2009$ $0$ $1$ $1$ $10$ Journal of media economics $194-2009$ $0$ $1$ $10$ $10$ Journal of Narrative Life and history $Ceased$ $197-2004$ $3$ $3$ $10$ Journal of Nonverbal Behavior $197-1006$ $1987-2004$ $3$ $200006$ $100006$ $100006$ Journal of Pooluctivity analysis $1997-1097$ $1987-2006$ $100006$ $100006$ $100006$ $100006$ Journal of productivity analysis $1997-1097$ $1982-2004$ $100006$ $100006$ $100006$ $100006$ Journal of small business and entrepreneurship $2001-2005$ $0$ $0$ $100006$ $100006$ $100006$ $100006$ $100006$ $100006$ PJournal of small business and entrepreneurship $1097-1006$ $10006$ $10006$ $10006$ $10006$ $100066$ $100066$ $100066$ $100066$ $100066$ $100066$ $100066$ $100066$	IH	Journal of Language and Social Pscychlogy	0	412	0.519					
Journal of media economics $1994-2009$ $0$ $1$ $1$ Journal of Narrative Life and history(cancelled) $0$ $197 3$ $20$ Journal of Nonverbal Behavior $197 197 1987-2004$ $3$ $20$ Journal of Popular culture $197 197 1987-2004$ $20$ $20$ Journal of productivity analysis $197 1987-2004$ $20$ $20$ $20$ Journal of productivity analysis $197 1987-2004$ $20$ $20$ $20$ Journal of productivity analysis $2001-2005$ $0$ $209 200 200-$ Journal of public affairs $2001-2005$ $0$ $0$ $20$ $20$ $20$ Journal of small business and entrepreneurship $2001-2005$ $0$ $0$ $20$ $20$ $20$ Journal of small business management $1971 1978-1997$ $0.969$ $29$ $5$ PJournal of Social and Personal Relationships $1992 1992-2007$ $0.969$ $29$ $5$ Rhetoric Review $1982 1982-2006$ $0$ $1982 1982-2007$ $0$ $20$ $20$ $20$ Iournal ifem and Mase Communication Education $1982-2000$ $0$ $0$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-1000$ $109-10000$ $109-10000$ $10$	U,	Journal of leadership & organizational studies	2002-	0				55	16	
Journal of Narrative Life and historyCeased $3$ $3$ Journal of Nonverbal Behavior $1997$ - $1987$ -2004 $3$ $10$ Journal of popular culture $1997$ - $1967$ -2006 $1967$ -2006 $10$ Journal of productivity analysis $1997$ - $1967$ -2006 $1067$ -2006 $10$ Journal of prublic affairs $1997$ - $1997$ - $1967$ -2006 $10$ $10$ Journal of prublic affairs $2001$ -2005 $0$ $1098$ -2004 $10$ $10$ Journal of small business and entrepreneurship $2003$ - $0$ $1097$ $1078$ - $1078$ -Journal of small business management $1971$ - $1978$ -1997 $0.969$ $29$ $5$ PJournal of Social and Personal Relationships $1992$ -2007 $0.969$ $29$ $5$ Icutualism and Mase Communication Education $1062$ -2006 $0$ $0.969$ $29$ $5$	C, HI	Journal of media economics	1994-2009 (cancelled)	0		1		0	1	
Journal of Nonverbal Behavior         1997-         1987-2004         1         1           Journal of popular culture         1990-         1967-2006         1         1         1           Journal of productivity analysis         1990-         1967-2006         1         1         1         1           Journal of productivity analysis         1997-         1988-2004         1 <t< td=""><td>c</td><td>Journal of Narrative Life and history</td><td>Ceased</td><td></td><td></td><td>3</td><td></td><td>u</td><td>u</td><td></td></t<>	c	Journal of Narrative Life and history	Ceased			3		u	u	
Journal of popular culture1990-1967-20061967-20061967-Journal of productivity analysis1977-1998-20041998-20041998-2004Journal of public affairs2001-200501998-20041998-2004Journal of small business and entrepreneurship2001-200501998-20041999-Journal of small business management1971-1978-19971977-19971997-PJournal of Social and Personal Relationships1999-1993-20070.969295Rhetoric Review1982-1989-200801989-20081096-1989-2008Iournalism and Mase Comminication Education1963-2000001096-1096-	MFL	Journal of Nonverbal Behavior	1997-	1987-2004				u	u	
Journal of productivity analysis1997-1988-20041998-2004100Journal of public affairsJournal of public affairs2001-200500100Journal of small business and entrepreneurship2003-00100100Journal of small business management1971-1978-19970100100PJournal of Social and Personal Relationships1999-1993-20070.969295Rhetoric Review1982-1989-200801089-2008100100Iournalism and Mase Communication Education1965-700000100100	U,	Journal of popular culture	1990-	1967-2006				269	286	
Journal of public affairs2001-200501Journal of small business and entrepreneurship2003-01Journal of small business management1971-1978-19971PJournal of Social and Personal Relationships1999-1993-20070.96929Rhetoric Review1982-1989-200801Lournalism and Mase Communication Educator1065,2000000	U,	Journal of productivity analysis	1997-	1998-2004				129	52	
Journal of small business and entrepreneurship2003-00Journal of small business management1971-1978-19970PJournal of Social and Personal Relationships1999-1993-20070.969295Rhetoric Review1982-1989-20080000Iournalism and Mase Communication Educator1965-20000000	U,	Journal of public affairs	2001-2005	0				38	40	
Journal of small business management     1971-     1978-1997         P     Journal of Social and Personal Relationships     1999-     1993-2007     0.969     29     5       Rhetoric Review     1982-     1989-2008     0.969     29     5       Iournalism and Mass Communication Educator     1985-2000     0     0     0	u,	Journal of small business and entrepreneurship	2003-	0				72	3	
P     Journal of Social and Personal Relationships     1999-     1993-2007     0.969     29     5       Rhetoric Review     1982-     1989-2008     1989-2008     1005, 2008     1005, 2008	U,	Journal of small business management	1971-	1978-1997				30	27	
Rhetoric Review         1982-         1989-2008           Iournalism and Mass Communication Educator         1005.2000         0	MFL, P	Journal of Social and Personal Relationships	1999-	1993-2007	0.969	29	5	n	n	
I Inimaliem and Mase Communication Educator 1005_2000	ILL	Rhetoric Review	1982-	1989-2008				ц	n	6
	MFL	Journalism and Mass Communication Educator	1995-2009	0						

Code		OSU Holdings/online	OSU holdings/print	Impact factor	# of times cited by OSU faculty	# times published in	2009 Uses	2010 Uses	ILL( Fac/Grad)
C, P	Journalism Quarterly	0	1928-1994		10	1	u	u	
u, c	Language & Communication	1995-	0	0.791	2		45	25	
MFLx	Communication Quarterly	1976-	1976-2006				u	u	5
u,	Leadership quarterly	1995-	0				242	129	
IH	Management Communications Quarterly	0	475	0.848					
MFLX, P, HI, C	Communication Research	1997-	1974-2007	1.354	20	1	162	113	5
IH	Media International Australia	0	75	0.153					
С	Media Culture and Society	1999-	1987-2007	0.741	1		34	29	
IH	Media Psychology	0	0	1.321			0	0	
HI,C	Narrative inquiry	0	0	0.714	]		u	u	
R	Negotiation Journal	0	0	0.725			7	1	
P, HI	New Media and Society	0	0	1.326		1	u	u	
IH	Personal Relationships	2002-2009	0	1.385			u	u u	
MFL	Philisophy and Rhetoric	2000-	1974-				u	u	
U,	Place branding and public diplomacy	2007-2009 (12 mo. Embargo)	0				63		
MFLx	Critical Studies in Mass Communications	1997-	1984-1999, 2000-2006	0.333	2				5
MFL	Popular Communication	0	0				0	0	2
с	Public Culture	1988-	1999-2005	0.85	4		u	Ľ	
P, HI, C	Public Opinion Quarterly	1937-	2004-2006	1.588	84	2	r L	u	
IH	Public Relations Review	Cancelled	568	0.628					
U,	Public relations tactics	1994-	0				23	33	
C, P, HI	Public Understanding of Science	1999- (3 mo. Embargo)	0	1.981	4	2	q	u	
MFL	Qualititive Research Reports in Communication	2005-	2002-2006				0	0	
MFLx, P, C, U , HI	Quarterly Journal of Speech	1997-	1928-2006	0.395	22	m	и	ц	
ILL	Research in Social Movements, Conflict and Change (Series)	0	A few						2
IH	Research on Language and Social Interaction	0	434	0.903					
MFL	Review of Communication	0	0				n	u	2
							O D O	ated: Oct pdated: N	Created: October 15, 2010 Updated: March 2, 2016

Appendix I. 2010 Library Evaluation for MS/MA Degree in Communications

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Appendix I. 2010 Library Evaluation for MS/MA Degree in Communications	

Code		OSU Holdings/online	OSU holdings/print	Impact factor	# of times cited by OSU faculty	# times published in	2009 Uses	2010 Uses	ILL( Fac/Grad)
ILL	Rhetoric and Public Affairs	2000-	2000-2005						
	Information, Communication and Society	0	0				n	u	5
MFL	Rhetoric Society Quarterly	1997-	1988-2006				0	0	
С	Journalism and Mass Communication Quarterly	0	1995-	0.362	1		n	u	5
	Social Justice: A journal of crime, conflict and world order	0	0						2
MFLX	Southern Communication Journal	1997-	1988-2006		1		u	u	5
С	Speech Communication								
U,	Studies in media & information literacy education	2001-2009 (18m mo. Embargo)	0				91	40	
C, HI	Technical Communication	1992-	1975-2010	1.064	7		n	u	
U,	Technovation	1995-	0				67	74	
C, P, HI	Telecommunications Policy	1995-	0	0.969	6	1	u	u	
MFL	Text and Performance Quarterly	2007-2009 (Cancelled)	1993-2006				u	ц	
IH	Text Talk	0	75	0.635					
HI	TIJDSCHR COMMUNWET	0	15	0.026					
HI	Translator	0	58	0.107					
MFL	Vital Speeches of the Day	1934-	1934-1996				u	u	
MFL	Web Journal of Mass Communication Research	0	0				u	u	
MFLx, U	Western Journal of Communication	1992-	1992-2006				33	25	3
MFL, U	Women's Studies in Communication	1998-	1992-				84	39	3
P, C	Written Communication	1997-	1991-	0.633	3		u	п	

### MS / MA Degree in Communication

### Speech Communication Faculty List (All Vitae are on file)

### Faculty in Rhetoric:

Trischa Goodnow, Ph.D., Professor Robert Iltis, Ph.D., Associate Professor Mark Porrovecchio, Ph.D., Associate Professor Joshua Reeves, Ph.D., Assistant Professor Chelsea Graham, Ph.D., Visiting Assistant Professor \*Additional tenure track line to be filled by Fall 2020

### Faculty in Relational Communication:

Bobette Bushnell, Ph.D., Senior Instructor II Elizabeth Root, Ph.D., Associate Professor Gregg Walker, Ph.D., Professor Colin Hesse, Ph.D., Assistant Professor Shannon Cruz, Ph.D. Visiting Assistant Professor \*Additional tenure-track line will be filled by Fall 2019

### Additional Graduate Faculty

Daniel Faltesek, Ph.D., Assistant Professor William Loges, Ph.D., Associate Professor

### **Bobette Bushnell**

### Instructor School of Arts and Communication Speech Communication Area

### A. EDUCATION AND EMPLOYMENT

### **Education**

- Ph.D. Educational Foundations, Oregon State University, Corvallis, Oregon, June, 1993.
   Dissertation topic: "Development of a Perceived Personal Power Inventory for Undergraduate University Women."
- M.S. Public Address, Brigham Young University, Provo, Utah, 1969.Thesis topic: "A Rhetorical Analysis of the Wit and Humor of Everett McKinley Dirksen."
- B.S. Speech/English, Utah State University, Logan, Utah, 1966.

### **Employment**

- 2004-Present: Instructor, Speech Communication, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR.
- 1998-2004: Instructor (part-time, pool-hired), Dept. of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR.

### B. TEACHING, ADVISING AND OTHER ASSIGNMENTS

1

### Instructional Summary

Term	CRN	Subj & No.	Sect. #	Course Title	Enrmt
Fall 2015	13763	COMM111	010	* Public Speaking - Lecture (**)	405
	16715	COMM111	040	* Public Speaking - Lecture (**)	436
	12159	COMM218	051	*Interpersonal Communication	23
	18530	COMM328	001	Nonverbal Communication	22
	11881	COMM507	002	SEM/Teaching ++	8
Summer 2015	70851	COMM218	002	*Interpersonal Communication	15
	71562	COMM218	003	*Interpersonal Communication	18
	74709	COMM328	400	Nonverbal Communication	15
Spring 2015	53158	COMM111	010	* Public Speaking - Lecture (**)	359
	56001	COMM111	040	* Public Speaking - Lecture (**)	204
	51848	COMM218	017	*Interpersonal Communication	23
	53393	COMM328	001	Nonverbal Communication	18
	56169	COMM328	400	Nonverbal Communication	25
	51530	COMM507	002	SEM/Teaching ++	7
Winter 2015	36051	COMM111	010	* Public Speaking - Lecture (**)	289
Winter 2015	34871	COMM111	040	* Public Speaking - Lecture (**)	286
	35550	COMM218	040	*Interpersonal Communication	20
	34228	COMM328	001	Nonverbal Communication	25
	36322	COMM328	400	Nonverbal Communication	22
	31662	COMM507	002	SEM/Teaching ++	7
Fall 2014	14092	COMM111	001	* Public Speaking - Lecture (**)	484
	17424	COMM111	040	* Public Speaking - Lecture (**)	457
	12361	COMM218	051	*Interpersonal Communication	23
	19821	COMM328	001	Nonverbal Communication	25
	17058	COMM328	400	Nonverbal Communication	22
	12046	COMM507	002	SEM/Teaching ++	8
Summer 2014	70895	COMM218	002	*Interpersonal Communication	19
	71641	COMM218	003	*Interpersonal Communication	12
	71274	COMM328	001	Nonverbal Communication	19
Spring 2014	53389	COMM111	010	* Public Speaking - Lecture (**)	297
	56550	COMM111	040	* Public Speaking - Lecture (**)	290
	51943	COMM218	017	*Interpersonal Communication	20
	53638	COMM328	001	Nonverbal Communication	24
	56756	COMM328	400	Nonverbal Communication	22
	51599	СОММ507	002	SEM/Teaching ++	12

Term	CRN	Subj & No.	Sect. #	Course Title	Enrmt
Winter 2014	36779	COMM111	010	* Public Speaking - Lecture (**)	284
	35386	COMM111	040	* Public Speaking - Lecture (**)	282
	36154	COMM218	040	*Interpersonal Communication	22
	34627	COMM328	001	Nonverbal Communication	25
	37110	COMM328	400	Nonverbal Communication	20
	31735	COMM507	002	SEM/Teaching ++	13
Fall 2013	14363	COMM111	001	* Public Speaking - Lecture (**)	525
	18259	COMM111	040	* Public Speaking - Lecture (**)	513
	12463	COMM218	051	*Interpersonal Communication	23
	17764	COMM328	400	Nonverbal Communication	22
	14021	COMM418	001	^Interpersonal Comm Theory & Res	22
	12128	COMM507	002	SEM/Teaching ++	14
Summer 2013	70954	COMM218	003	*Interpersonal Communication	20
	71798	COMM218	002	*Interpersonal Communication	17
	71408	COMM328	001	Nonverbal Communication	18
Spring 2013	53733	COMM111	010	* Public Speaking - Lecture (**)	314
	57560	COMM111	040	* Public Speaking - Lecture (**)	249
	52111	COMM218	017	*Interpersonal Communication	21
	54019	COMM328	001	Nonverbal Communication	30
	57908	COMM328	400	Nonverbal Communication	19
	51724	COMM507	002	SEM/Teaching ++	13
Winter 2013	37457	COMM111	010	* Public Speaking - Lecture (**)	266
	35712	COMM111	040	* Public Speaking - Lecture (**)	248
	32234	COMM218	014	*Interpersonal Communication	21
	34862	COMM328	001	Nonverbal Communication	26
	38041	COMM328	400	Nonverbal Communication	23
	31801	COMM507	002	SEM/Teaching ++	14
Fall 2012	14589	COMM111	001	* Public Speaking - Lecture (**)	314
	19344	COMM111	040	* Public Speaking - Lecture (**)	319
	12567	COMM218	051	*Interpersonal Communication	24
	18727	COMM328	400	Nonverbal Communication	21
	14220	COMM418/518	001	^Interpersonal Comm Theory & Res	19/5
	12208	COMM507	002	SEM/Teaching ++	12
Summer 2012	71019	COMM218	002	*Interpersonal Communication	24
	71904	COMM218	003	*Interpersonal Communication	21
	71506	COMM328	001	Nonverbal Communication	20
Spring 2012	53914	COMM111	010	* Public Speaking - Lecture (**)	342
	58627	COMM111	040	* Public Speaking - Lecture (**)	297
	52208	COMM218	017	*Interpersonal Communication	21
	54241	COMM328	001	Nonverbal Communication	27
	59075	COMM328	400	Nonverbal Communication	21
	51800	COMM507	002	SEM/Teaching ++	19

Term	CRN	Subj & No.	Sect. #	Course Title	Enrmt
Winter 2012	38574	COMM111	010	* Public Speaking - Lecture (**)	293
	36205	COMM111	040	* Public Speaking - Lecture (**)	271
	32365	COMM218	014	*Interpersonal Communication	22
	39361	COMM328	400	Nonverbal Communication	24
	31903	COMM507	002	SEM/Teaching ++	19
Fall 2011	14802	COMM111	001	* Public Speaking - Lecture (**)	532
	12677	COMM218	051	*Interpersonal Communication	20
	14409	СОММ328	001	Nonverbal Communication	30
	19920	СОММ328	400	Nonverbal Communication	19
	12309	COMM507	002	SEM/Teaching ++	17
Summer 2011	71063	COMM218	002	*Interpersonal Communication	17
	72004	COMM218	003	*Interpersonal Communication	23
	71570	COMM328	001	Nonverbal Communication	20
Spring 2011	54143	COMM111	001	* Public Speaking - Lecture (**)	376
	52324	COMM218	017	*Interpersonal Communication	24
Spring 2011	54499	COMM328	001	Nonverbal Communication	29
	51896	COMM507	002	SEM/Teaching ++	21
Winter 2011	36752	COMM111	001	* Public Speaking - Lecture (**)	388
	32437	COMM218	014	*Interpersonal Communication	25
	35489	COMM328	001	Nonverbal Communication	26
	31942	COMM507	002	SEM/Teaching ++	21
Fall 2010	15118	COMM111	001	* Public Speaking - Lecture (**)	190
	17515	COMM111	002	* Public Speaking - Lecture (**)	200
	12797	COMM218	015	*Interpersonal Communication	26
	14683	COMM328	001	Nonverbal Communication	30
	12395	COMM507	002	SEM/Teaching ++	20
Summer 2010	70982	COMM218	001	*Interpersonal Communication	23
	71107	COMM218	002	*Interpersonal Communication	23
	72116	COMM218	003	*Interpersonal Communication	22
Spring 2010	54392	COMM111	001	* Public Speaking - Lecture (**)	291
	54393	COMM111	002	* Public Speaking - Lecture (**)	243
	52395	COMM218	017	*Interpersonal Communication	26
	54792	COMM328	001	Nonverbal Communication	33
	51939	COMM507	002	SEM/Teaching ++	17
Winter 2010	37799	COMM111	001	* Public Speaking - Lecture (**)	470
	32547	COMM218	014	*Interpersonal Communication	23
	35974	COMM328	001	Nonverbal Communication	25
	32006	COMM507	002	SEM/Teaching ++	17

Term	CRN	Subj & No.	Sect. #	Course Title	Enrmt
Fall 2009	15355	COMM111	001	* Public Speaking - Lecture (**)	108
	18340	COMM111	002	* Public Speaking - Lecture (**)	103
	19084	COMM111	003	* Public Speaking - Lecture (**)	276
	12880	COMM218	015	*Interpersonal Communication	26
	14887	COMM328	001	Nonverbal Communication	30
	12463	COMM507	002	SEM/Teaching ++	18
Summer 2009	71001	COMM218	002	*Interpersonal Communication	22
	72194	COMM218	006	*Interpersonal Communication ^Interpersonal Comm Theory &	26
	73115	COMM418	001	Research	8
Spring 2009	54624	COMM111	010	* Public Speaking - Lecture (**)	267
	54625	COMM111	030	* Public Speaking - Lecture (**)	231
	52463	COMM218	017	*Interpersonal Communication	24
	55108	COMM328	001	Nonverbal Communication	29
	51983	COMM507	002	SEM/Teaching ++	12
Winter 2009	31048	COMM111	001	* Public Speaking - Lecture (**)	413
	32613	COMM218	014	*Interpersonal Communication	25
	36574	COMM328	001	Nonverbal Communication	27
Fall 2008	32050	COMM507	002	SEM/Teaching ++	13
Fall 2008	15708 14455	COMM111	001	* Public Speaking - Lecture (**)	274
	12998	COMM218 COMM218	014 015	*Interpersonal Communication	26
	12550	COMM507	015	*Interpersonal Communication SEM/Teaching ++	27
Summer 2008	71033	COMM218	002		11
Summer 2008	72324	COMM218	002	*Interpersonal Communication *Interpersonal Communication	22 25
	73472	COMM218	000	Anterpersonal Communication Anterpersonal Comm Theory & Research	25
Spring 2008	34918	COMM111	001	* Public Speaking - Lecture (**)	138
001118 2000	34919	COMM111	030	* Public Speaking - Lecture (**)	117
	32541	COMM218	015	*Interpersonal Communication	26
	35527	COMM328	001	Nonverbal Communication	30
	32038	сомм507	002	SEM/Teaching ++	9
Winter 2008	21089	COMM111	001	* Public Speaking - Lecture (**)	117
	25736	COMM111	030	* Public Speaking - Lecture (**)	138
	24344	COMM218	013	*Interpersonal Communication	27
	27478	СОММ328	001	Nonverbal Communication	31
	22122	COMM507	002	SEM/Teaching ++	10
Fall 2007	14688	COMM218	013	*Interpersonal Communication	26
	14689	COMM218	014	*Interpersonal Communication	26
	13116	COMM218	015	*Interpersonal Communication ^Interpersonal Comm Theory &	26
	15474	COMM418/518	001	Research	19/3
Summer 2007	41069	COMM218	002	*Interpersonal Communication	25
	42723	COMM218	006	*Interpersonal Communication	25
	41928	COMM328	001	Nonverbal Communication	32

Term	CRN	Subj & No.	Sect.	Course Title	Enrmt
Spring 2007	32715	COMM218	014	*Interpersonal Communication	24
	32716	COMM218	015	*Interpersonal Communication	25
	32718	COMM218	017	*Interpersonal Communication	22
	34052	COMM218	018	*Interpersonal Communication	21
	36932	СОММ328	001	Nonverbal Communication	31
Winter 2007	24816	COMM218	013	*Interpersonal Communication	25
	22923	COMM218	014	*Interpersonal Communication	26
	23125	COMM218	015	*Interpersonal Communication	23
	23124	COMM218	016	*Interpersonal Communication	25
Fall 2006	15113	COMM218	013	*Interpersonal Communication	26
	15114	COMM218	014	*Interpersonal Communication	26
	13379	COMM218	015	*Interpersonal Communication	25
	19161	COMM599	002	ST/Speaking for the Professions	12
Summer 2006	41177	COMM218	002	*Interpersonal Communication	21
	43403	COMM218	006	*Interpersonal Communication	24
	42216	COMM328	001	Nonverbal Communication	26
Spring 2006	32909	COMM218	014	*Interpersonal Communication	26
	32910	COMM218	015	*Interpersonal Communication	24
	32912	COMM218	017	*Interpersonal Communication	25
	34387	COMM218	018	*Interpersonal Communication	25
Winter 2006	25243	COMM218	013	*Interpersonal Communication	22
	23118	COMM218	014	*Interpersonal Communication	25
	23353	COMM218	015	*Interpersonal Communication	25
	23352	COMM218	016	*Interpersonal Communication	25
Fall 2005	15451	COMM218	013	*Interpersonal Communication	24
	15452	COMM218	014	*Interpersonal Communication	26
	13588	COMM218	015	*Interpersonal Communication	24
	14674	COMM218	016	*Interpersonal Communication	26
Summer 2005	41250	COMM218	002	*Interpersonal Communication	22
	41449	COMM218	003	*Interpersonal Communication	21
	43113	COMM218	005	*Interpersonal Communication	21
Spring 2005	33044	COMM218	014	*Interpersonal Communication	25
	33045	COMM218	015	*Interpersonal Communication	26
	33048	COMM218	017	*Interpersonal Communication	26
	34681	COMM218	018	*Interpersonal Communication	26
Winter 2005	25636	COMM218	013	*Interpersonal Communication	26
	23264	COMM218	014	*Interpersonal Communication	25
	23535	COMM218	015	*Interpersonal Communication	24
	23534	COMM218	016	*Interpersonal Communication	27

Term	CRN	Subj & No.	Sect. #	Course Title	Enrmt
Fall 2004	15838	COMM218	013	*Interpersonal Communication	26
	15839	COMM218	014	*Interpersonal Communication	24
	13779	COMM218	015	*Interpersonal Communication	26
	14962	COMM218	016	*Interpersonal Communication	24
Summer 2004	43121	COMM218	004	*Interpersonal Communication	25
	42724	COMM328	001	Nonverbal Communication	24
Spring 2004	33169	COMM218	014	*Interpersonal Communication	24
	33170	COMM218	015	*Interpersonal Communication	26
	33174	COMM218	017	*Interpersonal Communication	25
	34941	COMM218	018	*Interpersonal Communication	26
Winter 2004	26524	COMM218	013	*Interpersonal Communication	26
	23457	COMM218	014	*Interpersonal Communication	26
	23771	COMM218	015	*Interpersonal Communication	26
	23770	COMM218	016	*Interpersonal Communication	26
Fall 2003	16475	COMM218	013	*Interpersonal Communication	27
	16476	COMM218	014	*Interpersonal Communication	28
	14056	COMM218	015	*Interpersonal Communication	27
	15358	COMM218	016	*Interpersonal Communication	27
Spring 2003	33399	COMM218	014	*Interpersonal Communication	28
	33400	COMM218	015	*Interpersonal Communication	27
	33405	COMM218	017	*Interpersonal Communication	28
	35663	COMM218	018	*Interpersonal Communication	25
Winter 2003	27608	COMM218	013	*Interpersonal Communication	26
	23702	COMM218	014	*Interpersonal Communication	26
	24104	COMM218	015	*Interpersonal Communication	23
	24103	COMM218	016	*Interpersonal Communication	25
Fall 2002	14207	COMM218	011	*Interpersonal Communication	26
	16175	COMM218	012	*Interpersonal Communication	24
	17469	COMM218	013	*Interpersonal Communication	25
	17470	COMM218	014	*Interpersonal Communication	25
Winter 2002	24201	COMM218	013	*Interpersonal Communication	29
	24202	COMM218	014	*Interpersonal Communication	25
	24950	COMM218	015	*Interpersonal Communication	28
	27632	COMM218	018	*Interpersonal Communication	25
Fall 2001	14958	COMM218	013	*Interpersonal Communication	22
	17308	COMM218	018	*Interpersonal Communication	25
	17309	COMM322	002	Small Group Problem Solving	25
Winter 2001	25060	COMM218	014	*Interpersonal Communication	25
	26055	COMM218	015	*Interpersonal Communication	25
	26056	COMM218	016	*Interpersonal Communication	23
	26057	COMM322	002	Small Group Problem Solving	25

Term	CRN	Subj & No.	Sect. #	Course Title	Enrmt
Fall 2000	11701	COMM218	010	*Interpersonal Communication	26
	14224	COMM218	012	*Interpersonal Communication	25
	15867	COMM218	013	*Interpersonal Communication	25
	13546	COMM322	001	Small Group Problem Solving	25
Winter 2000	25988	COMM218	013	*Interpersonal Communication	21
	25989	COMM218	014	*Interpersonal Communication	23
	25678	COMM312	001	Advanced Public Speaking	21
	25680	COMM322	001	Small Group Problem Solving	25
Fall 1999	14059	COMM318	001	Adv Interpersonal Comm	20
	15993	COMM322	002	Small Group Problem Solving	26
Winter 1999	25912	COMM318	001	Adv Interpersonal Comm	18
	23978	COMM322	001	Small Group Problem Solving	20
Fall 1998	14821	COMM318	001	Adv Interpersonal Comm	22
	15634	COMM322	002	Small Group Problem Solving	19
Spring 1995	32529	COMM322	001	Small Group Problem Solving	32

Course listing notes: COMM 328-400 Nonverbal Communication taught for Ecampus on an Overload Request process with the exception of summer sessions.

- \* Baccalaureate Core Course
- ++SEM/Teaching is a one-hour meeting for GTAs and instructors of both COMM 111 and COMM 114. This is part of the teaching load for COMM 111 and COMM 114. Grading is shared with the coordinator for COMM 114.
- (\*\*) COMM 111 consists of one hour of mass lecture and two hours of recitation. Recitations are taught by GTAs and instructors who grade the students enrolled in the recitation.
- COMM 410 Internship: directed undergraduate students in internship credits; average of one per quarter, 2000-present.

### **Curriculum Development**

- 2009-2015 Developed and taught Nonverbal Communication course for Ecampus at Oregon State University.
- 2005-2014 Developed and taught the Nonverbal section of Sloan Program Seminar at Oregon State University.
- 2003- Developed and taught "Business and professional Presentation" course for Graduate School at Oregon State University.
- 2000 Developed and taught Gender Communication course at Linn Benton Community College, Albany, OR.

### **Graduate and Undergraduate Student Trainees**

- 2012 Graduate Committee member for Forest Ledbetter (M.A.I.S.) Speech Communication, Oregon State University.
- 2012 Thesis mentor for Nikki Roberts (M.A.I.S.), Speech Communication, Oregon State University.
- 2011- Graduate Committee member for Travis Cox (M.A.I.S.) Speech Communication, Oregon State University.
- 2011- Thesis mentor for Anna Martin (M.A.I.S.) Speech Communication, Oregon State University.
- 2000 Graduate Committee member for Amy Dietz (M.A.I.S.) Speech Communication, Oregon State University.

### **Team or Collaborative Efforts**

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- 2005-2014 Collaborated with Dr. Gregg Walker in developing and teaching COMM 550: Communication and the Practice of Science for E campus at Oregon State University.
- 2013 Collaborated with Dr. Trischa Goodnow on the proposal and the development of COMM 211: Communicating On-line for eCampus at Oregon State University.

### **Student and Participant/Client Evaluation**

### Summary of Student Course Evaluations - Bobette Bushnell

summary of S	tudent Course Ev	lent Course Evaluations: Fall 2011 to Summer 2015				st. 1*	Quest. 2**		
Quarter	Subj. & No.	Course Title	Course Enrlmt	% Enllrmt.	Instr. Median	Overall Median	Instr. Median	Overall Median	Mediar For Insti
Summer 2015	COMM218-002	*Interpersonal Communication	15	<b>Resp.</b> 87%	<b>Score</b> 5.60	Score^ 5.60	<b>Score</b> 5.60	Score^ 5.70	
	COMM218-003	*Interpersonal Communication	18	65%	5.90	5.60	5.90	5.70	4.72
	COMM328-400	Nonverbal Communication	15	45%	3.00	4.80	2.30	4.00	
Spring 2015	COMM111-010	*Public Speaking	359	54%	4.60	4.70	4.70	4.80	1
	COMM111-040	*Public Speaking	204	65%	4.30	4.70	4.30	4.80	
	COMM218-017	*Interpersonal Communication	23	65%	5.90	5.50	5.90	5.70	
	COMM328-001	Nonverbal Communication	18	61%	5.00	5.20	4.80	5.50	4.59
	COMM328-400	Nonverbal Communication	25	57%	2.60	3.90	1.40	3.50	
	COMM507-002	Seminar in Teaching	7	71%	5.80	5.80	5.80	5.80	
Winter 2015	COMM111-010	*Public Speaking	289	71%	4.50	4.80	4.80	5.00	
	COMM111-040	*Public Speaking	286	68%	4.20	4.80	4.30	5.00	
	COMM218-051	*Interpersonal Communication	20	85%	5.70	5.40	5.80	5.60	
	COMM328-001	Nonverbal Communication	25	60%	2.80	4.80	2.80	5.30	4.24
	COMM328-400	Nonverbal Communication	22	75%	2.00	2.00	2.00	2.00	
	COMM507-002	Seminar in Teaching	7	57%	6.00	6.00	6.00	6.00	
Fall 2014	COMM111-001	*Public Speaking	484	65%	4.50	5.10	4.60	5.20	1
	COMM111-040	*Public Speaking	457	69%	4.40	5.10	4.50	5.20	
	COMM218-051	*Interpersonal Communication	23	78%	4.90	5.30	5.50	5.60	
	COMM328-001	Nonverbal Communication	25	63%	5.30	4.90	5.30	5.00	4.48
	COMM328-400	Nonverbal Communication	22	44%	1.30	1.30	1.50	1.50	
	COMM507-002	Seminar in Teaching	8	38%	6.00	6.00	6.00	6.00	
Summer 2014	COMM218-002	*Interpersonal Communication	19	61%	5.70	5.40	5.60	5.40	1
	COMM218-003	*Interpersonal Communication	12	NA	NA	NA	NA	NA	5.58
	COMM328-001	Nonverbal Communication	19	65%	5.40	5.10	5.60	5.20	
Spring 2014	COMM111-010	*Public Speaking	297	59%	4.30	4.50	4.20	4.60	
	COMM111-040	*Public Speaking	290	54%	4.30	4.50	4.50	4.60	
	COMM218-017	*Interpersonal Communication	20	70%	4.10	5.00	4.30	5.40	4.35
	COMM328-001	Nonverbal Communication	24	63%	4.40	4.70	5.00	5.00	4.55
	COMM328-400	Nonverbal Communication	22	67%	2.80	4.40	2.30	4.00	
	COMM507-002	Seminar in Teaching	12	25%	6.00	6.00	6.00	6.00	[
Winter 2014	COMM111-010	*Public Speaking	284	68%	4.20	4.90	4.50	5.10	
	COMM111-040	*Public Speaking	282	57%	4.50	4.90	4.50	5.10	
	COMM218-040	*Interpersonal Communication	22	59%	4.80	5.00	5.10	5.30	4.60
	COMM328-001	Nonverbal Communication	25	84%	5.10	4.80	5.30	5.60	
	COMM328-400	Nonverbal Communication	20	56%	2.80	2.50	3.00	3.40	
	COMM507-002	Seminar in Teaching	13	38%	5.70	5.50	5.70	5.50	
all 2013	COMM111-001	*Public Speaking	525	52%	4.30	4.40	4.40	4.50	
	COMM111-040	*Public Speaking	513	51%	4.20	4.40	4.30	4.50	
	COMM218-040	*Interpersonal Communication	23	61%	4.90	5.00	5.30	5.30	4.30
	COMM328-400	Nonverbal Communication	22	43%	1.60	1.60	1.80	1.80	
	COMM418-001	^Interperson Comm Theory & Re	22	64%	4.70	4.90	4.70	5.30	
2012	COMM507-002	Seminar in Teaching	14	36%	5.70	5.80	5.70	5.80	
Summer 2013	COMM218-002	*Interpersonal Communication	20	58%	5.10	5.30	5.70	5.70	- 4-
	COMM218-003	*Interpersonal Communication Nonverbal Communication	17	58%	5.80	5.30	5.80	5.70	5.15
nring 2012	COMM328-001	*Public Speaking	18	72%	4.10	4.80	4.40	5.00	
Spring 2013	COMM111-010 COMM111-040		314	62%	4.40	4.40	4.40	4.50	
		*Public Speaking	249	68%	4.30	4.40	4.60	4.50	
	COMM218-017 COMM328-001	*Interpersonal Communication Nonverbal Communication	21 30	86% 72%	4.80 4.20	4.90	5.10 4.50	5.30	4.09
	COMM328-001 COMM328-400	Nonverbal Communication	30 19	73% 40%	4.20 3.80	4.80 5.20	4.50 3.00	5.00 4.70	
	COMM507-002	Seminar in Teaching	19	40% 8%	3.80 4.00	5.20 4.00	3.00 2.00	4.70 3.00	
Winter 2013	COMM111-010	*Public Speaking	266						
vinter 2013	COMM111-010 COMM111-040	*Public Speaking *Public Speaking	266	47% 50%	4.40 4.20	4.40 4.40	4.60 4.40	4.60 4.60	
	COMM111-040 COMM218-014		1					1	
	COMM218-014 COMM328-001	*Interpersonal Communication	21	67%	5.70	4.80	5.70	5.10	4.55
	COMM328-001 COMM328-400	Nonverbal Communication Nonverbal Communication	26 23	56% 42%	4.30 3.00	4.70 3.00	4.80 2.50	5.00 2.50	

(continued)	continued)				Que	st. 1*	Ques	st. 2**		
Quarter	Subj. & No.	Course Title	Course Enrimt	% Enllrmt. Resp.	Instr. Median Score	Overall Median Score^	Instr. Median Score	Overall Median Score^	Median For Instr.	
Fall 2012	COMM111-001	*Public Speaking	314	55%	4.50	4.40	4.70	4.70		
	COMM111-040	*Public Speaking	319	62%	4.50	4.40	4.70	4.70		
	COMM218-051	*Interpersonal Communication	24	63%	5.10	4.70	5.60	4.90		
	COMM328-400	Nonverbal Communication	21	47%	3.30	3.30	4.00	4.00	4.87	
	COMM418-001	^Interperson Comm Theory & Re	19	70%	4.90	4.90	5.00	5.30		
	COMM507-002	Seminar in Teaching	12	25%	6.00	6.00	6.00	6.00		
	COMM518-001	Interperson Comm Theory & Re	5	70%	4.90	4.80	5.00	5.10		
Summer 2012	COMM218-002	*Interpersonal Communication	24	NA	NA	NA	NA	NA		
	COMM218-003	*Interpersonal Communication	21	22%	5.70	5.70	5.70	5.70	5.70	
	COMM328-001	Nonverbal Communication	20	NA	NA	NA	NA	NA		
Spring 2012	COMM111-010	*Public Speaking	342	60%	4.30	4.20	4.30	4.30		
	COMM111-040	*Public Speaking	297	57%	4.30	4.20	4.40	4.30		
	COMM218-017	*Interpersonal Communication	21	62%	5.30	5.00	5.40	5.30	4.69	
	COMM328-001	Nonverbal Communication	27	81%	5.10	4.80	5.40	5.10	4.69	
	COMM328-400	Nonverbal Communication	21	68%	3.00	3.90	2.80	3.30		
	COMM507-002	Seminar in Teaching	19	26%	6.00	5.80	6.00	5.80		
Winter 2012	COMM111-010	*Public Speaking	293	67%	4.60	4.30	4.70	4.40		
	COMM111-040	*Public Speaking	271	70%	4.20	4.30	4.30	4.40		
	COMM218-014	*Interpersonal Communication	22	64%	5.10	4.90	5.40	5.10	4.16	
	COMM328-400	Nonverbal Communication	24	76%	2.30	2.30	2.70	2.70		
	COMM507-002	Seminar in Teaching	19	NA	NA	NA	NA	NA		
Fall 2011	COMM111-001	*Public Speaking	532	53%	4.40	4.30	4.50	4.40		
	COMM218-051	*Interpersonal Communication	20	90%	5.80	4.90	5.90	5.10		
	COMM328-001	Nonverbal Communication	30	97%	5.50	5.10	5.60	5.40	4.95	
	COMM328-400	Nonverbal Communication	19	50%	4.20	4.20	3.70	3.70		
	COMM507-002	Seminar in Teaching	17	NA	NA	NA	NA	NA		

In Fall 2011 OSU began using a web-based student course evaluation system.

\*Qu. 1: As a whole: (1.0) Very Poor, (2.0) Poor, (3.0) Fair, (4.0) Good, (5.0) Very Good, (6.0) Excellent

\*\*Qu. 2: The Instructor's contribution: (1.0) Very Poor, (2.0) Poor, (3.0) Fair, (4.0) Good, (5.0) Very Good, (6.0) Excellent ^Overall Median Score: Based on level (ug or grad), subject area (COMM), course level (100, 200, 300, 400, 500), and course type (lecture, recitation, eCampus, seminar).

course type (lecture, rectation, ecampus, seminar)

\* Indicates the course is a baccalaureate core course

^ Indicates the course is a Writing Intensive Course (WIC)

					Que	st. 1*	Quest. 2**		
Quarter		Course & Title	Course Enrlmt	Total Forms	1.Instr. Median Score	Level Median Score	2.Instr. Median Score	Level Median Score	Median For Instr.
Summer 2011	COMM218-002	*Interpersonal Communication	17		I				
	COMM218-003	*Interpersonal Communication	23		E	valuations	not availa	ble	
	COMM328-001	Nonverbal Communication	20						
Spring 2011	COMM111-001	*Public Speaking	376	187	4.3	4.50	4.6	4.90	
	COMM218-017	*Interpersonal Communication	24	22	5.5	4.70	5.8	5.80	4.93
	COMM328-001	Nonverbal Communication	29	19	4.6	5.10	4.8	5.50	4.95
	COMM507-002	Seminar in Teaching	21	NA	NA	NA	NA	NA	
Winter 2011	COMM111-001	*Public Speaking	388	196	4	4.30	4.2	4.80	
	COMM218-014	*Interpersonal Communication	25	22	5.5	4.90	5.7	5.20	4.02
	COMM328-001	Nonverbal Communication	26	20	5.2	5.10	4.9	5.20	4.92
	COMM507-002	Seminar in Teaching	21	NA	NA	NA	NA	NA	
Fall 2010	COMM111-001	*Public Speaking	190	97.00	4	4.20	4.3	4.9	
	COMM111-002	*Public Speaking	200	107.00	4.2	4.20	4.5	4.7	
	COMM218-015	*Interpersonal Communication	26	22.00	5.6	4.70	5.9	5.1	4.83
	COMM328-001	Nonverbal Communication	30	17.00	5	4.80	5.1	4.9	
	COMM507-002	Seminar in Teaching	20	NA	NA	NA	NA	NA	
Summer 2010	COMM218-001	*Interpersonal Communication	23			valuations		Construction of the second	
	COMM218-002	*Interpersonal Communication	23	20	5.8	5.6	5.8	5.70	5.53
	COMM218-003	*Interpersonal Communication	22	22	5.3	5.6	5.5	5.70	5.55
Spring 2010	COMM111-001	*Public Speaking	291	288	4.10	4.30	4.50	4.80	
	COMM111-002	*Public Speaking	243	NA	-1.10 NA		4.50 NA	4.50 NA	
	COMM218-017	*Interpersonal Communication	245	22	6.00	5.00	6.00	5.40	
	COMM328-001	Nonverbal Communication	33	30	5.20	5.00	5.60	5.40 5.40	5.23
	COMM507-002	Seminar in Teaching	17	NA	5.20 NA	NA	3.00 NA	000000000000000000000000000000000000000	5.25
Winter 2010	COMM111-001	*Public Speaking	470	262	3.90	4.20	4.10	NA 4.70	
Winter 2010	COMM218-014	*Interpersonal Communication	23	202	5.60	4.20 5.00	4.10 5.60		
	COMM328-001	Nonverbal Communication	25	20 19	5.00			5.30	4.92
	COMM507-002	Seminar in Teaching	17			5.00	5.30	4.90	
Fall 2009	COMM111-001	*Public Speaking	108	NA	NA 1.20	NA 1.20	NA	NA	
all 2009	COMM111-001		1	67 60	4.20	4.30	4.40	4.80	
	COMM111-002	*Public Speaking	103	69	4.00	4.30	4.40	4.80	
		*Public Speaking	276	127	4.00	4.30	4.40	4.80	
	COMM218-015	*Interpersonal Communication	26	24	5.60	5.20	5.80	5.50	4.74
	COMM328-001	Nonverbal Communication	30	20	4.90	4.70	5.70	5.20	
	COMM507-002	Seminar in Teaching	18	NA	NA	NA	NA	NA	
Summer 2009	COMM218-002	*Interpersonal Communication	22	18	5.70	5.50	5.80	5.70	
	COMM218-006	*Interpersonal Communication	26	23	5.70	5.50	5.80	5.70	5.62
	COMM418-001	^Interperson Comm Theory & Re	8	7	5.30	5.40	5.40	5.70	
pring 2009	COMM111-010	*Public Speaking	267	155	4.10	4.20	4.40	4.60	
	COMM111-030	*Public Speaking	231	133	4.40	4.20	4.70	4.60	
	COMM218-017	*Interpersonal Communication	24	20	5.40	4.80	5.80	5.10	4.90
	COMM328-001	Nonverbal Communication	29	24	4.80	5.00	5.60	5.50	
	COMM507-002	Seminar in Teaching	12	NA	NA	NA	NA	NA	
Vinter 2009	COMM111-001	*Public Speaking	413	167	3.90	4,30	4.10	4.70	
	COMM218-014	*Interpersonal Communication	25	24	5.20	5.10	5.60	5.50	
	COMM328-001	Nonverbal Communication	27	17	5.60	4.70	5.60	5.00	5.00
	COMM507-002	Seminar in Teaching	13	NA	NA	NA	NA	NA	

### Summary of Student Course Evaluations - Bobette Bushnell-Spring 2003 to Summer 2011

(continued)	T			r		st. 1*		st. 2**	
			Course	Total	1.Instr.	Level	2.Instr.	Level	Median
Quarter		Course & Title	Enrlmt	Forms	Median	Median	Median	Median	For Instr
Fall 2008	COMM111-001	*Dublic Coopline			Score	Score	Score	Score	
rali 2008	COMM218-014	*Public Speaking *Interpersonal Communication	274 26	175 23	4.00 5.20	4.20	4.10	4.50	
		•	1			5.00	5.50	5.20	4.83
	COMM218-015	*Interpersonal Communication	27	23	4.80	5.00	5.40	5.20	
Summer 2008	COMM507-002 COMM218-002	Seminar in Teaching	11	NA	NA 5.00	NA	NA	NA	
Summer 2008		*Interpersonal Communication	22	14	5.80	5.50	5.90	5.60	
	COMM218-006	*Interpersonal Communication	25	22	5.60	5.50	5.80	5.60	5.78
c : 2000	COMM418-001	^Interperson Comm Theory & Re	20	11	5.80	5.40	5.80	5.50	
Spring 2008	COMM111-001	*Public Speaking	138	93	4.10	4.10	4.40	4.60	
	COMM111-030	*Public Speaking	117	36	3.90	4.10	4.40	4.60	
	COMM218-015	*Interpersonal Communication	26	24	5.10	5.10	5.40	5.50	4.83
	COMM328-001	Nonverbal Communication	30	18	5.60	4.90	5.70	5.20	
	COMM507-002	Seminar in Teaching	9	NA	NA	NA	NA	NA	
Winter 2008	COMM111-001	*Public Speaking	117	68	3.8	4.1	4.2	4.6	
	COMM111-030	*Public Speaking	138	55	3.7	4.1	4	4.6	
	COMM218-013	*Interpersonal Communication	27	23	5.3	4.8	5.5	4.9	4.60
	COMM328-001	Nonverbal Communication	31	28	4.9	4.8	5.4	5.1	
	COMM507-002	Seminar in Teaching	10	NA	NA	NA	NA	NA	
Fall 2007	COMM218-013	*Interpersonal Communication	26	21	5.1	5.1	5.5	5.5	
	COMM218-014	*Interpersonal Communication	26	21	4.9	5.1	5.20	5.5	
	COMM218-015	*Interpersonal Communication	26	24	5.4	5.1	5.70	5.5	5.07
	COMM418-001	^Interperson Comm Theory & Re	19	12	5.30	4.6	5.50	5.3	
	COMM518-001	Interpersonal Comm Theory & Re	3	3	3.80	3.8	4.30	4.3	
Summer 2007	COMM218-002	*Interpersonal Communication	25	21	5.30	4.9	5.80	5.3	
	COMM218-006	*Interpersonal Communication	25	18	5.50	4.9	5.60	5.3	5.47
	COMM328-001	Nonverbal Communication	32	25	5.30	5.2	5.30	5.6	
Spring 2007	COMM218-014	*Interpersonal Communication	24	21	5.10	5.1	5.50	5.5	
	COMM218-015	*Interpersonal Communication	25	15	4.90	5.1	5.50	5,5	
	COMM218-017	*Interpersonal Communication	22	16	4.9	5.1	5.4	5.5	5.35
	COMM218-018	*Interpersonal Communication	21	21	5.1	5.1	5.5	5,5	
	СОММ328-001	Nonverbal Communication	31	21	5.8	4.8	5.8	5.1	
Winter 2007	COMM218-013	*Interpersonal Communication	25	24	5.0	5.3	5.0	5.6	
	COMM218-014	*Interpersonal Communication	26	21	5.0	5.3	5.5	5.6	
	COMM218-015	*Interpersonal Communication	23	18	5.80	5.3	5.90	5.6	5.43
		*Interpersonal Communication	25	20	5.50	5.3	5.70	5.6	5.45
Fall 2006	COMM218-013	*Interpersonal Communication	25	20	5.30	5.2	5.70	5.5	
1 411 2000	COMM218-013	*Interpersonal Communication	26	22	5.60	5.2 5.2	5.80	5.5	
	COMM218-015	*Interpersonal Communication	25	21	5.30	5.2	5.40	5.5	5.54
	COMM599-002	St/Speaking for Professions	12	12	5.50	5.3	5.70	5.5 5.7	5.54
Summer 2006	COMM218-002	*Interpersonal Communication	21	12	5.60	5.5	5.70	5.7	
Summer 2000	COMM218-002	*Interpersonal Communication	21	22	5.90	5.5	6.00	5.7	5.55
	COMM328-001	Nonverbal Communication	24	18		3.5 4.9			5.55
Spring 2006	COMM218-014	*Interpersonal Communication	26	23	4.90		5.20	5.1	
Spring 2000	COMM218-014				4.60	5.1	5.20	5.6	
	COMM218-013	*Interpersonal Communication *Interpersonal Communication	24 25	17	5.20	5.1	5.50	5.6	F 24
			25 25	16	5.60	5.1	5.80	5.6	5.31
Minter 2000	COMM218-018	*Interpersonal Communication	25	21	5.30	5.1	5.30	5.6	
Winter 2006	COMM218-013	*Interpersonal Communication	22	21	5.50	5.3	5.50	5.6	
	COMM218-014	*Interpersonal Communication	25 25	20	5.60	5.3	5.70	5.6	
	COMM218-015	*Interpersonal Communication	25	21	4.90	5.3	5.20	5.6	5.50
	COMM218-016	*Interpersonal Communication	25	19	5.80	5.3	5.80	5.6	
all 2005	COMM218-013	*Interpersonal Communication	24	22	5.20	5.4	5.40	5.7	
	COMM218-014	*Interpersonal Communication	26	20	5.70	5.4	5.80	5.7	
	COMM218-015	*Interpersonal Communication	24	19	5.10	5.4	5.60	5.7	5.53
	COMM218-016	*Interpersonal Communication	26	21	5.60	5.4	5.80	5.7	

(continued)					Que	st. 1*	Quest. 2**		]
Quarter		Course & Title	Course Enrlmt	Total Forms	1.Instr. Median Score	Level Median Score	2.Instr. Median Score	Level Median Score	Median For Instr.
Summer 2005	COMM218-002	*Interpersonal Communication	22	17	5.70	5.3	5.70	5.7	
	COMM218-003	*Interpersonal Communication	21	19	5.40	5.3	5.80	5.7	5.72
	COMM218-005	*Interpersonal Communication	21	15	5.80	5.3	5.90	5.7	
Spring 2005	COMM218-014	*Interpersonal Communication	25	21	5.50	5.1	5.80	5.4	
	COMM218-015	*Interpersonal Communication	26	25	5.40	5.1	5.70	5.4	
	COMM218-017	*Interpersonal Communication	26	25	4.90	5.1	5.20	5.4	5.44
	COMM218-018	*Interpersonal Communication	26	23	5.50	5.1	5.50	5.4	
Winter 2005	COMM218-013	*Interpersonal Communication	26	24	5.20	5.3	5.50	5.6	
	COMM218-014	*Interpersonal Communication	25	21	5.90	5.3	5.90	5.6	
	COMM218-015	*Interpersonal Communication	24	23	5.10	5.3	5.60	5.6	5.53
	COMM218-016	*Interpersonal Communication	27	22	5.20	5.3	5.80	5.6	
Fall 2004	COMM218-013	*Interpersonal Communication	26	19	5.30	5.4	5.70	5.7	
	COMM218-014	*Interpersonal Communication	24	23	5.50	5.4	5.70	5.7	
	COMM218-015	*Interpersonal Communication	26	23	5.70	5.4	5.80	5.7	5.65
	COMM218-016	*Interpersonal Communication	24	21	5.60	5.4	5.90	5.7	
Summer 2004	COMM218-004	*Interpersonal Communication	25	21	6.00	5	6.00	6	
	СОММ328-001	Nonverbal Communication	24	21	6.00	5	6.00	6	6.00
Spring 2004	COMM218-014	*Interpersonal Communication	24	16	5.00	5	6.00	6	
	COMM218-015	*Interpersonal Communication	26	21	5.00	5	6.00	6	5.63
	COMM218-017	*Interpersonal Communication	25	19	6.00	5	6.00	6	
	COMM218-018	*Interpersonal Communication	26	23	5.00	5	6.00	6	
Winter 2004	COMM218-013	*Interpersonal Communication	26	16	5.00	5	5.00	5	
	COMM218-014	*Interpersonal Communication	26	18	5.00	5	6.00	5	
	COMM218-015	*Interpersonal Communication	26	18	5.00	5	6.00	5	5.25
	COMM218-016	*Interpersonal Communication	26	19	5.00	5	5.00	5	
Fall 2003	COMM218-013	*Interpersonal Communication	27	21	6.00	5	6.00	5	
	COMM218-014	*Interpersonal Communication	28	25	6.00	5	6.00	5	5.94
	COMM218-015	*Interpersonal Communication	27	21	6.00	5	6.00	5	
	COMM218-016	*Interpersonal Communication	27	23	5.50	5	6.00	5	
Spring 2003	COMM218-014	*Interpersonal Communication	28	22	6.00	5	6.00	6	
-	COMM218-015	*Interpersonal Communication	27	23	5.00	5	6.00	6	
	COMM218-017	*Interpersonal Communication	28	25	5.00	5	6.00	6	5.75
	COMM218-018	*Interpersonal Communication	25	23	6.00	5	6.00	6	

\*Qu. 1: "The course, as a whole, was: (0) no response, (1) verv poor, (2) poor, (3) fair, (4) good, (5) verv good, (6) excellent. \*\* Qu. 2: "Instructor's contribution to the course was: (0) no response, (1) very poor, (2) poor, (3) fair, (4) good, (5) very good, (6) excellent.

\* Indicates a baccalaureate core course ^ Indicates a Writing Intensive Course (WIC)

### Summary of Student Course Evaluations: Bobette Bushnell Spring 1995 to Winter 2003

Quarter	Subj & No.	Course Title	Course Enroll	Total Forms for Course	Instr-Qu. 12 Avrg Score	Dept. Avrg for Course Level	Term Avr. For Instr.	
Winter 2003	COMM 218-013	*Interpersonal Communication	26	22	3.77	3.40		
	COMM 218-014	*Interpersonal Communication	26	22	3.62	3.40	3.54	
	COMM 218-015	*Interpersonal Communication	23	18	3.50	3.40		
	COMM 218-016	*Interpersonal Communication	25	21	3.83	3.40		
Fall 2002	COMM 218-011	*Interpersonal Communication	26	23	3.89	3.58		
	COMM 218-012	*Interpersonal Communication	24	21	3.44	3.58		
	COMM 218-013	*Interpersonal Communication	25	20	3.65	3.58	3.66	
	COMM 218-014	*Interpersonal Communication	25	20	3.95	3.58		
Winter 2002	COMM218-013	*Interpersonal Communication	29					
	COMM218-014	*Interpersonal Communication	25	Е.				
	COMM218-015	*Interpersonal Communication	28	Evaluations not available				
	COMM218-018	*Interpersonal Communication	25					
Fall 2001	COMM218-013	*Interpersonal Communication	22	Evaluations not availab				
	COMM218-018	*Interpersonal Communication	25	E۱	aluations r	not availabl	e	
	COMM322-002	Small Group Problem Solving	25	19	3.72	3.49	3.72	
Winter 2001	COMM218-014	*Interpersonal Communication	25	23	3.39	3.62		
	COMM218-015	*Interpersonal Communication	25	24	3.57	3.62		
	COMM218-016	*Interpersonal Communication	23	22	3.64	3.62	3.54	
	COMM322-002	Small Group Problem Solving	25	18	3.61	3.22		
Fall 2000	COMM218-010	*Interpersonal Communication	26	18	3.50	3.66		
	COMM218-012	*Interpersonal Communication	25	17	3.82	3.66		
	COMM218-013	*Interpersonal Communication	25	20	3.70	3.36	3.60	
	COMM322-001	Small Group Problem Solving	25	18	3.76	3.36		
Winter 2000	COMM218-013	*Interpersonal Communication	21	14	3.79	3.84		
	COMM218-014	*Interpersonal Communication	23	13	3.92	3.84		
	COMM312-001	Advanced Public Speaking	21	13	3.25	3.46	3.67	
	COMM322-001	Small Group Problem Solving	25	18	3.78	3.46		
Fall 1999	COMM318-001	Adv Interpersonal Comm	20	18	3.17	3.34	3.37	
	COMM322-002	Small Group Problem Solving	26	14	3.64	3.34		
Winter 1999	COMM318-001	Adv Interpersonal Comm	18	16	4.00	3.46	3.64	
	COMM322-001	Small Group Problem Solving	20	19	3.63	3.46		
Fall 1998	COMM318-001	Adv Interpersonal Comm	22	16	3.73	3.52	3.59	
	COMM322-002	Small Group Problem Solving	19	19	3.58	3.52		
Spring 1995	COMM322-001	Small Group Problem Solving	32	20	3.70	3.18	3.44	

\*Qu. 12: "All things considered, I was favorably impressed with the instructor."

Scale: nc (no response), strongly disagree (0), disagree (1), neutral (2), agree (3), strongly agree (4)

\* Indicates a baccalaureate core course

### **Advising**

My advising responsibilities have included formal academic advising with weekly office hours dedicated to advising those students specifically assigned as my advisees as well as informal advising with Graduate Students and other, unassigned students.

### **Other assignments**

For the past 7 years, I have been the director of COMM 111 which requires me to not only teach Mass lecture to multiple sections of students but also to supervise the coordinate the teaching of the recitation instructors. These instructors are GTAs and Adjunct faculty members. I organize and conduct orientation for these instructors, evaluate their performance, provide them with a standard syllabus, encourage their creative processes as they make decisions and accommodate their students. I negotiate student/teacher conflict--I serve as their advocate in all department/university matters.

2015—I was assigned by Communication faculty to be the Speech Communication Department representative for the instructional video which was produced for the "Start" program. I was one of three faculty members who participated in videotaped interviews wherein we were trying to "sell" the importance of our subject matter. These videos were used as recruiting tools.

### C. SCHOLARSHIP AND CREATIVE ACTIVITY

- Presenter, "Innovative Curriculum Development:" Panel discussant, "Stage Fright for the Public Presenter," McGraw-Hill Curriculum Conference, New York, NY, February, 2011.
- Author, editor, and photographer, custom course manuals/workbooks for COMM 328 Nonverbal Communication, COMM 218 Interpersonal Communication, and COMM 111 Public Speaking, Fountainhead Press, Southlake, TX. (www.fountainheadpress.com).

### D. SERVICE

### Service to the University

- Speaker, "Woman In Agriculture," Sigma Alpha Professional Agricultural Sorority, Oregon State University, Corvallis, OR, 2013.
- Speaker, Orientation, Lamba Delta Sorority, Oregon State University, Corvallis, OR, 2011.
- Developed and conducted three Student Leadership Workshops for Student Body Officers, Associated Students (ASOSU), Oregon State University, Corvallis, OR, Fall, 2010.
- Created and conducted Professional Communication Workshops for OSU Librarians, The Valley Library, Oregon State University, Corvallis, OR, Fall, 2009; Winter 2010; Spring, 2010.
- Speaker, "Women's Choices," Annual Women's Conference, Oregon State University, Corvallis, OR, 2000-2003.

### Service to Speech Communication/School of Arts and Communication

- Member, Scholarship and Awards Committee, Speech Communication Area, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR, 2007present.
- Reviewer, undergraduate research papers, Lambda Pi Eta Conference, Speech Communication Area, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR, Spring, 2013, 2014, 2015.
- Department representative, "Start" recruiting conference, College of Liberal Arts, Oregon State University, Corvallis, OR, 2012-2015.
- Member, Social Committee, Speech Communication Area, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR, 2008, 2010, 2015.

Member, Shepard Hall Library Renovation Committee, Speech Communication Area, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR, 2013.

### Service to the Public: Professionally Related

Youth conference speaker, "The Other Side of Basketball," OSU Oregon State University Campus, Corvallis, OR, Fall, 2011, 2012, 2013, 2014.

Speaker for Outreach program sponsored by LDSSA (Latter Day Saints Student Association) to OSU students on the topic of "The Power of Love...Making Relationships Last."

Member, Health Curriculum Committee, Philomath School District, Philomath, OR, 2003.

Chair, Ad Hoc Year Around School Committee, Philomath School District, Philomath, OR, 2002.

Member, Liberal Arts Curriculum Committee, Philomath School District, Philomath, OR, 2002.

Member, Superintendent's Advisory Council, Philomath School District, Philomath, OR, 2000.

### E. AWARDS

- Outstanding Teacher Award, presented by the OSU Gymnastic Team, Oregon State University, Corvallis, OR, 2008-2012.
- Recipient, Mentoring Award presented by Associated Students of Oregon State University, Corvallis, OR, 2011.
- Outstanding Teacher Award, presented by Kappa Gamma Sorority Oregon State University, Corvallis, OR, 2006.
- Outstanding Teacher Award, presented by Latter Day Saint Student Association, Oregon State University, Corvallis, OR, 2002.

25700 SW Canyon Creek Rd., Apt. N306 Wilsonville, OR 97070	cruzsh@oregonstate.edu 608-234-2840 (cell)						
Education							
<b>Doctor of Philosophy</b> , Communication Michigan State University, East Lansing, MI	2016						
<b>Master of Arts</b> , Communication Michigan State University, East Lansing, MI	2015						
<b>Bachelor of Science</b> , Environmental Biology/Zoology Michigan State University, East Lansing, MI	2012						
<b>Bachelor of Arts</b> , Communication Michigan State University, East Lansing, MI	2012						
Graduated with High Honor (top 6%)							
Honors College graduate	Member 2008 – 2012						
Employment							
<b>Visiting Assistant Professor</b> Speech Communication, College of Liberal Arts	2016 – present						

Speech Communication, College of Liberal Arts Oregon State University, Corvallis, OR

### **Grant-Funded Research Experience**

Kaminski, N. E. (Principal Investigator). *Environmental, microbial, and mammalian biomolecular responses to AhR ligands*. Funded by the Department of Health and Human Services, National Institutes of Health, National Institute of Environmental Health Sciences, Superfund Research Program.

Community Engagement Core Team Member (2014 - present) under Dr. James Dearing

**Cruz, S.** (Principal Investigator). *Lateral attitude change on environmental issues: Implications for the climate change debate.* Funded by a Dissertation Completion Fellowship from the Graduate School at Michigan State University.

(2016)

Lapinski, M. (Principal Investigator). *Improving hygienic and food preparation practices in child care centers*. Funded by the U. S. Department of Agriculture.

**Team Member** (2009 – 2012)

Ndiaye, K., & Silk, K. (Principal Investigators). *Nutrition communication between parents and children*. Funded by the Michigan Nutrition Network.

### Team Member (2010)

### **Papers and Presentations**

Publications:

- **Cruz, S. M.** (2017). The relationships of political ideology and party affiliation with environmental concern: A meta-analysis. *Journal of Environmental Psychology*, 53, 81-91. doi:10.1016/j.jenvp.2017.06.010
- Zhuang, J., Cox, J., Cruz, S., Dearing, J., Hamm, J., & Upham, B. (2016). Environmental stigma: Resident responses to living in a contaminated area. *American Behavioral Scientist*, 60, 1322-1341.
- Boster, F. J., **Cruz, S.**, Manata, B., DeAngelis, B. N., & Zhuang, J. (2016). A meta-analytic review of the impact of guilt on compliance. *Social Influence*, *11*, 54-67. doi:10.1080/15534510.2016.1142892
- Kashian, N., **Cruz, S.**, Jang, J.-W., & Silk, K. J. (2015). Evaluation of an instructional activity to reduce plagiarism in the communication classroom. *Journal of Academic Ethics*, *13*, 239-258. doi:10.1007/s10805-015-9238-2
- Lapinski, M., Anderson, J., **Cruz, S.**, & Lapine, P. (2015). Social networks and the communication of norms about prenatal care in rural Mexico. *Journal of Health Communication*, 20, 112-120. doi:10.1080/10810730.2014.914605
- **Cruz, S.**, & Lapinski, M. (2014). Environmental health. In T. L. Thompson (Ed.), *SAGE encyclopedia of health communication*. Thousand Oaks, CA: Sage.

Papers under review:

Hamm, J. A., Cox, J., Zwickle, A., Zhuang, J., Cruz, S., Upham, B. L., & Dearing, J. (Under review). Trust in whom? Organizations, risk perception, and fish consumption on a dioxin contaminated river. Manuscript under review at *Risk Analysis*.

*Papers in preparation:* 

- **Cruz, S.**, & Manata, B. "Outdated" measures of environmental concern: Throwing the baby out with the bathwater. Manuscript in preparation for submission.
- **Cruz, S**. Lateral attitude change on environmental issues: Implications for the climate change debate. Manuscript in preparation for submission.

**Cruz, S**. Anger, goals, and compliance-gaining: An exploration of the rebuff phenomenon. Manuscript in preparation for submission.

### Paper presentations:

- Cox, J., Cruz, S., Hamm, J., Upham, B., Zhuang, J., Zwickle, A., & Dearing, J. (2017). Trust, risk perception, and fish consumption on a dioxin contaminated river: A Michigan inquiry. Paper presented at the International Symposium on Society and Resource Management, Umeå, Sweden.
- Zhuang, J., Hamm, J., Cruz, S., Cox, J., & Dearing, J. W. (2015). Dealing with environmental stigma in Midland, Michigan: Community responses. Paper presented at the 101st Annual Convention of the National Communication Association, Las Vegas, NV.
- Cruz, S., & Manata, B. (2015). Environmental concern: A comprehensive assessment of extant measures. Paper presented at the 2015 Conference on Communication and the Environment, Boulder, CO. Presenter.
- **Cruz, S.** (2015). *Anger, goals, and compliance-gaining: An exploration of the rebuff phenomenon*. Paper presented at the 65<sup>th</sup> Annual Conference of the International Communication Association, San Jose, PR. Presenter.
- Kashian, N., Cruz, S., Jang, J.-W., & Silk, K. (2014). Evaluation of an instructional activity to reduce plagiarism in the communication classroom. Paper presented at the 100<sup>th</sup> Annual Convention of the National Communication Association, Chicago, IL. Presenter. Top Five Paper, Scholarship of Teaching and Learning Division.
- Boster, F. J., DeAngelis, B. N., Clare, D. D., **Cruz, S.**, & Shaw, A. (2014). *Effects of a message in the dynamic theory of reasoned action*. Paper presented at the 64<sup>th</sup> Annual Conference of the International Communication Association, Seattle, WA. Presenter.
- Boster, F. J., DeAngelis, B. N., **Cruz, S.**, Zhuang, J., Manata, B., & Clare, D. D. (2013). *A meta-analytic review of the impact of guilt on compliance*. Paper presented at the 99<sup>th</sup> Annual Convention of the National Communication Association, Washington, D. C.
- Lapinski, M., Anderson, J., **Cruz, S.**, & LaPine, P. (2012). *Lacking COMMunity: Social networks and the communication of norms about prenatal care in rural Mexico*. Paper presented at the 98<sup>th</sup> Annual Convention of the National Communication Association, Orlando, FL.

### Poster presentations:

**Cruz, S**. (2016). *A meta-analysis of the effect of political variables on environmental concern*. Poster presented at the 66<sup>th</sup> Annual Conference of the International Communication Association, Fukuoka, Japan. Presenter. **Top Student Paper, Environmental Communication Division**.

- Hamm, J., Upham, B., Zhuang, J., Cox, J., **Cruz, S.**, & Dearing, J. (2015). *Michigan State University community engagement core*. Poster accepted for presentation at the Annual Meeting of the Superfund Research Program, San Jose, PR.
- Upham, B., Dearing, J. W., Zhuang, J., Cox, J., **Cruz, S.**, Hashsham, S. (2014). *Research translation and community engagement at Michigan State University: An evolving partnership with a dioxin contaminated community*. Poster presented at the Annual Meeting of the Superfund Research Program, San Jose, CA.
- Zhuang, J, Cox, J, Cruz, S., Darnton, J., Upham, B., & Dearing, J. W. (2014). How do numerical literacy, popular people, and stigma affect community disengagement and decision making? Poster presented at the Annual Meeting of the Superfund Research Program, San Jose, CA.

### **Teaching Experience**

Courses taught:

Introduction to Communication Theory Introduction to Organizational Communication Communication in Organizations Methods of Communication Inquiry Communication Research Methods Communication Topics in Risk and the Environment Risk and Environmental Communication Small-Group Problem Solving Small-Group Communication Theory and Research

### Invited lecturer:

Environmental Communication, Topic: Environmental justice Introduction to Organizational Communication, Topics: Organizational culture, conflict

### Service and Other Experience

Reviewer	
Journal of Environmental Psychology	2017
National Communication Association, Communication and Social	2016
Cognition Division	
International Communication Association, Environmental Division	2014 - 2016
International Communication Association, Interpersonal Division	2013
Communication Research Reports	2013
Research Assistant	2012 - 2016
Dr. Franklin J. Boster, Department of Communication, Michigan State Universi	ty

Association of Graduate Students in Communication

President	2015 - 2016
Vice President	2014 - 2015
Treasurer	2013 - 2014
Advisory Committee Member	2012 – 2013
Graduate Student Coordinator	2015
2015 Organizational Communication Mini-Conference	
Michigan State University, East Lansing, MI	
Facilitator	2015
Innovations in Collaborative Modeling Conference	
Michigan State University, East Lansing, MI	
Graduate Student Organizing Committee Member	2014
Environmental Science and Policy Program's Second Annual Symposium:	
Environmental Risk and Decision Making	
Michigan State University, East Lansing, MI	

## Honors and Awards

Graduate Office Fellowship (\$750)	2016
Top Student Paper (\$225)	2016
Environmental Communication Division,	
International Communication Association	
Graduate School Travel Fellowship (\$350)	2016
Dissertation Completion Fellowship (\$6000)	2016
Graduate Teaching & Research Assistantship	2012 - 2015
Top Five Paper	2014
Scholarship of Teaching and Learning Division,	
National Communication Association	
Networking Fellowship (\$3000)	2014
Environmental Science and Policy Program's Second Annual Symposium:	
Environmental Risk and Decision Making	
Rasmussen Doctoral Fellowship (\$5000)	2012
Legacy Scholars Award (\$1000 per year)	2008 - 2012
Honors College Non-Resident Tuition Grant (approx. \$18,450 per year)	2008 - 2012
Professorial Assistantship (\$2000-2500 per year)	2008 - 2010
Wisconsin Alumni Scholarship (\$1500)	2008

# Daniel C. Faltesek Curriculum Vitae

## EDUCATION AND EMPLOYMENT INFORMATION

### **Degree Earned and Granting Institutions**

University of Iowa – PhD Communication Studies, December 2011

Concordia College, Moorhead MN, BA Communication Studies, May 2006

### Academic Positions

Co-Coordinator of New Media, January 2017-Present

Assistant Professor of Social Media, School of Arts and Communication, Oregon State University, September 2012-Present

Visiting Assistant Professor, Department of Communication Studies, The University of Iowa, January 2011-May 2011

Semester finishing Fellow, Department of Communication Studies, The University of Iowa, August 2011-December 2011.

Graduate Teaching Assistant, Department of Communication Studies, The University of Iowa. August 2009-May 2010

Graduate Teaching Assistant, Department of Rhetoric, The University of Iowa, August 2007-May 2009

# TEACHING, ADVISING, AND OTHER ASSIGNMENTS

# **Credit Courses and Enrollments**

Term	Course No.	Sect.	Course Title	Enrl.
Spring 2017	NMC 101	1	Intro To New Media Communication	66
	NMC 340	1	Social Media Strategy	24
Winter 2017	NMC 240	1	Survey Of Social Media	40
	NMC 260	1	New Media Futures	118
	NMC403	1	Thesis/Dissertation	1
Fall 2016	NMC 101	1	Intro To New Media Communication	150
	NMC403	1		
	NMC 498	1	Adv Collaborative Experience	25
Summer				
2016	NMC 101	400	Intro To New Media Communication	33
	NMC 240	400	Survey Of Social Media	30
	NMC 399	1	ST/ Small Screens	24
	NMC 470	1	Media Law	16
Spring 2016	NMC 260	1	New Media Futures	60
	NMC 340	1	Social Media Strategy	25
Winter 2016	NMC 240	1	Survey Of Social Media	41
	NMC 260	1	New Media Futures	80
Fall 2015	NMC 101	1	Intro To New Media Communication	148
	NMC402	1	Independent Study	1
	NMC 498	1	Capstone Projects	37
Summer 2015	NMC 101	400	Intro To New Media Communication	18 16
	NMC 240 NMC 240	1 400	Survey Of Social Media	16
	NMC 240 NMC 399	400	Survey Of Social Media ST/ Small Screens	14 22
Spring 2015	NMC 260	1	New Media Futures	86
Spring 2015	NMC 200	1	Social Media Strategy	23
Winter 2015	NMC 240	1	Survey Of Social Media	40
winter 2013	NMC 240	1	New Media Futures	40 79
Fall 2014	NMC 200	1	Intro To New Media Communication	151
1 all 2014	NMC 498	1	Capstone Projects	15
Summer	NINC 490	1		IJ
2014	NMC 240	400	Survey Of Social Media	17
	NMC 399	1	ST/ Small Screens	12
Spring 2014	NMC 260	1	New Media Futures	78
	NMC 340	1	Social Media Strategy	22
Winter 2014	NMC 240	1	Survey Of Social Media	27

	NMC 260	1	New Media Futures	76
Fall 2013	NMC 101	1	1 Intro To New Media Communication	
	NMC 499	5	5 ST/Capstone	
Summer				
2013	NMC 399	1	ST/ Small Screens	17
	NMC 399	400	ST/Social Media	22
	NMC 399	2	ST/Social Media	13
Spring 2013	NMC 260	1	New Media Futures	81
	NMC 399	4	ST/Social Media Strategies	24
Winter 2013	NMC 260	1	New Media Futures	71
Fall 2012	NMC 101	2	Intro To New Media Communication	49
	NMC 399	2	ST/Social Media	30

# **Curriculum Development**

Courses Developed at Oregon State University

- NMC 101 Introduction to New Media, Hybrid, Spring 2013
- NMC 101 Introduction to New Media, Online version, Winter 2015
- NMC 240 Survey of Social Media, Basic Structure Fall 2012, Updated Annually
- NMC 240 Survey of Social Media, Online Version, Spring 2013
- NMC 260 New Media Futures, full revision of content, Winter 2013
- NMC 260 New Media Futures, Online Version, Winter 2017
- NMC 340 Social Media Strategy, Basic Structure Spring 2013, Updated Annually
- NMC 399 Small Screens (Course on mobile website and app development with a particular focus on Snapchat and Augmented Reality), Latest update Summer 2017

NMC 470 Media Law Summer 2016

NMC 498 Advanced Collaborative Experience: Cultural Analytics, Updated Fall 2016

# Graduate Students

None.

# Professional Learning Community on Exam Design.

In the Winter of 2015, I participated in the Center for Teaching and Learning program on Professional Learning Communities. After successfully completing this effort, I have coordinated a Professional Learning Community on Exam Design. This effort builds the capacity for enhanced student evaluation across the unit and provides new opportunities for assessment.

Student Course Evaluation Summary

						Quest. 1*		Quest. 2**			
Quarter	ter Course & Title			Course Enrlmt		Instr. Median Score	Level Median Score	Instr. Median Score	Level Median Score	Median For Instr.	
Winter 2017	NMC 240	001	SURVEY OF SOCIAL MEDIA	40	22	5.6	5.2	5.6	5.5	5.5	
	NMC 260	001	NEW MEDIA FUTURES	113	68	5.2	5.2	5.6	5.5	5.5	
Fall 2016	NMC 101	001	INTRO TO NEW MEDIA COMMUNICA	147	82	5.0	5.3	5.3	5.5	5.2	
	NMC 498	001	ADV COLLABORATIVE EXPERIENCE	25	18	5.0	5.3	5.3	5.6	5.2	
Summer 2016	NMC 101	400	INTRO TO NEW MEDIA COMMUNICA	31	13	4.8	5.7	5.2	5.7	5.3	
	NMC 240	400	SURVEY OF SOCIAL MEDIA	26	11	4.7	5.0	4.9	5.2		
	NMC 399	001	ST: SMALL SCREENS	24	19	5.9	5.2	5.9	5.5	5.5	
	NMC 470	001	MEDIA LAW	16	8	5.5	5.8	5.5	5.8		
Spring 2016	NMC 260	001	NEW MEDIA FUTURES	59	37	5.0	5.4	5.5	5.5	5.4	
	NMC 340	001	SOCIAL MEDIA STRATEGY	25	14	5.6	5.5	5.8	5.6		
Winter 2016	NMC 240	001	SURVEY OF SOCIAL MEDIA	40	28	5.6	5.3	5.7	5.5	ГС	
	NMC 260	001	NEW MEDIA FUTURES	80	50	5.5	5.3	5.8	5.5	5.6	
Fall 2015	NMC 101	001	INTRO TO NEW MEDIA COMMUNICA	146	92	4.6	5.2	5.1	5.5	F 4	
	NMC 498	001	CAPSTONE PROJECTS	37	22	5.2	5.4	5.6	5.6	5.1	
Summer 2015	NMC 101	400	INTRO TO NEW MEDIA COMMUNICA	18	11	4.3	5.6	4.1	5.6		
	NMC 240	001	SURVEY OF SOCIAL MEDIA	16	7	5.4	5.5	5.8	5.7	- 0	
	NMC 240	400	SURVEY OF SOCIAL MEDIA	12	3	4.0	5.5	5.0	5.7	5.0	
	NMC 399	001	ST: SMALL SCREENS	21	18	5.9	5.6	5.9	5.7		
Spring 2015	NMC 260	001	NEW MEDIA FUTURES	85	59	5.0	5.4	5.6	5.6		
	NMC 340	001	SOCIAL MEDIA STRATEGY	23	14	5.9	5.5	5.9	5.6	5.6	
Winter 2015	NMC 240	001	SURVEY OF SOCIAL MEDIA	39	28	5.6	5.4	5.9	5.6		
	NMC 260	001	NEW MEDIA FUTURES	79	50	5.1	5.4	5.6	5.6	5.5	
Fall 2014	NMC 101	001	INTRO TO NEW MEDIA COMMUNICA	149	103	4.4	5.1	4.9	5.3	. –	
	NMC 498	001	CAPSTONE PROJECTS	15	8	4.3	5.3	5.3	5.6	4.7	
Summer 2014	NMC 240	400	SURVEY OF SOCIAL MEDIA	8	3	6.0	5.4	6.0	5.4	4.9	
	NMC 399	001	ST: SMALL SCREENS	16	7	3.9	5.1	4.0	5.2		
Spring 2014	NMC 260	001	NEW MEDIA FUTURES	76	45	5.4	5.2	5.6	5.5	5.6	
	NMC 340	001	SOCIAL MEDIA STRATEGY	22	13	5.4	5.3	5.8	5.5		
Winter 2014	NMC 240	001	SURVEY OF SOCIAL MEDIA	27	20	5.0	5.0	5.6	5.4	5.3	
	NMC 260		NEW MEDIA FUTURES	76			5.0		5.4		
Fall 2013	NMC 101	001	INTRO TO NEW MEDIA COMMUNICA	136	90	4.1	4.9	5.0	5.2		
	NMC 499	005	ST/ CAPSTONE	15	8	5.4	5.2	5.8	5.5	5.1	
Summer 2013	NMC 399	001	ST: SMALL SCREENS	18	15	5.9	5.1	6.0	5.5		
	NMC 399	400	ST/ SOCIAL MEDIA	20	12	5.0	5.1	5.6	5.5	5.7	
	NMC 399		ST/ SOCIAL MEDIA	13	7	5.6	5.1	5.9	5.5		
Spring 2013	NMC 260	001	NEW MEDIA FUTURES	79	58	5.3	4.9	5.3	5.2	5.1	
	NMC 399		ST/ SOCIAL MEDIA STRATEGIES	24	20	4.8	5.2	5.1	5.4		
Winter 2013	NMC 260	001	NEW MEDIA FUTURES	69	37	4.3	4.7	5.0	5.0	4.7	
Fall 2012	NMC 101		INTRO TO NEW MEDIA COMMUNICA	49	-		5.0		5.2		
	NMC 399			T/ SOCIAL MEDIA         29         22         5.4         5.3         5.7         5.5		5.6					

## Summary of Student Course Evaluations for Daniel Faltesek: Fall 2012 to Winter 2017

\* Qu. 1: "The course, as a whole, was: (0) no response, (1) very poor, (2) poor, (3) fair, (4) good, (5) very good, (6) excellent.

\*\* Qu. 2: "Instructor's contribution to the course was: (0) no response, (1) very poor, (2) poor, (3) fair, (4) good, (5) very good, (6) excellent.

## <u>Advising</u>

Allison Daley, Honors Thesis Student in Progress, co-directed with Dr. Frank Berneri, School of Psychological Sciences, Defense Scheduled May 2017.

Mary Johnson, International Degree Student, defended May 2015.

# SCHOLARSHIP AND CREATIVITY

## **Publications**

## Books

Selling Social Media, under-contract with Bloomsbury Academic, out for final clearance review.

## **Refereed Articles**

Faltesek, Daniel. (2017), Obama's Sixth Annual Address, *Digital Humanities Quarterly.* 

First article using cultural analytics for the analysis of Presidential Rhetoric.

Faltesek, Daniel. (2015). Coding the Public Screen, Technoculture.

Major open access journal.

Faltesek, Daniel. (2013). "Golden Tweet, Camera Raw." Visual Communication *Quarterly*.

Major journal in visual communication.

Faltesek, Daniel. (2013). "Big Argumentation?" Accepted, *Communication, Capitalism, and Critique*.

Multiple Citations Including:

Candice Lanius, "Arguments and interpretation in big social data analysis: A survey of the ASONAM community," *IEEE Xplore*, 2016.

Rolien Hoyng, From Infrastructural Breakdown to Data Vandalism: Repoliticizing the Smart City? *Television and New Media*, 17(5), 2016. Dong-Hee Shin and Min Jae Choi, "Ecological views of big data: Perspectives and Issues," *Telematics and Informatics*, 32(2), 2015.

Faltesek, Daniel (2011). "TV Everywhere? The Old Spatial Politics of New Media." *Communication, Culture, and Critique 4* (4).

# **Book Chapters**

Faltesek, Daniel (2016). "#Time." In *Hashtag Publics*, Peter Lang.

Faltesek, Daniel (2016). "Managing Multiscreen." in *Television, Social Media, and Fan Culture*, Lexington Press.

Faltesek, Daniel. (2012). Imagining Equilibrium in *Regulating the Web.* Lexington/Rowan Littlefield Publishing.

### Non-Refereed Publications

Faltesek, Daniel. (2014) Entry for Viral Lift/Seed in SAGE/CQ Encyclopedia of Social Media.

Faltesek, Daniel. (2014) Entry for Aggregation in SAGE/CQ Encyclopedia of Social Media.

Faltesek, Daniel. (2014) Entry for Sockpuppets in SAGE/CQ Encyclopedia of Social Media.

Faltesek, Daniel (2012). "No Touching." Bad Subjects, 83.

Faltesek, Daniel. (2012). "An Autobiography of an Autobiographic Medium," In Media Res,

http://mediacommons.futureofthebook.org/imr/2012/05/04/autobiographyautobiographic-medium

Faltesek, Daniel (2011). "Everyone is an Editor," essay for *Writing History in The Digital Age* collaborative editing project, essay cited in the additional material online section. http://writinghistory.trincoll.edu/evidence/everyone-is-an-editor-faltesek/

Kembrew, McLeod, Evelyn Bottando, Benjamin Buroughs, Jong-In Chang, Daniel Faltesek, and Benjamin Buroughs, (2011). "Educators Guide for Creative License" by McLeod and DiCola. McLeod is lead, all others are equal contributors.

Faltesek, Daniel (2010). "Betty's Back? Remembering the Relevance of the Rerun in the Age of Social Media." Flow TV *12* (8).

Faltesek, Daniel (2010). "The 3D Machine: An Experiment With Aura, Television, and Installation." *In Media Res*, December 12-17.

## Papers Presented at Conferences

## Competitively Selected Papers

Western States Communication Association, Salt Lake City, Utah, February 2017, "Mapping Media Studies."

National Communication Association, Philadelphia, Pennsylvania, November 2016, "From Graphical to Textual Mathematical Representation: The Politics of the Line Graph."

National Communication Association, Philadelphia, Pennsylvania, November 2016, "Reverse Engineering Tay."

National Communication Association, Philadelphia, Pennsylvania, November 2016, "Big Data and the Rhetoric of the n-Dimensional Graphic."

National Communication Association, Law Vegas, Nevada, November 2015, "Envisioning Ebola: The Changing Image of a Story as Shared on Facebook."

National Communication Association, Law Vegas, Nevada, November 2015, "The Tragic Fall of the Magic Kingdom in Connecticut."

Society for Cinema and Media Studies, Montreal, Canada, March 2015, "Seeing the Storm."

Western States Communication Association Conference, Spokane, WA. Respondent to "Intervening Media: Accentuating the Positive in Narratives of Crisis." February 2015. \*Respondent

National Communication Association, Chicago, IL, November 2014. "Synthesizing Time."

International Communication Association, Seattle, WA, May 2014. "Coding the Public Screen."

Society for Cinema and Media Studies, Seattle, WA, March 2014. "Family Funded, Crowd Approved."

National Communication Association, Washington D.C. November 2013. "The Rhetoric of Arbitrage."

MiT8, Media In Transition Conference at MIT, Cambridge, MA, May 2013. "Offentlichkeit and Disclosure."

National Communication Association, Orlando, FL. November 2012. "The Discourse of Monetization." This paper was delivered by Atilla Hallsby from the University of Georgia.

Society for Cinema and Media Studies, Boston, MA, March 2012. "Aestheticizing the Weathermap: Televisuality, New Media, and Science."

National Communication Association, New Orleans, LA, November 2011. "Imagining Equilibrium: The Figure of the Dynamic Market in Net Neutrality."

MiT7- Media In Transition Conference, at MIT, Cambridge, MA, May 2011. "Film, Video, Metadata: Time-Axis Manipulation after the Linear Medium."

American Meteorological Society, Seattle WA, January 2011. "Credible, understandable, accessible: redressing the tensions between localism, public understanding, and affective investment in climate and risk communication."

National Communication Association, San Francisco, CA, November 2010. Paper presenter: "Seeing Wall Street as a Server,"

National Communication Association, San Francisco, CA, November 2010. Paper presenter: "A Bridge Between the Traditional and the Unknown: Anxiety in Discourses of New Media and Contemporary Culture."

Society for Cinema and Media Studies, Los Angeles, CA, March 2010. Paper presenter: "The Post-Fordist Body Slam."

National Communication Association, Chicago, IL, November 2009. Paper Presenter: "Back in the Good Old Days: Examining the History of the Fairness Doctrine,"

National Communication Association, Chicago, IL, November 2009. Paper Presenter: "Breaking News: The Constitutive Nature of Media Spectacle and the Twenty Four Hour News Networks." Panelist for session: Listening To/Through New Class Room Technologies. Presentation: "YouTube in the YoUniveristy." Iowa State Communication Association, Waterloo, IA, September 2008.

International Society for the Study of Popular Music, Iowa City, IA, April 2008. "Everybody Is A Sellout: Cynical Distance and Popular Music."

Midwest Popular Culture Association, St. Louis, MO. September 2005. Paper with Greg Carlson, "The Rhetoric of Masculinity in the Films of David Fincher."

# Invited Papers and Presentations

Panel discussion on social media and elections with the City Club of Corvallis, November 8, 2016.

IRLC Colloquium Panelist on Hybrid Course Design and Teaching in the Round, September 2016

BlendKit, Univerity of Central Florida Webinar on Hybrid Instruction, March 2016 (invited 2017, will be invited 2018).

Speech Communication Colloquium at Oregon State, Fall 2015

Invited participant in seminars on hybrid instructional design, Spring 2014 and Fall 2015.

Presentation for Oregon State Triads, emerita professors group, March 2016.

Presentation for the Academy of Lifelong Learning, a senior citizens group, October 2015

Seminar on Social Media for Corvallis area realtors, July 2014.

### Summary of Creative Work

Experiments in Story. Faculty show at the Fairbanks Gallery, Oregon State University, Corvallis, (2017).

South by Southwest (SXSW) Titles Competition Finalist, Austin, TX. (2011). Titles for "i.will.know.you" as producer.

Works in Progress Festival. Iowa City, IA. (2010). Installation in section Spectacular-In-Progress. Installation: "This is 3D."

Roboprofessor Dance Experience, (2010). "Robotainment." Trans-media experience for nationally aired documentary. (With Kembrew McLeod).

Olympia Film Festival. Cine-X Showcase. Olympia, WA. (2009). "On The Marriage Broker Joke" as Producer for Land Cam Collective

Semana del Cine Experimental de Madrid. Madrid, Spain. (2009). "On The Marriage Broker Joke" as Producer for Land Cam Collective

UFVA Juried Screening. New Orleans, LA. (2009). "On The Marriage Broker Joke" as Producer for Land Cam Collective

Athens International Film and Video Festival. Athens, OH. (2009). "On The Marriage Broker Joke" as Producer for Land Cam Collective

# <u>Grants</u>

Oregon State College of Liberal Arts Research Grant: \$2000 for DebateScrape. Funded June 2015.

Oregon State Learning Innovation Grant for \$7100 for Optical Tracking Equipment for New Media Lab. Not funded, December 2014.

National Science Foundation funding to present at the American Meteorological Society Conference, January 2011.

# SERVICE

# University Service: School/College/University Level Service

I have served the school via the joint search committees with the Speech Communication unit. College level service is dependent on an election process that I am not well positioned to win.

Consultant for teams involved in DataFest 2017, Sponsored by the Math Department, College of Science, Oregon State University.

# Unit Level Service

Due to minimal faculty numbers in New Media, I am required to serve in all unit level capacities involving policy, curriculum, and administration in all three areas of my unit. Although we do not have formal meetings, I have been involved in all aspects of operating a major with over four hundred students, as well as consulting with instructors developing courses for e-campus through our course designator. Specifically:

Curriculum coordinator on campus – meeting with instructors to create a sense of flow through basic courses that meet the needs of a wide variety of instructors

Process/policy coordination – meeting with relevant stakeholders to improve internal processes, developing paperwork for overrides/independent studies

Evaluation coaching – working with adjunct faculty to improve practices, especially with regard to evaluation instruments

Internship selection – reviewing applications for our prestigious National Association of Broadcasters internship program

Coordinator of New Media (co-coordinator with Bill Loges until end of 2017 academic year), January 2017-Present

Supervisor New Media Lab, January 2013-Present:

Operating the New Media Lab is a co-curricular role that involves developing instructional units to be implemented in the lab, supervising the operation of the lab and lab techs, and coordinating with faculty to facilitate use of the facility. This space allows instructors to assign enhanced media experiences that are beyond the scope of regular classroom teaching.

### Search Committee Activity

Member. Search Committee for Assistant Director of Advertising for the Orange Media Network, Oregon State University, May 2017-Present.

Member. Search Committee for Full-Time Instructor in Media Production, School of Arts and Communication, Oregon State University, Corvallis OR, April 2016.

Chair. Search Committee for Assistant Profession of Visualization, School of Arts and Communication, Oregon State University, Corvallis OR, 2015-16.

Member. Search Committee for Assistant Profession of Visualization, School of Arts and Communication, Oregon State University, Corvallis OR, 2014-15.

Member. Search Committee for Assistant Profession of New Media and Rhetoric, School of Arts and Communication, Oregon State University, Corvallis OR, 2013-14.

Search Advocate training, April 2014.

# Center for Teaching and Learning

Invited participant:

IRLC Colloquium Panelist on Hybrid Course Design and Teaching in the Round, September 2016

Invited participant in seminars on hybrid instructional design, Spring 2014 and Fall 2015.

Workshop Participant:

Teaching Triads Participant, Spring 2015

Professional Learning Community on Professional Learning Communities, Fall 2014

Hybrid course instructor workshop, Spring 2013.

### Service to the Profession

Member of the Technology Committee of the Society for Cinema and Media Studies, Spring 2014-2017.

Associate editorial board (regular stream of reviews) for *Communication Studies*, the flagship journal of the Central States Communication Association Fall 2013-2015.

Ad hoc journal reviewing for: The Information Society, POROI, Communication, Culture, and Critique, Digital Humanities Quarterly, and Argumentation and Advocacy.

Book proposal reviewer for SAGE, Summer 2016.

Book proposal reviewer for Routledge. Fall 2014.

National Communication Association conference review, 2010-present. I have reviewed for Rhetoric and Communication Theory, Communication and Critical/Cultural Studies, and the Psychoanalysis divisions.

International Communication Association conference review, 2013.

## Service to the Public

Panel discussion on social media and elections with the City Club of Corvallis, November 8, 2016.

Booth presentation on data scraping at the Ceszar Chavez Cultural Center, May 2016.

Presentation for Oregon State Triads, emerita professors group, March 2016.

Presentation for the Academy of Lifelong Learning, a senior citizens group, October 2015.

Seminar on Social Media for Corvallis area realtors, July 2014.

### Public Service Through Press Access

Featured in Terra, the Oregon State Research Magazine in Fall 2016.

This was one of the first times that humanities/social science had been included in what is otherwise a magazine devoted to agriculture, forestry, oceanography, and engineering.

Interviewed in the Oregonian, Spring 2015: <u>http://www.oregonlive.com/opinion/index.ssf/2015/05/elizabeth\_hovde\_how\_i\_s</u> <u>topped.html</u>

Interviewed in nationally syndicated feature article, Spring 2013: example: <u>http://newpittsburghcourieronline.com/2013/02/27/email-voicemail-text-no-response-what-gives/</u>

Interviews on home technology topics with Yahoo! Homes, 2013: <u>https://homes.yahoo.com/news/alternatives-to-cable-tv-011611057.html</u>

Interview responding to social media and the Boston Bombing with NBC Bend. April 19, 2013.

# AWARDS

Research Fellow of Society for New Communication Research 2013-2014.

### VITA TRISCHA GOODNOW Oregon State University Speech Communication in the School of Arts and Communication

### A. EDUCATION AND EMPLOYMENT INFORMATION

### **Degrees Earned and Granting Institutions**

- 1993 Ph.D. Communication and Rhetoric, University of Pittsburgh, Pittsburgh, PA
- 1987 M.A. Communication Studies, Emerson College, Boston, MA
- 1985 B.S. Speech Communication and Theatre, Clarion University of Pennsylvania, Clarion, PA

#### Academic Positions

Sept. 2011 to present: Professor, Oregon State University, Corvallis, OR

Sept. 2013 to Sept. 2014: Interim Co-Director School of Arts and Communication

Sept. 2014 to Sept. 2015: Associate Director School of Arts and Communication

Sept. 2011 to Sept. 2015: Coordinator, Speech Communication

- Sept. 1999 to Sept. 2011: Associate Professor, Oregon State University, Corvallis, OR
- Sept. 1993 to Sept. 1999: Assistant Professor, Oregon State University, Corvallis, OR
- Sept. 1993 to 2006: Director of Forensics, Oregon State University, Corvallis, OR
- Aug. 1990 May 1993: Graduate Teaching Fellow and Research Assistant, University of Pittsburgh, Pittsburgh, PA
- Jan. 1990 May 1990: Assistant Forensics Coach, University of California at Berkeley, Berkeley, CA
- Aug. 1987 Dec. 1989: Director of Forensics and Instructor, Northeastern University, Boston, MA
- Aug. 1985 May 1987: Forensic Graduate Assistant, Emerson College, Boston, MA

#### SCHOLARSHIP AND CREATIVE ACTIVITY

#### **Publications**

#### Books

Goodnow, Trischa and James J. Kimble, eds. *The Ten Cent War: Comic Books, Propaganda and World War II.* University Press of Mississippi, 2017.

- Goodnow, Trischa, ed. *The Daily Show and Rhetoric: Arguments, Issues and Strategies*. Lanham, MD: Lexington Books, 2011.
- Goodnow Knapp, Trischa and Lawrence A. Galizio. *Elements of Parliamentary Debate: A Guide to Public Argument.* New York: Addison Wesley Longman, 1999.

#### **Refereed Publications**

- Goodnow, T. "Signs of the Apocalypse: An Analysis of Trump Magazine Covers during the 2016 Presidential Campaign." *American Behavioral Scientist.* In press.
- Goodnow, T. (2016). "The Selfie Moment: The Rhetorical Implications of Digital Self Portraiture for Culture." In *Time, Truth, Tradition*. Peter Lang Publishers. Eds. <u>Ágnes Veszelszki</u> and Andras Benedeck. (peer reviewed), pp. 123-130.
- Goodnow, Trischa. "Light from the Middle East: The Real versus the Imagined in Contemporary Photography. In *The Power of the Image: Emotion, Expression, Explanation*, Publisher: Peter Lang, Editors: Andras Benedek and Kristof Nyiri, 2014. pp.113-122. (peer reviewed).
- Goodnow, Trischa and James J. Kimble. "Metaphor, Narrative, and the Visual: On the Role of Cognitive Possibility in Propaganda Appeals." In *How to Do Things with Pictures: Skill, Practice, Performance.* Publisher: Peter Lang, Editors: Andras Benedek and Kristof Nyiri, 2013. pp.75-86. (peer reviewed).
- Goodnow, Trischa. "Facing Off A Comparative Analysis of Obama and Romney Facebook Timeline Photographs." *American Behavioral Scientist* 57.11 (2013): 1584-1595.
- Goodnow, Trischa. "Visual Bias in *Time*'s "The Great Divide": A Semiotic Analysis of Clinton and Obama Photographs." *American Behavioral Scientist*. December 2010 vol. 54 no. 4 406-416.
- Goodnow, Trischa. Extending Weaver and Burke: Ultimate Images in Disney's Spirit of '43." *Journal of the Northwest Communication Association 38* (Spring 2009) pp. 38-57.
- Goodnow, Trischa. Assessing Self-Reports of Judge Ratings Distributions: An Analysis of Survey Results of A.F.A.-N.I.E.T. and N.F.A. Nationals Judges. *National Forensics Journal 25*, (Spring/Fall 2007) 15-29.
- Goodnow, Trischa and Gordon Carlson. Assessing the Range: A Comparative Analysis of A.F.A.-N.I.E.T. and N.F.A. Rating Points. *National Forensics Journal 25*, (Spring/Fall 2007) 1-13.
- Goodnow, Trischa. "On Black Panthers, Blue Ribbons, and Peace Signs: The Function of Symbols in Persuasive Campaigns." *Visual Communication Quarterly* 13. Summer 2006, pp. 166-179.
- Rossi, Marion O. and **Trischa Goodnow**. "Interpreting Interpretation: The Future of the Art of Oral Interpretation in its Most Popular Venue - Forensics Competition." *National Forensics Journal*. Spring 2006, pp. 43-59.
- Goodnow, Trischa. "Evaluating the Story: News Photographs and Social Narratives." Visual Communication Quarterly. Summer 2003, pp. 4-9.

Knapp, Trischa, and Mark Porrovecchio. "A Comedy of Errors: The Uses of Wit and Humor

in Parliamentary Debate." The Southern Journal of Forensics 4 (Winter 1998) 281-302.

- Knapp, Trischa. "The Potential for Parliamentary Debate in High School Forensics." *The Forensic Educator* 12 (1997-1998) 5-7.
- Goodnow Knapp, Trischa. "Returning to Our Roots: A New Direction for Oral Interpretation." *Conference Proceedings of the Third National Developmental Conference on Individual Events.*  Rice University, Houston, TX, August 13-16, 1997. Ed. Shawnalee A. Whitney. Anchorage, AK: University of Alaska, 1998. 29-34.
- Knapp, Trischa. "Popular Political Culture: Rocky and Bullwinkle and the Rhetoric of the Cold War." Journal of the Northwest Communication Association 24 (April 1996): 1-17.

#### Non-Refereed Publications

- Kimble James J. and Trischa Goodnow. "The Role of Absence(S) in Constructing The Meaning of a Visual Artifact." *Green Papers: Publications of Works in Progress from the Visual Learning Lab*, University of Technology, Budapest, Hungary. In Press
- Goodnow, T. (2015). "Bugs Bunny Goes to War." *World War II: War in the Pacific*. B. Nussbaum (ed.). I-5 Publishing. pp. 46-50.
- Kimble, James J. and Trischa Goodnow. "You Boys and Girls can be the Minute Men of Today: Narrative Possibility and Normative Appeal in the U.S. Treasury's 1942 War Victory Comics." War, Media and Communication. Eds. Paul M. Haridakis, Barbara S. Hugenberg, and Stanley T. Wearden. Jefferson, N.C.: McFarland Publishers, 2009. 112-125.
- Goodnow, Trischa. "Empowerment through Shifting Agents: The Rhetoric of the Clothesline Project." Handbook of Visual Communication: Theory, Methods and Research. Eds. Ken Smith, Sandra Moriarity, Gretchen Barbatsis, and Ken Smith. Mahwah, NJ: Lawrence Earlbaum Press, 2004. 179-189.
- Goodnow, Trischa. "Violating the Narrative: The Power of the News Photograph." *Handbook of Visual Communication: Theory, Methods and Research. Eds.* Ken Smith, Sandra Moriarity, Gretchen Barbatsis, and Ken Smith. Mahwah, NJ: Lawrence Earlbaum Press, 2004. pp. 351-361.
- Goodnow, Trischa. Editor, Conference Proceedings, 15<sup>th</sup> Annual Visual Communication Conference. CD Rom, 2002.
- Goodnow, Trischa. "Johnny We Hardly Knew Ye or Did We?" Conference Proceedings for the special conference "The Mediated Reality of the JFK, Jr. Tragedy." Ed. J. Gregory Payne. Boston, MA: Emerson College. November 1999.
- Knapp, Trischa. "Preparing for and Structuring the Opposition Case in Parliamentary Debate." Parliamentary Debate: The Journal of the National Parliamentary Debate Association IV (Summer 1996): 23-36.
- Knapp, Trischa. "The Case of the Stock Case: Can or Should We Prevent the Prepared Case in Parliamentary Debate?" *Parliamentary Debate: The Journal of the National Parliamentary Debate Association* III (Fall 1994): 9-12.

#### **Book Reviews**

- Goodnow, Trischa. Review Still Life with Rhetoric: A New Materialist Approach to Visual Rhetorics by Laurie Gries. For Visual Communication Quarterly. In Press.
- Goodnow, Trischa. Review: Imaging Hoover Dam: The Making of a Cultural Icon by Anthony Arrigo. For Rhetoric and Public Affairs. In press. 2016

#### Papers Presented at Conferences

#### **Competitively Selected Papers**

- Cook E. and T. Goodnow. "Let Them Eat Cake: A Comparative Analysis of Privilege and Body Image." Viscom 31, Whidbey Island, WA, June 2017.
- Goodnow, Trischa. "From Epideictic to Deliberative Rhetoric: Toward a Theory of Collective Mourning." National Communication Association Annual Conference, Philadelphia, PA, Nov. 2016. Selected as a top paper in the Visual Communication Division.
- Goodnow, Trischa. "The Elephant in the Room: The Role of Invisuality in the 2016 Presidential Primaries." VISCOM, Snowbird, Utah, June 2016.
- Goodnow Trischa. "I Know You Are, But What Am I?: The Visual (non)Culture of the Selfie. 6<sup>th</sup> Annual Visual Learning Conference, Budapest, Hungary, Nov. 2015.
- Goodnow, Trischa and Erin Cook. "America's Next Top Model: The Making of Masculinity and Femininity. VISCOM Conference, Cannon Beach, Oregon, June 2015.
- Goodnow, Trischa. "*Light from the Middle East*: The Real Versus the Imaginged in Contemporary Photography. 4<sup>th</sup> Annual Visual Learning Conference, Budapest, Hungary. Nov. 2013.
- Goodnow, Trischa and James J. Kimble. "Metaphor, Narrative, and the Visual: On the Role off Cognitive Possibility in Propaganda Appeals." 3rd Annual Visual Learning Conference, Budapest, Hungary, Nov. 2012.
- Goodnow, Trischa. "It's All About Context: Extending Moriarity's Theory of Visual Abduction." National Communication Association, San Diego, CA. November 2008.
- Goodnow, Trischa. "Lost on the Yellow Brick Road: Will Parliamentary Debate Ever Find Its Way Home?" National Communication Association, Chicago, IL. November 2007.
- Goodnow, Trischa. "Arlington West: Collective Mourning in the Wake of War." Northwest Communication Conference, Coeur D'Alene, ID. April 2005.
- Rossi, Marion O. and **Trischa Goodnow**. "Interpreting Interpretation: The Future of the Art of Oral Interpretation in its Most Popular Venue - Forensics Competition." National Communication Association, Chicago, IL. November 2005.

Goodnow, Trischa. "The Visual Paper." Visual Communication Conference, Carmel, CA. June 2004.

Goodnow, Trischa. "Saoirse and Other Battle Cries: A Cluster Analysis of Republic Murals in Northern

Ireland." National Communication Association Annual Convention, Miami, FL. November 2003.

- Goodnow, Trischa. "Argument as Metaphor: Understanding the Case of the Visual Proposition." Competitively selected, National Communication Association National Conference, New Orleans, LA. November 2002.
- Goodnow, Trischa. "Collective Mourning: Publicly Witnessing the Silent Witnesses." Competitively selected for presentation, Visual Communication Conference, Paradise Shores, WI. June 2002.
- Goodnow, Trischa. "Entertainment Politics and Election 2000." competitively selected, National Communication Association National Conference, Atlanta, GA. November 2001.
- Goodnow, Trischa and Larry Mullen. "Roadside Crosses: From Epideictic to Deliberative Rhetoric through Collective Mourning." competitively selected, Visual Communication Conference, Yamhill, OR. June 2001.
- Goodnow, Trischa. "Analysis of Russian Political Ads" accepted for presentation, competitively selected. National Communication Association, Seattle, WA. November 2000.
- Goodnow, Trischa. "Empowerment through Shifting Agents: The Rhetoric of the Clothesline Project. Competitively selected paper presented at the Visual Communication Conference, Pray, MT. July 2000.
- Knapp, Trischa. "Reading the Walls: Rhetorical Themes on Republican Walls." Competitively selected paper presented at the Irish Studies Conference, San Diego, CA. October 1997.
- Knapp, Trischa. "Returning to Our Roots: A New Direction for Oral Interpretation." Competitively selected paper presented at the National Developmental Conference on Individual Events, Houston, TX. August 1997.
- Knapp, Trischa. "The Walls of Belfast: Building and Destroying Community with Visual Persuasion." Competitively selected paper presented at the Visual Communication Conference in Jackson Hole, WY. June 1997.
- Knapp, Trischa and Mark Porrovecchio. "A Comedy of Errors: Wit and Humor in Parliamentary Debate." Competitively selected paper presented to the International Forensics Association. London, England. March 1997.
- Knapp, Trischa. "On Black Panthers, Coat Hangers, and Peace Signs: The Function and Evolution of Symbols in Persuasive Campaigns." Competitively selected paper presented at the annual meeting of the Speech Communication Association, San Diego, CA. November 1996.
- Knapp, Trischa. "A Million Men Marching: Public Argument and the Commemorative T-Shirt." Competitively selected paper presented at the Visual Communication Conference, Alta, UT. June 1996.
- Knapp, Trischa. "Structuring the Opposition Case." Competitively selected paper presented at the annual meeting of the Speech Communication Association, San Antonio, TX. November 1995.

Knapp, Trischa. "The New Spirit of Income Taxes: Donald Duck, Persuasion, and World War II."

Competitively selected paper presented at the Society for Animation Studies Annual Conference, London, England. November 1993.

- Knapp, Trischa. "Headlines Tell Story: Putting a Positive Spin on the Persian Gulf War." Competitively selected paper presented at the annual meeting of the Speech Communication Association, Miami, FL. November 1993.
- Knapp, Trischa. "Popular Political Culture: Rocky and Bullwinkle and the Culture of the Cold War." Competitively selected paper presented at the Eastern Communication Association Annual Convention, New Haven, CT. May 1993.
- Knapp, Trischa. "Accentuating the Positive: An Analysis of the Front Page Headlines of *USA Today* during the Persian Gulf War." Competitively selected paper presented at the Ohio University Graduate Research Conference, Athens, OH. April 1993.
- Knapp, Trischa. "Donald Duck and The Spirit of '43: Visual Extension and Reinforcement in Animated Cartoons." Competitively selected paper presented at the Eastern Communication Association Annual Convention, Portland, ME. April/May 1992.
- Knapp, Trischa. "Warner Brothers' *Any Bonds Today?*: Animated Cartoons as Pictorial Persuasion." Competitively selected paper presented at the Ohio University Graduate Research Conference, Athens, OH. April 1992.
- Knapp, Trischa. "Warner Brothers' *Any Bonds Today*?: Pictorial Persuasion in Animated Cartoons." Competitively selected paper presented at the Pennsylvania Speech Communication Association Annual Conference, Scranton, PA. October 1991.
- Knapp, Trischa. "Eh, What's Sellin' Doc: Pictorial Persuasion in Animated Cartoons." Competitively selected paper presented at the Society for Animation Studies Annual Conference, Rochester, NY. October 1991.

#### **Invited Papers and Presentations at Conferences**

- Goodnow, Trischa. "Troubled Images." Keynote symposium speaker at Troubled Images: Posters and Images of the Northern Ireland Conflict Conference, Nova Southeastern University, Ft. Lauderdale-Davie, FL. February 2005.
- Goodnow, Trischa. "Resolved: in Parliamentary Debate, Competition Corrupts Education." Paper presented at the annual meeting of the National Communication Association, New Orleans, LA. November 2002.
- Goodnow, Trischa. "Johnny We Hardly Knew Ye or Did We?" Paper presented at the special conference, "The Mediated Reality of the JFK, Jr. Tragedy" Emerson College, Boston, MA. November 1999.
- Goodnow, Trischa. "Loved Ones." Performance at the Western States Regional Meeting of the American Irish Studies Conference, Longview, WA. October 1999.
- Knapp, Trischa. "Information Logs." Paper presented at the annual meeting of the National Communication Association, Chicago, IL. November 1997.

- Knapp, Trischa. "Speaking for the Opposition: NPDA Should Not Adopt Topic Areas." Paper presented at the annual meeting of the Western States Communication Association, Pasadena, CA. February 1996.
- Knapp, Trischa. Poster Session: "Persuasion Through the Public Eye: Symbols of Protest and War in Twentieth Century America." Presented at the annual meeting of the Speech Communication Association, New Orleans, LA. November 1994.

### <u>Grants</u>

- National Communication Association Advancing the Discipline Grants. "The Inspiration Project." \$3200 Grant, 2015 Grant.
- American Forensics Association National Individual Events Tournament Bruce Manchester Scholar Series Grant, \$2500, 2006.
- Oregon State University Center for the Humanities Fellowship, "Reading the Walls: Humanizing the 'Other' with Memorial Graffiti Art," Corvallis, OR, Spring, 1998.
- Oregon State University Research Council, \$3500 grant, "Persuasion Through the Public Eye: Symbols of Protest and War in Twentieth Century America," Corvallis, OR, 1994.
- Oregon State University Library Research Travel Grant, \$965.00. "Popular Television and Presidential Campaigns," Corvallis, OR, 1994.
- Oregon State University Writing Intensive Curriculum, \$2500.00, "Nonverbal Persuasion," Corvallis, OR, 1994.

#### **D. SERVICE**

#### **University/Institutional Service**

#### University

Performer and Talk Back Leader, Photo 51, November 2016.

Search Advocate, Crop/Soil Science Administrative Assistant Search, Fall 2016.

Panel Participant. "Mentoring Workshop", University Honors College, November 2016.

Panel Participant. Search Advocate Workshops, August and September 2016.

Lecture, "Conflict Management." Search Advocate Workshop, January 2015.

Participant, Study Abroad, Guatemala. August 2014.

- Member, University Curriculum Committee, Oregon State University, 2010-2014.
- Advisor. Master of Arts in Interdisciplinary Studies Graduate Writing Group, Oregon State University, Corvallis, OR. Winter 2009 to present.
- Member. Admissions Committee for the Master of Arts in Interdisciplinary Studies Program, Oregon State University, Corvallis, OR. Fall 2007-present.

Lecturer. "Saving Face on Facebook," Bloss Hall, Oregon State University, Corvallis, OR. May 2010.

Actor: *The Laramie Project Revisited*, Oregon State University, University Theatre, Corvallis, OR. October 2009.

Unraveling the Ribbon, University Theatre, Oregon State University, Corvallis, OR. October 2009.

- *Birth*, Oregon State University, University Theatre, Oregon State University, Corvallis, OR. October 2009.
- Angel: A Nightmare in Two Acts, Holocaust Memorial Week, Oregon State University, Corvallis, OR. April 2002.
- *The Essential Bond*, Linus Pauling Centenary Celebration, Oregon State University, Corvallis, OR. February 2001.
- Tournament Director. Earl Wells Memorial Speakeasy Forensics and Debate Tournament, Oregon State University, Corvallis, OR. February 2009.
- Member. Master of Arts in Interdisciplinary Studies Steering Committee, Oregon State University, Corvallis, OR. Spring 2004 to 2006.
- Performer, "American Gothic," Lab Theatre, Oregon State University, Corvallis, OR. October, 1996, 1997, 1999, 2004.
- Photographer. Women in the Arts, a photo display at the Concourse Gallery, Memorial Union, Oregon State University, Corvallis, OR. March to April 2004.

- Moderator. Mars Debate Public Debate by OSU Forensics Team, Oregon State University, Corvallis, OR. January 2004.
- Substitute Senator for Natalie Dollar. Faculty Senate, Oregon State University, Corvallis, OR. Fall 2002.
- Moderator. Americans with Disabilities Act Debate, Disabilities Awareness Week, Oregon State University, Corvallis, OR. May 2002.
- Director: *The Vagina Monologues*, sponsored by the Student Health Services Office and the Women Studies Program, LaSalles Stewart Center, Oregon State University, Corvallis, OR. February 2002.
  - Armenian Rhapsody, Annual Spring Original One-Act Play Festival, Lab Theatre, Oregon State University, Corvallis, OR. June 2001.
  - All Things Being Equal, Annual Spring Student Written One-Act Festival, Lab Theatre, Oregon State University, Corvallis, OR. June 1997.
- Instructor. Odyssey Class (freshman orientation course), Oregon State University, Corvallis, OR. Fall 2001.
- Parliamentarian. Faculty Senate, Oregon State University, Corvallis, OR. Fall 1993 to Fall 1997, substituted in 1998.
- Organizer and Performer. "Seven Ages of Man: An Evening of Oral Interpretation," University Theatre, Oregon State University, Corvallis, OR. June 1996, 1997.
- Discussion Participant. *Vinegar Tom*, University Theatre, Oregon State University, Corvallis, OR. February 1996.
- Organizer. Cafe Latte Debate Series, Oregon State University Forensics Team and University Housing and Dining Services, Oregon State University, Corvallis, OR. October 1995 to February 1996.
- Organizer and Host. Irish National Debate Team, Oregon State University, Corvallis, OR. April 1995.
- Organizer and Critic. Debate with Oregon State Penitentiary, Salem, OR, (took students to the State Penitentiary to debate inmate members of Toastmasters). November 1994.
- Guest Critic. Oregon State University Graduate Conference, Corvallis, OR. May 1994.
- Guest Speaker. "Debate Preparation," Argument Workshop, Department of Food Science and Technology, Oregon State University, Corvallis, OR. April 1994.

#### College

Member, College Personnel Committee, Fall 2016 – Present.

Member, College Curriculum Committee, Fall 2014-2016.

Warren Hovland Service Award – Selection Committee Member, 2013.

Guest Lecturer. International Narratives, Oregon State University Cascades Campus, Bend, OR. August 2004.

- Photographer. Faculty portraits, Department of Philosophy, Oregon State University, Corvallis, OR. Fall 2002.
- Lecturer with Charlotte Headrick, "Delivery when Teaching." Center for Teaching Excellence, Oregon State University, Corvallis, OR. November 2000.
- Writer, Departmental Pamphlet for Dept. of Speech Communication, College of Liberal Arts Oregon State University, Corvallis, OR. May 1998.
- Organizer and Performer. "Seven Deadly Sins: An Evening of Oral Interpretation," revived for the College of Liberal Arts Day Open House, University Theatre, Oregon State University, Corvallis, OR. September 1996.

#### Department

Director of Graduate Studies, Fall 2016 to Summer 2017.

Colloquium Coordinator, Fall 2016 to Spring 2017.

Advisor, Lambda Pi Eta, Spring 2012 to present.

- Assessment Liason. Dept. of Speech Communication, Oregon State University, Corvallis, OR. Fall 2007 to 2010.
- Advisor. Graduate Writing Group, Dept. of Speech Communication, Oregon State University, Corvallis, OR. Winter 2007 to present.
- Coordinator. Curriculum Schedule, Department of Speech Communication, Oregon State University, Corvallis, OR. 1997-1998, 2000 to present.
- Member. Personnel Committee. Department of Speech Communication, Oregon State University, Corvallis, OR. 1999 to present.
- Chair. Personnel Committee, Dept. of Speech Communication, Oregon State University, Corvallis, OR. 2003-2004, 2004-2005, 2008 to 2009.
- Member. Undergraduate Awards Committee, Dept. of Speech Communication, Oregon State University, Corvallis, OR. Spring 2007 to 2008.
- Editor. Department Newsletter, Dept. of Speech Communication, Oregon State University, Corvallis, OR. Spring 2003 to 2008.
- Director of Graduate Study. Department of Speech Communication, Oregon State University, Corvallis, OR. January 2001 to Fall 2002, Fall 2003 to Fall 2008.
- Faculty Co-Advisor and Co-Founder. Speech Communication Club, Dept. of Speech Communication, Oregon State University, Corvallis, OR. January 2002 to 2008.
- Advisor. Graduate Debating Society, Dept. of Speech Communication, Oregon State University, Corvallis, OR. Fall 2006 to Spring 2007.

- Acting Associate Chair. Dept. of Speech Communication, Oregon State University, Corvallis, OR. Winter and Spring 2007.
- Guest Performer., TA 221 Oral Interpretation. Theatre Arts program, Dept. of Speech Communication, Oregon State University, Corvallis, OR. Fall 2003, Fall 2004, Winter 2005.
- Lecturer. "Entertainment Politics," Women's Faculty Writing Group, Dept. of Speech Communication, Oregon State University, Corvallis, OR. November 2001.
- Photographer. Speech Communication Web Page, Dept. of Speech Communication, Oregon State University, Corvallis, OR. Fall 2001.
- Member. Travel Committee, Department of Speech Communication, Oregon State University, Corvallis. OR. Fall 1994 to Fall 2001.
- Advisor. Women in Communication, Department of Speech Communication, Oregon State University, Corvallis. OR. Fall 1994 to Spring 1997.
- Department Representative. Beaver Open House, Oregon State University, Corvallis, OR. Winter 1995, Winter 1996, Summer 1996.
- Lecturer. "Traumatic Photographs," Departmental Colloquium Series, Department of Speech Communication, Oregon State University, Corvallis, OR. June 1995.
- Member. Committee to propose M.A. degree in communication, Department of Speech Communication, Oregon State University, Corvallis, OR. 1993 to1994.

#### Service to the Profession

Social Media Coordinator, Visual Communication Division, NCA, Nov. 2016 to present.

Program Planner, VISCOM 32, San Diego, CA, June 2018

Program Planner, VISCOM 31, Whidbey Island, WA, June 2017

Reviewer, International Journal of Media and Cultural Politics, Fall 2016

Outside Reviewer, Tenure Dossier, Manda Hicks, Boise State University, Fall 2015.

Outside Reviewer, 3rd Year Review, Marjorie Yambor, Western Kentucky University, Fall 2015.

Outside Reviewer, Tenure Dossier, Anthony Arrigio, University of Massachusetts, Dartmouth, Fall 2015.

Outside Reviewer, Tenure Dossier, Bob Britten, West Virginia University, Fall 2014.

Outside Reviewer, Tenure Dossier, Kim Komenich, San Jose State University, Fall 2014.

Site Planner, VISCOM Conference, Cannon Beach OR, June 2015

Program Planner, VISCOM Conference. 2013, Steamboat Springs, CO. 2014, Warwich, RI.

Immediate Past President. Northwest Communication Association. April 2010 to 2011.

Editor. Northwest Journal of Communication. Spring 2010 to 2012.

- Immediate Past Chair. Committee for International Debate and Discussion, National Communication Association, (Coach of the U.S. National Debate Team). November 2009 to present.
- Member. Committee for International Debate and Discussion, National Communication Association, (Coach of the U.S. National Debate Team). Winter 2007 to 2009.
- Member. Finance Committee, National Parliamentary Debate Association. Spring 2003 to April 2006.
- Photographer. American Forensics Association National Tournament Special Events. April 2002 to April 2006.
- Chair. American Forensics Association National Individual Events Tournament, Committee on Rules. Fall 2002 to 2005.
- Foreign Independent Adjudicator. Foreign Languages, Teaching and Research Press English Speaking Championships, Beijing China. May 2010.
- President. Northwest Communication Association. April 2009 to April 2010.
- Reviewer. Visual Communication Quarterly. 2009 to present
- Reviewer. Western Journal of Communciation, 2012 to present.
- Reviewer, Chinese Journal of Communication, 2015.
- Reviewer, Communication Theory, 2013 to present.
- Member. Professional Development Committee, National Parliamentary Debate Association. Fall 2003 to Spring 2010.
- Member. Editorial Board, Journal of the Northwest Communication Association. Spring 2003 to Spring 2010.
- Reviewer. Communication Theory. 2009, 2016
- Chair. Committee for International Debate and Discussion, National Communication Association, (Coach of the U.S. National Debate Team). November 2008 to November 2009.
- Awards Committee. Visual Communication Division of the National Communication Association, Fall 2006; Awards Committee Chair, 2009.

First Vice-President. Northwest Communication Association. April 2008 to April 2009.

Chair. Visual Communication Division of the National Communication Association. November 2007 to Fall 2008.

- Program Planner. Visual Communication Division of the National Communication Association National Conference. November, 2007.
- Committee Chair. Professional Development Committee, National Parliamentary Debate Association. Spring 2006 to present.
- National Tournament Host. National Parliamentary Debate Association National Championship Tournament. March 2006.
- Reader. Visual Communication Commission, National Communication Association read papers for review for presentation at the annual meeting of the National Communication Association 2002 to present.
- Editor. *Parliamentary Debate: The Journal of the National Parliamentary Debate Association*. Fall 2003 to Spring 2006.
- Member (ex-officio). Executive Committee of the National Parliamentary Debate Association. Fall 2004 to Spring 2006.
- Western States Representative. The National Executive Council, American Forensics Association. September 1995 to 2006.
- Member. Extemp Topics Committee, American Forensics Association-National Individual Events Tournament (AFA-NIET) National Championships. 2005.
- Program Planner. VISCOMM 19, Banff, Calgary, Canada. June 2005.
- Member. two person Ethics Committee, National Parliamentary Debate Association. Winter 2003 to 2004.
- Participant. National Parliamentary Debate Association Constitutional Convention, Prescott, AZ. August 2003.
- Respondent. Top Student Papers in Political Communication, National Communication Association National Conference, New Orleans, LA. November 2002.
- Reader. Political Communication Division, National Communication Association read papers for review for presentation at the annual meeting of the National Communication Association, New Orleans, LA. November 2002 read Spring 2002.
- Member. 25<sup>th</sup> Anniversary Committee, American Forensics Association National Tournament, 2001-2002.
- Member. Ethical Use of Literature Committee, American Forensics Association National Tournament. 2001 to 2005.

Conference Planner. Visual Communication Conference, Yamhill, OR. July 2000 to June 2001.

Executive Secretary. Oregon Interstate Oratorical Association. March 1996 to1999.

Member. Executive Committee, American Forensic Association District 2. Spring 1994 to 1999.

- Member. Steering Committee, Northwest Forensics Conference. Fall 1996 to Fall 1998.
- Member. American Forensics Association National Tournament Extemporaneous Speaking Topics Committee. April 1997.
- Member. Lincoln-Douglas Debate National Committee, National Forensics Association. July 1995 to July 1996.
- Invited Critic. Hayward Rhetorical Criticism Conference, University of California at Hayward, Hayward, CA. May 1996.
- Member. National Topics Committee, National Parliamentary Debate Association. March 1996.
- Invited Critic. World Universities Debating Championship, Quarter-finals, University College Cork, Cork Ireland. January 1996.
- Invited Critic. Hayward Rhetorical Criticism Conference, University of California at Hayward, Hayward, CA. May 1995.

Invited Critic. World Universities Debating Championship, Semifinals, Princeton, NJ. January 1995.

Member. Executive Committee, Oregon Interstate Oratorical Association. March 1994 to March 1996.

### Service to the Community (professionally related)

- Voice and Diction Coach to Courtney McHill, Associate Pastor, United Methodist Church, Corvallis, OR. Spring 2007.
- Safe Haven Volunteer. Design and help make treat bags for sale to support Safe Haven Humane Society. 2000 to present.
- Photographer, designer and publisher. "Memphis and Friends: A Calendar to Benefit Safe Haven Humane Society," Corvallis/Albany, OR. November 2003.
- Lecturer. "Resolutional Analysis," Clackamas High School Parliamentary Debate Workshop, Clackamas, OR. August 2000, 2001.
- Photographer. St. Mary's Youth Group Special Events, Corvallis, OR. 2000 to 2002.
- Photographer. Heartland and Safe Haven Humane Societies, cards, Corvallis/Albany, OR. 2000 to present.
- Participant. Chautauqua in the Schools, Oregon Council for the Humanities. Lecture on the Murals of Northern Ireland, Grants Pass High School, Cleveland High School, Merlo Station High School. April and May 2000.
- Lecturer. "Reading the Walls: The Murals of Northern Ireland," Oregon Council for the Humanities, Chautauqua Program, North Bend Public Library, North Bend, OR, February 2000;

Coquille Museum, Coquille, OR, March 2000; Grants Pass High School, Grants Pass, OR, April 2000; Benton County Historical Society, Corvallis, OR, July 2000; Central Coast Unitarian Universalist Fellowship, Newport, OR, September 2000.

- Lecturer. "From Murphy Brown to the Ballot Box: How Television Shapes our View of the World." Oregon Council for the Humanities, Chautauqua Program, Linn-Benton Community College, Albany, OR, February, 1997; Portland State University Retired Alumni Association, Portland, OR, April, 1997; Benton County Historical Society, Corvallis, OR, July, 14, 1997; Coquille Community Center, Coquille, OR, February 27, 1998; Unitarian Church, Corvallis, OR, June 1999.
- Participant. Pilot Program, Oregon Council for the Humanities, Chatauqua in the Schools Program.
  Conducted all day workshops for students at Paisley High School (approximately 70 students),
  Paisley, OR, September 24, 1997; and, Sutherlin High School (approximately 120 students),
  Sutherlin, OR, January 11, 1998. Redmond High School (approximately 60 students), Redmond,
  OR, April and May 1999; Pendleton High School (approximately 55 students), Pendleton, OR,
  April 1999; Cleveland High School,
  (Approximately 60 students), Portland, OR, May 1999 and May 2000.
- Guest Lecturer. "Introduction to Argumentation," International Forensics Association, Escola Secundariá De Linda-a-Velha, Lisbon, Portugal, March 7, 1998. Program sponsored by the British Council to bring communication skills to Portugese high schools.
- Panel Discussion Participant. Benton County Democratic Party, Corvallis, OR. October 1996.
- Guest Critic. National Parliamentary Debate Summer Workshop, Willamette University, Salem, OR. July 1996.
- Volunteer Coach. Crescent Valley High School Forensics, Corvallis, OR. October to March 1996.
- Invited Lecture. "Presenting Speeches," Office Personnel Association, Oregon State University, Corvallis, OR. October 1995.
- Guest Critic. National Parliamentary Debate Summer Workshop, Willamette University, Salem, OR. July 1995.

Invited Lecturer. "Humor in Individual Events" Whitman College, Walla Walla, WA. February 1995.

Invited Lecturer. "Preparing for Nationals," Willamette University, Salem, OR. January 1994.

### AWARDS

Lambda Pi Eta, National Communication Association, Rookie Advisor of the Year, Nov. 2013.

- C. Warren Hovland Service Award, College of Liberal Arts, Oregon State University, Corvallis, OR. September 2010.
- S.E.E.D.S. Advisor of the Year, Oregon State University, Corvallis, OR. May 2005.
- American Forensics Association National Individual Events Tournament Distinguished Service Award. April 2005.
- Teacher of the Week, Kappa Delta Sorority, Oregon State University, Corvallis, OR. April 2002.
- Certificate of Merit for Direction, *All Things Being Equal*, American College Theater Festival Western Conference. June 1997.

University of Pittsburgh Honors Convocation Honoree, University of Pittsburgh, Pittsburgh, PA. 1992.

Pennsylvania Speech Communication Association Graduate Student Writing Competition 1st Place Winner for "Warner Brothers' *Any Bonds Today*?: Pictorial Persuasion in Animated Cartoons." 1991.

### Chelsea Graham, Ph.D. 2014 Vermont Street Lawrence, Kansas 66046 818-451-6411•chelseagraham@ku.edu

### <u>Education</u>

- Ph.D., Communication Studies, Rhetoric, University of Kansas, Fall 2016
   Dissertation: Steam-Powered Rhetoric\*
  - Dissertation Director: Dr. Dave Tell Dissertation Committee: Dr. Jay Childers, Dr. Brett Bricker, Dr. Scott Harris, Dr. Laura Mielke \*Defended with Honors: September 2, 2016
- M.A., Communication, Interpersonal Communication, Northern Kentucky University, May 2011
  - Thesis: 'Good without God': Identity Negotiations and Revelations of Religious None(s)
    - Thesis Director: Dr. Jimmie Manning
- B.A., **Cultural Anthropology**, California State University, Northridge, May 2007

## Experience and Employment

- Lecturer, Department of Communication Studies, Haskell Indian Nations University, Spring 2017-Present
  - Teacher of record for one section of COMS 131 (Public Speaking), and one section of VISQU 101 (Vision Quest)
- Lecturer, Department of Communication Studies, University of Kansas, Fall 2016-Present
  - Teacher of record for one section of COMS 232 (Online version of The Rhetorical Tradition), COMS 322 (Audience-Centered Public Speaking for the Workplace)
- Online Course Developer, Center for Online and Distance Learning, University of Kansas, Fall 2016
  - Developed an online version of COMS 554 Rhetoric of Popular Culture
- Graduate Teaching Assistant, Department of Communication Studies, University of Kansas, 2011-Summer 2016
  - Teacher of record for sections of COMS 130 (Speaker-Audience Communication), COMS 232 (Online Version of The Rhetorical Tradition) COMS 235 (Introduction to Rhetoric and Social Influence), COMS 331 (Persuasive Speaking)
  - Discussion leader for COMS 235 (Rhetoric and Social Influence)
  - Teaching Assistant for COMS 332 (The Rhetorical Tradition)
- Graduate Teaching Assistant, Department of Communication, Northern Kentucky University, 2010-2011
  - Teacher of Record for CMST 101 (Public Speaking), CMST 110 (Introduction to Communication Studies)
  - Teaching Assistant for COM 601 (Communication Theory, Graduate Level), COM 694/CMST 494 (Media and International Identity, Bridge Level Course)
- Graduate Research Assistant, Northern Kentucky University, 2010-2011
  - Research Assistant to Dr. Jimmie Manning on a continuing project about Hurricane Katrina and Public Memory
  - Research Assistant to Dr. Mark Leeman in work on Community Organizing and Engagement in lower income neighborhoods in Cincinnati, Ohio

### **Publications**

Manuscripts in Process

- Graham, C. "Geysers, Railroads, and the Creation of Nature." To be submitted to Journal of American Studies, June 2017.
- Graham, C. "Steam Communication." To be submitted to Philosophy & Rhetoric, July/August 2017.

Book Chapters

- Graham, C. (2014). Seeing is Believing: Visual Persuasion in the Public Speaking Context. In R. Helens-Hart, C. Bird, P. Wagner, and A. Quenette, *Public Speaking Handbook* (2014-2015 ed), Upper Saddle River, NJ: Pearson.
- Center, D., Fette, E., **Graham, C**., Isaacs, S., Manning, J., & Teaford, E. (2011). The Birthday Spankings: Seven Stories of Sexual Harassment. In C.M. Noland, J. Manning, & J. MacLennan (Eds.), *Case Studies in Communication About Sex.* Newcastle, UK: Cambridge

### Editorial Experience

**Co-Editor** with Dr. Jenny Rice, RSA 2016 Conference Proceedings, Parlor Press.

#### Guest Lectures and Invited Presentations

"A Rhetoric of Steam." Invited Presentation for the Department of Communication Studies at the University of Kansas Colloquium Series, September 2015, Lawrence, KS.

"Geysers, Railroads, and the Creation of Nature." Invited presentation for Nerd Nite 37, "Spring Greening," April 15, 2015, Lawrence, KS.

"The Steam Engine and Yellowstone National Park." Guest Lecture for GEOG 371/ENVR 320: Environmental Politics and Policy, Nicole Reiz (Instructor), Summer 2014, University of Kansas.

"Michel Foucault and Biopolitics." Guest Lecture for COMS 332: The Rhetorical Tradition, Spencer Harris (Instructor), Spring 2013, University of Kansas.

### **Conference Participation**

Participant in Drs. Debbie Hawhee & Vanessa Beasley's seminar "Rhetoric and Sensation," at the Rhetoric Society of America Summer Institute, June 2015, Madison, WI.

Participant in Drs. Thomas Rickert & Byron Hawk's workshop "New Materialist Rhetorics," at the Rhetoric Society of America Summer Institute, June 2015, Madison, WI.

Participant in Drs. Jenny Rice & Douglas Reichert Powell's workshop, "Rhetorics of Space and Place," at the Rhetoric Society of America Summer Institute, June 2013, Lawrence, KS

### **Conference Presentations**

- Graham, C. (2016 May). "The Question of Paradise: Nineteenth Century Change and the Politics of Steam." Paper Presentation for the Rhetoric Society of America Conference, Atlanta, GA.
- Graham, C., Dixon, Z., McGreavy, B., Quiring, T., Wolford, R. (2016 May). "New Materialist Methodologies in Environmental Narratives: The Sea, The Steam, The Farm." Panel Presentation for the Rhetoric Society of America Conference, Atlanta, GA.
- Graham, C. (2015 November). "Rhetorics of Steam: Embracing Opportunities for Nature and Culture." Paper presented for the American Society for the History of Rhetoric at the National Communication Association Conference, Las Vegas, NV.
- Graham, C. (2014 May). "Communicating the Borders of Nature: Legibility, Epistemology, and the First National Park." Paper presented at the Rhetoric Society of America Conference, San Antonio, TX.
- Graham, C. (2014 May). "Drawing Borders on Smallness: David Cameron and the Rhetorical Evolution of E.F. Schumacher." Paper presented at the Rhetoric Society of America Conference, San Antonio, TX.
- Graham, C., Fitzmaurice, M., Pierce, L., Terry, A., Rintrona, A. (2014 May). "Shifting Borders in Public Memory: Exploring Intersectionality in U.S. Commemorative Politics." Panel Presentation at Rhetoric Society of America Conference, San Antonio, TX.
- Graham, C. (2014 April). "Concerning the Wonders of the Yellowstone." Paper Presented in the Rhetorical Criticism and Theory Division at the Central States Communication Association Conference, Minneapolis, MN.
- Graham, C. (2014 April). "Elevating the Beauty of Small." Paper Presented in the Political Communication Division at the Central States Communication Association Conference, Minneapolis, MN.
- Graham, C. (2013 November). "Connections to the Past, for the Future: John F. Lacey and Early Rehtorics of Conservation and Preservation in the United States." Competitive Paper presented in the American Studies Division at the National Communication Association Conference, Washington, DC.
- Graham, C. (2013 April). "Abstracting Privilege: Counterpublicity, Self-Abstraction, and the Affordable Care Act." Competitive Paper presented in the Rhetorical Criticism Division at the Central States Communication Association Conference, Kansas City, MO.
- Graham, C. (2013 April). "The Constitutional Reformation: Religious Readings of Citizen, Government, and Evangelizing 'Our Sacred Text'." Competitive Paper Presented in the Political Communication Division at the Central States Communication Association Conference, Kansas City, MO.
- Graham, C. (2013 April). "Extreme Makeover: Constructing the Public Memory of Hurricane Katrina." Competitive Paper Presented in the Graduate Student Caucus at the Central States Communication Association Conference, Kansas City, MO.

- Graham, C. (2013 March). "We Haven't Located Us Yet': Cartography, Visual Argument, and the Naturalistic Enthymeme. Presentation at the University of Kansas Graduate Research Competition, Lawrence, KS.
- Graham, C. (2012 November). "Ethos for the Win!" G.I.F.T.S. Presentation at the National Communication Association Conference, Orlando, FL.
- Graham, C. (2011 April). "Reflecting in Black (W)holes." Top Paper Panel Presentation at the Central States Communication Association Conference, Milwaukee, WI.
- Graham, C., Deifell, D., Mallin, I., Powell, B. (2011 April). "Communication Education Top Panel: Engaging Critical Views of Higher Education." Top Panel Presentation at Central States Communication Association Conference, Milwaukee, WI.
- Graham, C., Dennis, J., Powell, B., Ristic, I., Center, D., Zlatkin, A., Manning, J. (2011 April). "Defining Communication." Panel at Central States Communication Association Conference, Milwaukee, WI.
- Graham, C., Powell, B., Carter, T., & Manning, J. (2010 October). "(No Longer) Caught in a Bad Romance: Exorcising Relationships Through Popular Music. Panel at the Organization for the Study of Communication, Language, and Gender Conference, St. Petersburg, FL.
- Graham, C. & Powell, B. (2010 September). "The Smoking Gun: Tobacco Culture and Challenges to the Anti-Smoking Movement in Kentucky." Paper presented at the Kentucky Communication Association Conference, Jenny Wiley State Park, KY.
- Graham, C., Lillie, P., Manning, J., Neumann, C., Prigge, J., Rechtin, L., Seizas, L., Shandy, A., Smith, R., Songer, T., Ta, D. (2010 March). "Life After Katrina: Civic Engagement, Service Learning, and Communication Research." Panel at the Central States Communication Association, Cincinnati, OH.

#### Research Experience

<u>Areas of Research:</u> My research focuses on intersections of rhetoric, science and technology studies, ecological criticism, and environmental policy.

<u>Areas of Interest:</u> Rhetorical Criticism, History of Rhetoric, Cultural Studies, Science and Technology Studies, Environmental Policy, Ecology, Public Deliberation and Argumentation, New Materialist Rhetoric, Actor-Network Theory, Affect Theory, Rhetorics of Space and Place, Archaeology, Public Memory, Civic Engagement

<u>Qualitative Methodological Proficiencies:</u> Ethnographic Field Research, Participant Observation, Interviewing, Qualitative Coding

#### Classes Taught

#### Haskell Indian Nations University:

**COMS 131, Public Speaking,** Instructor of Record (Spring 2017) Introductory Public Speaking course in the Department of Communication Studies. This course is primarily concerned with basic, introductory skills and mechanics of public speaking, and focuses on student confidence and competency in leadership and advocacy for social causes.

VISQU 101, Vision Quest, Instructor of Record (Spring 2017) Course geared towards first-year students to assist them in adapting to the college environment, work through challenges with courses and professors, and develop skills for success to carry them through their time at Haskell and beyond.

## University of Kansas:

**COMS 130, Speaker-Audience Communication,** Instructor of Record (Fall 2011-Fall 2012, Spring 2015, Summer 2015)

Basic Course in the Department of Communication Studies required for all students attending the University of Kansas. Introduces students to both the mechanics and style of public speaking in a variety of contexts with a focus on civic engagement. Also introduces basic research methods and skills for critical engagement with texts and public argument.

**COMS 235, Introduction to Rhetoric and Social Influence,** Instructor of Record (Spring 2015), Discussion Leader (Spring 2013-Fall 2014) Course teaches basic introductory skills necessary to practice rhetorical criticism. Examines both historically significant and contemporary texts, focusing on diverse modes of analysis and evaluation with an emphasis on developing tools for critical engagement in public deliberation.

**COMS 331, Persuasive Speaking,** Instructor of Record (Fall 2012-Fall 2013, Summer 2014, Fall 2014, Fall 2015-Spring 2016, Spring 2017) Advanced Public Speaking course that stresses persuasive speaking and argumentation skills in multiple contexts. Course focuses in argumentation and advocacy on issues of contemporary public concern and the development of in-depth semester-long research projects.

#### COMS 322, Audience-Centered Public Speaking for the Workplace, Instructor of Record (Fall 2016)

Advanced public Speaking course geared towards organizational and workplace communication. Course focuses on effective message creation and criticism appropriate for the workplace environment.

**COMS 332/232, The Rhetorical Tradition,** Teaching Assistant under Dr. Dave Tell (Spring 2014), Instructor of Record, Online (Summer and Fall 2016) A survey of the Rhetorical Tradition touching on major figures and periods beginning with Pre-Socratics through contemporary thinkers.

Various Subjects, Academic Tutor, University of Kansas Athletic Department, Men and Women's Basketball (2011-Present) Academic Tutor for Men and Women's Basketball players at the

University of Kansas in Communication Studies, Sociology, History, Anthropology, and Business Classes

#### Northern Kentucky University:

**CMST 101, Public Speaking,** Instructor of Record (Fall 2010) Basic public speaking course offered at Northern Kentucky University. Teaches public speaking skills in informative, persuasive, and epideictic contexts.

# CMST 110, Introduction to Human Communication, Instructor of Record (Spring 2011)

Introduction to four primary areas of Communication research (Rhetoric, Interpersonal/Small Group Communication, Intercultural Communication, and Organizational Communication), while simultaneously using those areas as the basis for developing public speaking skills.

# COM 694/CMST 494, Media and International Identity, Teaching Assistant under Dr. Jimmie Manning (Winter 2010)

Bridge-level course co-developed with Dr. Manning to facilitate exploration of how film and media construct notions of national identity in an international context. Films were examined from 5 different countries over a course of 100 years.

# Awards and Honors

- Recipient of the Wil Linkugel Departmental Research Award, Department of Communication Studies, University of Kansas, May 2015 (\$250)
- Recipient of the William A. Conboy Outstanding Graduate Student Award, Department of Communication Studies, University of Kansas, May 2015 (\$465)
- Recipient of the Carlin GTA Award, Office of Graduate Studies, University of Kansas, April 2015 (\$1,000)
- Recipient of the E.C. Buehler Teaching Fellowship, Department of Communication Studies, University of Kansas, May 2014 (\$2,500)
- Nominated for Central States Communication Association Cooper Award for Excellence in Graduate Student Teaching, 2014
- Recipient of the Sene and Louella Carlile Award, Department of Communication Studies, University of Kansas, May 2013 (\$5,000)
- Recipient of the E.C. Buehler Outstanding First Year Teacher Award, Department of Communication Studies, University of Kansas, May 2012
- Coach of the first place student in the 2012 Linkugel Speech Competition, Department of Communication Studies, University of Kansas
- Recipient of the Outstanding Graduate Student Award, Department of Communication, Northern Kentucky University, May 2010
- Who's Who in American Colleges and Universities, Member, May 2011
- Top Panel award from the Higher Education Division at Central States Communication Association, April 2011

# Grants and Funding

- University of Kansas, Graduate Studies Travel Fund Recipient, Fall 2015 (\$500)
- University of Kansas Emily Taylor Women's Center KUWomen4KUWomen Fund Recipient, Spring 2015 (\$500)
- First Alternate, Hall Center for the Humanities Summer Research Fellowship, Summer 2015 (\$4,000)
- Lead author on a grant received from the Rhetoric Society of America to fund Dr. Jeffrey Bennett's speaking visit, Spring 2013 (\$2,000)

# <u>Service</u>

• Manuscript Referee, American Studies Division, National Communication Association, 2016

- Chair, KU Ars Rhetorica, University of Kansas, 2014-2015
- Manuscript Referee, Burke Studies Division, Central States Communication Association, 2014
- Co-Chair, KU Ars Rhetorica, University of Kansas, 2013-2014
- Local Planning Committee, Rhetoric Society of America Summer Institute, University of Kansas, 2013
- Manuscript Referee, Undergraduate Scholarship Division, National Communication Association, 2012-2013
- Manuscript Referee, Rhetorical Studies Interest Group, National Communication Association, 2013
- Manuscript Referee, Undergraduate Studies Division, Central States Communication Association, 2013
- Faculty Representative, Graduate Student Organization, Department of Communication Studies, University of Kansas, Spring 2013
- Treasurer, KU Ars Rhetorica, University of Kansas 2012-2013
- Social Chair, Graduate Student Organization, Department of Communication Studies, University of Kansas, Spring 2012
- Manuscript Referee, Graduate Student Division, Central States Communication Association 2011-2012
- **President,** Communication Graduate Student Organization, Northern Kentucky University 2010-2011
- Assistant Coordinator, Scholar to Scholar, National Communication Association
- Participant, "What's the Matter with Kansas?," Service Learning Project at Northern Kentucky University, May 2010
- Lead Coordinator, Service Learning partnership with Planned Parenthood of Southwest Ohio and the Mayerson Foundation, Northern Kentucky University, Spring 2010
- Participant, "Family and Disaster in the Aftermath of Hurricane Katrina," Service Learning Project in Gulfport, MS, and New Orleans, LA, Northern Kentucky University, January 2010

# Associations

- National Communication Association
- Rhetoric Society of America

# References

Dr. Dave Tell 1440 Jayhawk Boulevard Bailey Hall, Rm 102 Lawrence, KS 66045 785-864-0450 davetell@ku.edu

# Dr. Jay Childers

1440 Jayhawk Boulevard Bailey Hall, Rm 102 Lawrence, KS 66045 785-864-1474 jchildrs@ku.edu

# Dr. Robert Rowland

1440 Jayhawk Boulevard Bailey Hall, Rm 102 Lawrence, KS 66045 785-864-9868 rrowland@ku.edu

**Dr. Jimmie Manning** Northern Illinois University Department of Communication DeKalb, IL 60115 815-753-7107 jman@niu.edu

Curriculum vitae

# **Colin Hesse**

SCHOOL Speech Communication Oregon State University Corvallis, OR 97331 Office Phone: 541-737-2055 colin.hesse@oregonstate.edu **HOME** 544 Montclair Dr NE Albany, OR 97322 (480) 612-1855

# A. EDUCATION AND EMPLOYMENT INFORMATION

*Doctor of Philosophy*, Arizona State University, Hugh Downs School of Human Communication. Major advisor: Dr. Kory Floyd. Degree July 2009.

Bachelor of Arts, Whitworth College, Department of Communication Studies, 2003.

2013-	Assistant Professor
present	Speech Communication, Oregon State University, Corvallis, OR.
2009-	Assistant Professor
2013	Department of Communication, University of Missouri, Columbia, MO.
2007- 2008	<i>Graduate Research Associate</i> Hugh Downs School of Human Communication, Arizona State University, Tempe, AZ.
2004- 2009	<i>Graduate Teaching Assistant</i> Hugh Downs School of Human Communication, Arizona State University, Tempe, AZ.

# **B.** TEACHING, ADVISING AND OTHER ASSIGNMENTS

# 1. Instructional Summary

# a. Credit Courses Taught at Oregon State

		Subj and			Enroll
Schedule Term	CRN	Course Num	Sect #	Title	Act
Spring 2017	57708	COMM 332	1	FAMILY COMMUNICATION	25
Winter 2017	36369	COMM 418	1	<b>^INTERPERSON COMM THEORY &amp; RE</b>	20
	34782	COMM 599	20	ST/FAMILY COMMUNICATION	4
Fall 2016	17516	COMM 414	1	COMMUNICATION RESEARCH METHODS	22
	18320	COMM 437	1	HEALTH COMMUNICATION	25
	18321	COMM 537	1	HEALTH COMMUNICATION	1
Summer 2016	72960	COMM 218	4	4 *INTERPERSONAL COMMUNICATION	
	74201	COMM 318	400	ADV INTERPERSONAL COMMUNICATION	18
	75051	COMM 388	400	SOCIAL MEDIA AND INTERPERSONAL REL	14
	75052	NMC 388	400	SOCIAL MEDIA AND INTERPERSONAL REL	11
Spring 2016	51205	COMM 321	1	INTRODUCTION TO COMMUN THEORY	25
	59992	COMM 332	1	FAMILY COMMUNICATION	26
Winter 2016	30660	COMM 410	1	COMMUNICATION INTERNSHIP	5
	37367	COMM 418	1	<b>^INTERPERSON COMM THEORY &amp; RE</b>	22
	34182	COMM 503	3	THESIS	1
	37368	COMM 518	1	INTERPERSONAL COMM THEORY & RE	4
Fall 2015	18531	COMM 414	1	COMMUNICATION RESEARCH METHODS	17
	19811	COMM 437	1	HEALTH COMMUNICATION	23
	18534	COMM 514	1	COMMUNICATION RESEARCH METHODS	3
	19812	COMM 537	1	HEALTH COMMUNICATION	3
Summer 2015	73362	COMM 218	4	*INTERPERSONAL COMMUNICATION	13
	74958	COMM 318	400	ADV INTERPERSONAL COMMUNICATION	13
Spring 2015	59924	COMM 399	3	ST/ FAMILY COMMUNICATION	24
Winter 2015	38331	COMM 418	1	<b>^INTERPERSON COMM THEORY &amp; RE</b>	20
	38332	COMM 518	1	INTERPERSONAL COMM THEORY & RE	1
	35816	COMM 599	20	ST/ FAMILY COMMUNICATION	6
Fall 2014	17436	COMM 318	1	ADV INTERPERSONAL COMMUNICATI	25
	18720	COMM 412	11	T/ HEALTH COMMUNICATION	24
	18721	COMM 512	11	T/ HEALTH COMMUNICATION	4
Summer 2014	73597	COMM 218	4	*INTERPERSONAL COMMUNICATION	18
	72841	COMM 318	1	ADV INTERPERSONAL COMMUNICATI	11
Spring 2014	57808	COMM 318	1	ADV INTERPERSONAL COMMUNICATI	23
	59879	COMM 399	3	ST/ FAMILY COMMUNICATION	23
Winter 2014	39768	COMM 418	1	<b>^INTERPERSON COMM THEORY &amp; RE</b>	20
	39447	COMM 430	1	THEORETICAL ISSUES IN COMM	25
	39769	COMM 518	1	INTERPERSONAL COMM THEORY & RE	3

Fall 2013	20236	COMM 412	11	T/ HEALTH COMMUNICATION	22
	20237	COMM 512	11	T/ HEALTH COMMUNICATION	4

Undergraduate Credit Courses Taught at Other Institutions

Interpersonal Communication Introduction to Public Speaking Relational Communication Nonverbal Communication Interpersonal Theory and Research Advanced Research Methods in Communication Quantitative Statistics in Communication Family Communication Health Communication Advanced Communication Theory

Undergraduate Credit Courses Taught as Assistant at Other Institutions

Relational Communication Communication and Conflict

Graduate Credit Courses Taught as Primary Instructor at Other Institutions

Introduction to Quantitative Methods Quantitative Methods II Interpersonal Communication and Health Interpersonal Communication and Emotions Theory and Interpersonal Communication Family Communication

Graduate Credit Courses Taught as Assistant at Other Institutions

Communication and Complementary Medicine

b. Curriculum Development at Oregon State University

Health Communication (COMM 437/537): Created Course Proposal June 2014 Family Communication (COMM 332): Created Course Proposal April 2015 Advanced Interpersonal Communication (COMM 318): Online course developed Spring 2015 Scientific, Technical, and Professional Communication Capstone (COMM 435): Created Course Proposal December 2015 Social Media and Interpersonal Relationships (COMM 388): Created Course Proposal January

C. GRADUATE STUDENTS SUPERVISED

2016

Graduate Thesis Major Advisees in Progress at Oregon State University

Stephanie Saracco (M.A. Advisor)

Sarah Spiegelman (M.A. Advisor)

Jacob Hood (M.A. Advisor)

Graduate Thesis Committee Member Completed at Oregon State University

Nicole Martin (M.A.). "Attentional bias toward facial emotion expression: Orienting vs. Disengagement." Thesis defended November 2015.

Oriana Mulatero (M.A.). "Torn: A cluster analysis." Thesis defended November 2016.

Graduate Thesis Committee Member in Progress at Oregon State University

Melodee Cluster (M.A. committee)

Haley Clarke (M.A. committee)

Graduate Advisees Completed at University of Missouri

Kristina A. Wenzel (Ph.D. co-advisor). "Tell me so that I can help you: A turning point analysis of privacy in the development of parental caregiving relationships." Dissertation defended July 2014.

Amanda Medlock-Klyukovski (Ph.D. co-advisor). "Stigmatization in the classroom: An experimental study evaluating the efficacy of instructor strategic communicative responses to student stigmatization." Dissertation defended April 2014.

Elaine L. Davies (Ph.D. co-advisor). "The lived experiences of individuals who have been technologically stalked by a past intimate: A herneutic phenomenological study through a communication privacy management theory lens." Dissertation defended December 2013.

Emily A. Rauscher (Ph.D. advisor). "Family communication about genetic disease risk: Investigating factors promoting disclosure and individual well-being." Dissertation defended April 2012.

Graduate Committees Completed at University of Missouri

Sara L. Trask (Ph.D. committee). "The (dys)functionality of deceptive affection: Using a goalsbased approach to understand the process of deceptive affection and its connection to relational health in friends with benefits and other intimate relationships." Dissertation defended April 2015.

Jonathan Wickert (Ph.D. committee). "Managing uncertainty during unemployment: A phenomenological exploration of social class differences." Dissertation defended August 2014.

Angela N. Gist (Ph.D. committee). "Managing unemployment: A comparative, critical ethnographic analysis of unemployment organizations." Dissertation defended July 2014.

Candy J. Noltensmeyer (Ph.D. committee). "Stigma and sexuality: How burn survivors and relational partners manage their experiences." Dissertation defended July 2014.

Sarah Symonds (Ph.D. committee). "Mother, father, husband, wife, soldier: Identity-negotiation of veterans during re-entry into family life post-deployment." Dissertation defended July 2012.

Elizabeth Martin (Ph.D. committee). "Anhedonia and functional imaging." Dissertation defended June 2012.

Chris Chen (Ph.D. committee). "Media and social support: Exploring how communication media, personality traits and parasocial interaction affect social support receipt, stress and emotion." Dissertation defended May 2012.

Sara Peters (Ph.D. committee). "Let's talk about sex: The influence of a sexy media diet on college freshmen's endorsement of the hookup culture, peer influence, and behaviors regarding casual sex and sexual risk-taking." Dissertation defended May 2012.

Ryan Montague (Ph.D. committee). "Divine appointments: Living life with maximim impact." Dissertation defended April 2012.

Jessica M. Wilson-Kratzer (Ph.D. committee). "A feminist analysis of senior citizen sexual communication." Dissertation defended July 2011.

Elizabeth Baiocchi-Wagner (Ph.D. committee). "The role of family communication in individual attitudes and behaviors concerning nutrition and physical activity." Dissertation defended August 2010.

# d. Team or Collaborative Efforts

Developed the Scientific, Technical, and Professional Communication certificate with Dr. Ehren Helmet Pflugfelder from the School of Writing, Literature and Film. Certificate was submitted as a proposal December 2015.

# 2. Student Evaluation

				Quest. 1*		Quest. 2**		
Schedule Term	Subj/ Course Number	Course Enrlmt	Responses	Instr. Median Score	Overall Median Score^	Instr. Median Score	Overall Median Score^	Median For Instr.
Spring 2016	COMM 321- 001	25	14	5.6	5	5.5	5.2	5.6
	COMM 332- 001	26	12	5.8	5	5.8	5.2	5.8
Winter 2016	COMM 418/518-001	22	19	5.4	5	5.8	5.2	5.6
Fall 2015	COMM 414/514-001	17	14	5.8	5	5.9	5.2	5.8
	COMM 437/537-001	23	17	5.7	5	5.8	5.2	
Summer 2015	COMM 218- 004	13	8	5.2	5.2	5.7	5.4	5.3
	COMM 318- 400	13	3	5	5.2	5.3	5.4	
Spring 2015	COMM 399- 003	24	15	5.6	5	5.8	5.2	5.7
Winter 2015	COMM 418/518-001	20	15	5.7	4.9	5.9	5.2	5.9
	COMM 599- 020	6	4	6	4.9	6	5.2	
Fall 2014	COMM 318- 001	25	16	4.8	4.9	5	5.1	5.275
	COMM 412/512-011	24	11	5.6	4.9	5.7	5.1	
Summer 2014	COMM 218- 004	18	6	5.5	5.1	5.5	5.3	5.5
	COMM 318- 001	11	6	5.5	5.1	5.5	5.3	5.5
Spring 2014	COMM 318- 001	23	15	5.4	4.9	5.4	5.2	5.3
	COMM 399- 003	23	18	5	4.9	5.4	5.2	
Winter 2014	COMM 418/518-001	20	16	5.3	4.8	5.4	5.1	5.275
	COMM 430- 001	25	14	5.2	4.8	5.2	5.1	
Fall 2013	COMM 412/512-011	22	12	5.1	4.8	5.5	5.1	5.3

\* Qu. 1: "The course, as a whole, was: (0) no response, (1) very poor, (2) poor, (3) fair, (4) good, (5) very good, (6) excellent. \*\* Qu. 2: "Instructor's contribution to the course was: (0) no response, (1) very poor, (2) poor,

(3) fair, (4) good, (5) very good, (6) excellent.

# 3. Peer Teaching Evaluations

# See Attached Documents

4. Coordinator of the Introduction to Interpersonal Communication Course (COMM 218)

Oversaw the multiple sections of the COMM 218 course every term starting in Fall 2013. Duties involved conducting teaching evaluations for all instructors, holding instructor meetings, developing and conducting annual assessment material, helping hire instructors, working with instructors on student complaints, and making decisions regarding course materials (e.g., textbooks).

# **C. SCHOLARSHIP AND CREATIVE ACTIVITY**

Books

Floyd, K., Mikkelson, A. C., & Hesse, C. (2007). The biology of human communication (2nd ed.). Florence, KY: Thomson Learning.

# Journal Articles

Hesse, C., Mikkelson, A. C., & Saracco, S. (in press). Parent-child affection and helicopter parenting: Exploring the concept of excessive affection. Western Journal of Communication. -- Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper.

Mikkelson, A. C., Hesse, C., & Sloan, D. (in press). Relational communication messages and employee outcomes in supervisor/employee relationships. Communication Reports. -- Helped with collecting data, analyzing data, writing up paper.

Mikkelson, A. C., Sloan, D., & Hesse, C. (in press). Relational communication messages and leadership styles in supervisor/employee relationships. International Journal of Business Communication.

-- Helped with collecting data, analyzing data, writing up paper.

Floyd, K., Veksler, A. E., McEwan, B., Hesse, C., Boren, J. P., Dinsmore, D. R., & Pavlich, C. A. (in press). Social inclusion predicts lower blood glucose and low-density lipoproteins in healthy adults. Health Communication.

-- Helped conceive study, helped in terms of data collection.

Floyd, K., & Hesse, C. (in press). Affection deprivation is conceptually and empirically distinct from loneliness. Western Journal of Communication. -- Helped with data analysis, helped write final paper.

Hesse, C., & Mikkelson, A. C. (2017). Affection deprivation in romantic relationships. *Communication Quarterly*, 65, 20-38.

-- Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper.

Mikkelson, A. C., Hesse, C., & Pauley, P. M. (2016). The attributes of relational maximizers. *Communication Studies*, 67, 567-587. -- *Helped with collecting data, analyzing data, writing up paper*.

Hesse, C., Rauscher, E. A., & Trask, S. L. (2016). Family Communication Patterns and communicative responses to jealousy: The mediating role of alexithymia. *Journal of Family Communication, 16,* 318-336.

-- Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper.

Hesse, C., & Rauscher, E. A. (2016). The relationship between family communication patterns and child vaccination intentions. *Communication Research Reports, 33,* 61-67. -- *Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper.* 

Pauley, P. M., Floyd, K., & Hesse, C. (2015). The stress-buffering effects of a brief dyadic interaction before an acute stressor. *Health Communication*, *30*, 646-659. -- *Helped conceive study, helped with data collection, helped write final paper*.

Rauscher, E. A., Hesse, C., Miller, S., Ford, W., & Youngs, E. L. (2015). Privacy and family communication about genetic cancer risk: Investigating factors promoting women's disclosure decisions. *Journal of Family Communication*, *15*, 368-386.

-- Played large role in all phases of study, including conceptualization, collection, analysis, and writing the paper itself.

Hesse, C., Pauley, P. M., & Frye-Cox, N. E. (2015). Alexithymia and marital satisfaction: The mediating role of relationship maintenance behaviors. *Western Journal of Communication*, *79*, 45-72.

-- Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper.

Rauscher, E. A., & Hesse, C. (2014). Investigating uncertainty and emotions in conversations about family health history: A test of the Theory of Motivated Information Management. *Journal of Health Communication*, *19*, 939-954.

-- Played large role in all phases of study, including conceptualization, collection, analysis, and writing the paper itself.

Floyd, K., Hesse, C., Boren, J. P., & Veksler, A. E. (2014). Affectionate communication can suppress immunity: Trait affection predicts antibody titers to latent Epstein-Bar virus. *Southern Communication Journal*, *79*, 2-13.

-- Helped conceive study, helped in terms of data collection.

Pauley, P. M., Hesse, C, & Mikkelson, A. C. (2014). Trait affection predicts married couples' use of relational maintenance behaviors. *Journal of Family Communication, 14,* 167-187. -- *Played large role in all phases of study, including conceptualization, collection, analysis, and writing the paper itself.* 

Hesse, C., Rauscher, E. A., Roberts, J. B., & Ortega, S. R. (2014). Investigating the role of hurtful family environment in affectionate communication and relationship satisfaction. *Journal of Family Communication*, *14*, 112-128.

-- Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper.

Hesse, C., & Trask, S. L. (2014). Trait affection and adult attachment styles: Analyzing relationships and group differences. *Communication Research Reports*, *31*, 53-61. -- *Conceived of study, was in charge of data collection and analysis, as well as writing the resulting paper*.

Pre-Oregon State Publications

Hesse, C., & Rauscher, E. A. (2013). Privacy tendencies and revealing/concealing: The moderating role of emotional competence. *Communication Quarterly*, *61*, 91-112.

Hesse, C., Floyd, K., Rauscher, E. A., Frye-Cox, N. E., Hegarty II, J. P., & Peng, H. (2013). Alexithymia and impairment of decoding positive affect: An fMRI study. *Journal of Communication*, *63*, 786-806.

Frye-Cox, N. E., & Hesse, C. (2013). Alexithymia and marital quality: The mediating roles of loneliness and intimate communication. *Journal of Family Psychology*, 27, 203-211.

Hesse, C., Rauscher, E. A., & Wenzel, K. (2012). Alexithymia and uncertainty management. *Communication Research Reports*, *29*, 343-352.

Hesse, C., & Floyd, K. (2011). The influence of alexithymia on initial interactions. *Personal Relationships*, *18*, 453-470.

Hesse, C., & Floyd, K. (2011). Affection mediates the impact of alexithymia on relationships. *Personality and Individual Differences, 50,* 451-456.

Floyd, K., Pauley, P. M., & Hesse, C. (2010). State and trait affectionate communication buffer adults' stress reactions. *Communication Monographs*, 77, 618-636.

Pauley, P. M., & Hesse, C. (2009). The effects of social support, depression, and stress on drinking behaviors in a college student sample. *Communication Studies*, *60*, 493-508.

Floyd, K., Boren, J. P., Hannawa, A. F., Hesse, C., McEwan, B., & Veksler, A. E. (2009). Effects of romantic kissing on blood lipids, stress, and relationship satisfaction among healthy

adults. Western Journal of Communication, 73, 113-133. (Lead Article)

Mikkelson, A. C., & Hesse, C. (2009). Discussions of religion and relational messages: Differences between comfortable and uncomfortable interactions. *Southern Journal of Communication*, *74*, 40-56.

Hesse, C., & Floyd, K. (2008). Affectionate experience mediates the effects of alexithymia on mental health and interpersonal relationships. *Journal of Social and Personal Relationships*, *25*, 793-810.

Floyd, K., Mikkelson, A. C., Hesse, C., & Pauley, P. M. (2007). Affectionate writing reduces total cholesterol: Two randomized, controlled trials. *Human Communication Research*, *33*, 119-142. (Lead Article)

Floyd, K., Hesse, C., & Haynes, M. T. (2007). Human affection exchange: XV. Metabolic and cardiovascular correlates of trait expressed affection. *Communication Quarterly*, *55*, 79-94.

# Book Chapters & Encyclopedia Entries

Hesse, C. (in press). Understanding physiological associations with emotional competence. For publication in A. Denes, J. Crowley, & L. Aloia (Eds.), *The Oxford Handbook on Physiology and Interpersonal Communication*. New York, NY: Oxford.

Hesse, C. (2017). Stimulus Pre-test. In M. Allen (Ed.), *The SAGE Encyclopedia of Communication Research Methods* (pp. 1676-1679). Thousand Oaks, CA: Sage.

Hesse, C. (2017). Survey: Questionnaire. In M. Allen (Ed.), *The SAGE Encyclopedia of Communication Research Methods* (pp. 1717-1718). Thousand Oaks, CA: Sage.

Denes, A., Afifi, T. D., & Hesse, C. (2016). Autonomic behaviors and physiological responses. In A. Van Lear, D. J. Canary (Eds.), *Researching Interactive Communication Behavior: A Sourcebook of Methods and Measures* (pp. 45-58). Thousand Oaks, CA: Sage. -- Wrote large section of paper, involved in several rounds of edits on entire manuscript.

Floyd, K., Hesse, C., & Pauley, P. M. (2012). Psychophysiological methods in family communication research. In A. L. Vangelisti (Ed.), *Routledge handbook of family communication* (2<sup>nd</sup> ed.).

Floyd, K., Hesse, C., & Pauley, P. M. (2009). Hug me, heal me: Affectionate communication and physical health. In M. J. Beatty, J. C. McCroskey, & K. Floyd (Eds.), *Biological dimensions of communication: Perspectives, methods, and research* (pp. 93-113). Cresskill, NJ: Hampton Press.

Floyd, K., Judd, J., & Hesse, C. (2008). Affection exchange theory. In D. O. Braithwaite & L. A. Baxter (Eds.), *Engaging theories in interpersonal communication: Multiple perspectives* (pp.

285-294). Thousand Oaks, CA: Sage.

# Competitively Selected Conference Papers

Hesse, C., Mikkelson, A. C., & Saracco, S. (2017). Parent-child affection and helicopter parenting: Exploring the concept of excessive affection. Presented at annual meeting of the Western States Communication Association, Salt Lake City, UT.

Hesse, C., Rauscher, E. A., Budesky, R., & Couvrette, M. (2016). *Reconceptualizing the role of conformity behaviors in family communication patterns theory*. Presented at annual meeting of the National Communication Association, Philadelphia, PA.

Trask, S. L, Horstman, H., & Hesse, C. (2016). *Deceptive affection across relational contexts: A group comparison of romantic relationships, cross-sex friendships, and friends with benefits.* Presented at annual meeting of the National Communication Association, Philadelphia, PA.

Hesse, C. (2016). *Porn and health: The mediating role of affection deprivation*. Presented at annual meeting of the Western States Communication Association, San Diego, CA.

Hesse, C., & Mikkelson, A. (2015). *Affection deprivation in romantic relationships*. Presented at annual meeting of the National Communication Association, Las Vegas, NV.

Wenzel, K., & Hesse, C. (2015). "I couldn't ask my dad to rat out my mom": An exploration of the privacy barriers and boundary linkages in parental caregiving relationships. Presented at annual meeting of the National Communication Association, Las Vegas, NV.

Pauley, P. M., Hesse, C., & Harrison, K. E. (2014). *The role of emotional competence in conflict: How alexithymia affects demand-withdraw conflict patterns in marriage*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Rauscher, E. A., Hesse, C., & Trask, S. L. (2014). *The dyadic influence of affection on communicative responses to jealousy*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Floyd, K., Hesse, C., & Pauley, P. M. (2014). *Relationship-specific affectionate communication predicts oxytocinergic response to laboratory stressors in healthy adults*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Hesse, C., & Rauscher, E. A. (2014). *State affection impacts both psychological and physiological stress: The moderating role of state positivity*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Cox, J., & Hesse, C. (2014). *Beauty believed and perceived: The effects of body image and affection shared between couples.* Presented at annual meeting of the National Communication Association, Chicago, IL.

Hesse, C., Rauscher, E. A., & Trask, S. L. (2014). *Family communication patterns and communicative responses to jealousy: The mediating role of alexithymia*. Presented at annual meeting of the Western States Communication Association, Anaheim, CA.

Floyd, K., Pauley, P. M., Hesse, C., Veksler, A. E., Eden, J., & Mikkelson, A. (2013). *Affectionate communication is associated with immunologic and cardiologic health markers.* Presented at annual meeting of the National Communication Association, Washington, D. C.

Rauscher, E. A., & Hesse, C. (2013). *Privacy and family communication about genetic disease risk: Investigating factors promoting disclosure*. Presented at annual meeting of the National Communication Association, Washington, D. C.

Hesse, C., Frye-Cox, N., Floyd, K., & Rauscher, E. A. (2012). *Alexithymia and impairment of decoding positive affect: An fMRI study*. Presented at annual meeting of the National Communication Association, Orlando, FL.

Rauscher, E. A., & Hesse, C. (2012). *Investigating uncertainty and emotions in conversations about family health history: A test of the Theory of Motivated Information Management.* Presented at annual meeting of the National Communication Association, Orlando, FL.

Hesse, C., & Rauscher, E. A. (2012). *Privacy tendencies and revealing/concealing: The moderating role of emotional competence*. Presented at annual meeting of the Western States Communication Association, Albuquerque, NM.

Hesse, C., Rauscher, E., & Roberts, J. B. (2011). *Investigating the role of hurtful family environment in affectionate communication and relationship satisfaction*. Presented at annual meeting of the National Communication Association, New Orleans, LA.

Pauley, P. M., Floyd, K., Hesse, C., Eden, J., & Veksler, A. (2011). *Social support and immunological health: Evidence of the benefit of communication support.* Presented at annual meeting of the National Communication Association, New Orleans, LA.

Hesse, C., Pauley, P. M., & Frye, N. (2011). *Alexithymia and marital quality: The mediating role of relational maintenance behaviors*. Presented at annual meeting of the National Communication Association, New Orleans, LA.

Hesse, C., & Mikkelson, A. C. (2011). *Sex as a taboo topic: The importance of relationship type and relational messages.* Presented at annual meeting of the Western States Communication Assocation, Monterey, CA.

Mikkelson, A. C., & Hesse, C. (2011). *The relationship between relational messages and self-disclosure in discussions of religion*. Presented at annual meeting of the Western States Communication Assocation, Monterey, CA.

Pauley, P. M., Mikkelson, A. C., & Hesse, C. (2011). *Affection in marriage: An actor -partner interdependence model*. Presented at annual meeting of the Western States

Communication Assocation, Monterey, CA.

Hesse, C., & Floyd, K. (2011). *Affection mediates the impact of alexithymia on relationships*. Presented at annual meeting of the Western States Communication Assocation, Monterey, CA.

Floyd, K., Pauley, P. M., & Hesse, C. (2010). *State and trait affectionate communication buffer adults' stress reactions*. Presented at annual meeting of the National Communication Association, San Francisco, CA.

Pauley, P. M., Floyd, K., & Hesse, C. (2009). *The stress-buffering effects of a brief, dyadic interaction before an acute stressor*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Floyd, K., Hesse, C., & Pauley, P. M. (2009). *Writing affectionate letters alleviates stress: Replication and extension*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Pauley, P. M., & Hesse, C. *The effects of social support, depression, and stress on drinking behaviors in a college student sample.* Presented at the 2009 annual meeting of the Western States Communication Association, Mesa, AZ.

Floyd, K., Boren, J. P., Hannawa, A. F., Hesse, C., McEwan, B., & Veksler, A. E. (2008, November). *Effects of romantic kissing on blood lipids, stress, and relationship satisfaction among healthy adults.* Presented at the annual meeting of the National Communication Association, San Diego, CA.

Hesse, C., & Pauley, P. M. (2008, November). *Emotional competence and stress: An examination of the relationship between alexithymia and waking cortisol*. Presented at the annual meeting of the National Communication Association, San Diego, CA.

Pauley, P. M., & Hesse, C. (2008, November). *Communication and physiology: Intervention and measurement techniques*. Presented at the annual meeting of the National Communication Association, San Diego, CA.

Hesse, C., & Mikkelson, A. C. (2008, November). *Conversations about religion: The importance of relational frames and relational context*. Presented at the pre-conference of the Religious Communication Association, San Diego, CA.

Hesse, C., & Pauley, P. (2008, February). *The physiology of conflict: Towards a more complete model*. Presented at annual meeting of the Western States Communication Association, Denver, CO.

Babin Gallagher, B., Hesse, C., & Johnson, S. (2008, February). *The affection experience model: Does the utility of the model depend on attachment group?* Presented at annual meeting of the Western States Communication Association, Denver, CO.

Mikkelson, A. C., & Hesse, C. (2008, February). *Discussions of religion and relational communication messages: Differences between comfortable and uncomfortable interactions.* Presented at annual meeting of the Western States Communication Association, Denver, CO.

Hesse, C., & Floyd, K. (2007, November). *Affectionate experience mediates the effects of alexithymia on mental health and interpersonal relationships*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Floyd, K., Mikkelson, A. C., Hesse, C., & Pauley, P. (2007, November). *Affectionate writing reduces total cholesterol: Two randomized, controlled trials*. Presented at annual meeting of the National Communication Association, Chicago, IL.

Floyd, K., Hesse, C., & Haynes, M. T. (2006, November). *Human affection exchange: XV. Metabolic and cardiovascular correlates of trait expressed affection*. Presented at annual meeting of the National Communication Association, San Antonio, TX.

Floyd, K., & Hesse, C. (2006, July). *Trait expressed affection is associated with glycosylated hemoglobin*. Presented at biennial meeting of the International Association for Relationship Research, Crete, Greece.

# Grant Experience

Principal investigator for "Social Connectedness and Health." Faculty Release Time Spring 2015 Award, Oregon State University, \$3500. 2015.

Principal investigator for "Alexithymia and affectionate communication." Research Council Grant, University of Missouri-Columbia. \$7500. 2010.

Principal investigator for "Understanding the association between spouses' stress and affective support when one spouse has fibromyalgia." Margaret W. Mangel Faculty Research Catalyst Fund. College of Human Environmental Sciences, University of Missouri-Columbia. \$2500. 2010.

Principal investigator for "Emotional competence and relationships," Graduate and Professional Students Association of Arizona State University, \$1500. 2008.

Research associate for "Affectionate communication as a mechanism for responding to acute stress," National Institute of Mental Health (R03 MH075757-01A1), \$145,304. 2006-2008 (Kory Floyd, PI).

Principal investigator for "Written communication and stress," Graduate and Professional Students Association of Arizona State University, \$750. 2007.

Research associate for "Written communication and immune function," Hugh Downs School of Human Communication, \$23,575. 2007 (Kory Floyd, PI).

# **D. SERVICE**

#### 1. University Service

## Departmental Level

# Oregon State University:

Member of Search Committee, Visiting Assistant Professor of Organizational Communication (2016) Member of Search Committee, Visiting Assistant Professor of Intercultural Communication (2016) Presenter at Departmental Colloquium (2014, 2015) Reviewer for Lambda Pi Eta Conference (2014-present) Travel Committee (2014-present) Awards Committee (2013) Helped prepare department for CLA Research Fair (2014)

# University of Missouri-Columbia:

Chair of Search Committee, Interpersonal Position (2012) Policy Committee (2012) Undergraduate Committee (2011-2012) Research Committee (2011-2012) Graduate Admissions Committee (2010-2011) Renovation Committee (2010)

# College Level

# Oregon State University

Search Committee, Associate Dean (2015) Presenter at Psychology Colloquium (2014)

#### University of Missouri-Columbia:

Faculty Responsibility Committee (2010-2013)

University Level

Oregon State University

# Presenter at eCampus Faculty Forum (2016, 2017)

# 2. Service to the Profession

# Editorial Service

Editorial board for *Communication Reports* (2014- present) Editorial board for *Journal of Family Communication* (2011- present) Editorial assistant for *Journal of Family Communication* (2006-2008)

Ad hoc reviewer for Journal of Social and Personal Relationships, Journal of Family Communication, Communication Education, Human Communication Research, Communication Monographs, Health Communication, Communication Quarterly, Communication Studies, American Journal of Psychology

# Association Service

Vice-Chair for Interpersonal Interest Group, Western States Communication Association (2013-2014)

Panel chair for Roundtable on Research in Progress, National Communication Association (2013)

Panel chair for National Communication Association conference (2007)

Panel chair for Western States Communication Association conference (2008, 2015, 2016, 2017) Reviewer for Interpersonal Division of Western States Association conference (2009, 2012, 2013, 2015, 2016)

Reviewer for Family Communication Division of National Communication Association conference (2009-2010, 2012)

Respondent for Interpersonal Division of Western States Association conference (2009)

# E. AWARDS

# 1. National and International Awards

*Top Four Paper*, National Communication Association, Interpersonal Communication Interest Group, given at 2016 convention for *Deceptive affection across relational contexts: A group comparison of romantic relationships, cross-sex friendships, and friends with benefits*. (with S. L. Trask, H. Horstman).

*Top Paper*, National Communication Association, Interpersonal Communication Division, given at 2013 convention for *Affectionate communication is associated with immunologic and cardiologic health markers* (with K. Floyd, P. M. Pauley, A. E. Veksler, J. Eden, & A. Mikkelson).

Top Paper, National Communication Association, Family Communication Division, given at

2011 convention for *Alexithymia and marital quality: The mediating role of relational maintenance behaviors* (with P. M. Pauley and N. Frye).

*Top Paper*, National Communication Association, Interpersonal Communication Division, given at 2009 convention for *Writing affectionate letters reduces stress: Replication and extension* (with K. Floyd and P. M. Pauley).

*Top Paper*, National Communication Association, Interpersonal Communication Division, given at 2006 convention for *Human affection exchange: XV. Metabolic and cardiovascular correlates of trait expressed affection* (with K. Floyd and M. T. Haynes).

# 2. State and Regional Awards

*Top Four Paper*, Western States Communication Association, Interpersonal Communication Interest Group, given at 2014 convention for *Family communication patterns and communicative responses to jealousy: The mediating role of alexithymia* (with S. L. Trask, E. A. Rauscher).

*Top Paper*, Western States Communication Association, Health Communication Interest Group, given at 2012 convention for *Affectionate communication can suppress immunity: Trait affection predicts antibody titers to latent Epstein-Barr virus* (with K. Floyd, J. P. Boren, and A. E. Veksler).

*Top Four Paper,* Western States Communication Association, Interpersonal Communication Division, given at 2012 convention for *Privacy tendencies and revealing/concealing: The moderating role of emotional competence* (with E. A. Rauscher).

# 3. University and Community Awards

*Top Graduate Advisor Award*, Department of Communication Studies, University of Missouri, 2012

*Jeannie Herberger Graduate Fellowship*, Hugh Downs School of Human Communication, Arizona State University (recognizing the top doctoral program applicant), 2006.

## Vita Robert S. Iltis Oregon State University Department of Speech Communication

## EDUCATION

- 1989 Ph.D. Communication Arts, University of Wisconsin-Madison, Madison, WI.
- 1981 M.S. Speech Communication, Colorado State University, Ft. Collins, CO.
- 1978 B.A. Speech and Theatre Arts, Colorado State University, Ft. Collins, CO.

# ACADEMIC POSITIONS HELD

- September 2015 Currently: Associate Director, School of Arts and Communication, Oregon State University, Corvallis, OR.
- September 2015 Currently: Unit Coordinator, Speech Communication, School of Arts and Communication, Oregon State University, Corvallis, OR.
- January 2011 August 2011: Unit Coordinator, Speech Communication, School of Arts and Communication, Oregon State University, Corvallis, OR.
- July 2003 December 2010: Chair, Department of Speech Communication, Oregon State University, Corvallis, OR.
- Dec. 16, 1997-June 15, 1998: Acting Chair, Department of Speech Communication, Oregon State University, Corvallis, OR.
- 1997-present: Associate Professor, Department of Speech Communication, Oregon State University, Corvallis, OR.
- 1991-1997: Assistant Professor, Department of Speech Communication, Oregon State University, Corvallis, OR.
- 1987-1991: Assistant Professor, Department of Communication Studies, Texas Tech University, Lubbock, TX.
- 1986-1987: Lecturer, Department of Rhetoric, University of California, Davis, CA.
- 1982-1986: Graduate Teaching Assistant, Department of Communication Arts, University of Wisconsin-Madison, Madison, WI.
- 1980-1982: Instructor, Department of Speech Communication, Colorado State University, Ft. Collins, CO.
- 1978-1980: Graduate Teaching Assistant, Department of Speech Communication, Colorado State University, Ft. Collins, CO.

#### COURSES TAUGHT AT OREGON STATE UNIVERSITY

COMM 111, Public Speaking

COMM 111H, Public Speaking, Honors

COMM 114, Argumentation and Critical Discourse

COMM 114H, Argument and Critical Discourse, Honors

COMM 199, Freshman Discovery

COMM 267, Parliamentary Procedure

COMM 316, Advanced Persuasion COMM 320, Introduction to Human Communication II COMM 368, Propaganda and Social Control COMM 412/512, ST/ Pre-Civil War Rhetoric COMM 412/512, ST/, Rhetoric of the American Revolution COMM 471/571, Television Criticism COMM 456/556, Rhetoric 500 B.C to 500 A.D. COMM 460/560, Rhetoric of Revolutionaries and Reactionaries COMM 466/566, Ethics of Rhetoric COMM 520, Graduate Seminar in Communication COMM 599, Seminar, Metaphor and Style in Rhetoric

#### Curriculum Development

1995, Course Developed: COMM 267, Parliamentary Procedure 1993-1994, Member, Department Committee on Revising the Major 1991-1992, Member, Ad Hoc Department Committee on Integrating the Broadcast Media Communication Curriculum into the Communication Area

#### PUBLICATIONS

- Iltis, Robert S. "*Kultur* and Cultural Transgression." *Rhetoric in Europe Conference Proceedings*. Saarbrücken, Germany: Europäisches Institut für Rhetorik EIR, 2014. http://www.uni-saarland.de/en/institut/the-european-institute-of-rhetoric-eir/internation al-conference-2013-rhetoric-in-europe-call-for-papers/proceedings.html.
- Iltis, Robert S. "Our Premature Burial: A Response to Lawrence W. Rosenfield's 'An Autopsy of the Rhetorical Tradition'." *Reengaging the Prospects of Rhetoric: Current Conversations and Contemporary Challenges.* Ed. Mark Porrovecchio. New York: Routledge, 2010. 57-68.
- Iltis, Robert S. "Reconsidering the Demagoguery of Huey Long." A Rhetorical History of the United States, vol. 7. Ed. Thomas Benson. East Lansing, Michigan: Michigan State University Press, 2006. 369-417.
- Herrick, James (**Robert S. IItis**, Consulting Editor). *Argumentation: Understanding and Shaping Arguments*, 2<sup>nd</sup> edition. State College, PA: Strata Publishing Inc. 2005.
- Iltis, Robert S. "Figuration of Moral Reform in the Rhetoric of Theodore Dwight Weld." *Rhetorical Democracy: Discursive Practices of Civic Engagement*. Eds. Jerome Hauser and Amy Grim. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2003.
- G. H. Morris, Cindy H. White, and Robert Iltis. "`Well, Ordinarily I Would, But': Reexamining the Nature of Accounts for Problematic Events." *Research on Language and Social Interaction* 27 (1993): 123-144.

Iltis, Robert S. "Textual Dynamics of `The New South."" Communication Studies 43 (1992): 29-41.

Iltis, Robert S. Workbook for Public Speaking. Burgess International Group, 1990.

Iltis, Robert S. and Stephen H. Browne. "Tradition and Resurgence in Public Address Studies." *Essays to Commemorate the 75th Anniversary of the Speech Communication Association*. Ed. Gerald M. Phillips and Julia T. Wood. Carbondale, Illinois: Southern Illinois University Press, 1989. 81-93. (Competitively selected.)

#### Papers Presented at Conferences

- Iltis, Robert S. "Style, Argument and Rhetorical Effectiveness: George W. Bush on Iraq." International Conference on Rhetoric – "Days of Ivo Škarić." Postira, Croatia, April, 2014.
- Iltis, Robert S. "*Kultur* and Cultural Transcultural Transgression." Rhetoric in Europe Conference, Europäisches Institut für Rhetorik, Saarbrücken, Germany, October, 2013.
- Iltis, Robert S. "Of War and Warring Ideologies in Contemporary Social Controversies." 82<sup>nd</sup> Annual Western States Communication Association Convention, Monterrey, CA. February, 2011. (Respondent.)
- Iltis, Robert S. "Henry Sipkins and the Duty of Gratitude." 96<sup>th</sup> Annual National Communication Association Convention, San Francisco, CA. November, 2010.
- Iltis, Robert S. "Heroes and Outlaws: Rhetorics of Identity, Concealment and Coping." 80<sup>nd</sup> Annual Western States Communication Association Convention, Phoenix, AZ. February, 2009. (Respondent.)
- Iltis, Robert S. "Fear and Envy in Our Ages of Anxiety." 94<sup>th</sup> Annual National Communication Association Convention, San Diego, CA. November, 2008.
- Iltis, Robert S. "Our Premature Burial: A Response to Lawrence W. Rosenfield's 'An Autopsy of the Rhetorical Tradition'." 94<sup>th</sup> Annual National Communication Association Convention, San Diego, CA. November, 2008.
- Iltis, Robert S. "Edwin Black and the Objective Correlative." 93<sup>rd</sup> Annual National Communication Association Convention, Chicago, IL. November, 2007.
- Iltis, Robert S. "Richard Weaver's Tragic Hero." 92<sup>nd</sup> Annual National Communication Association Convention, San Antonio, TX. November, 2006.
- Iltis, Robert S. "Richard Weaver and the Lesser Versions of Ourselves." 92<sup>nd</sup> Annual National Communication Association Convention, San Antonio, TX. November, 2006. (Respondent.)
- Iltis, Robert S. "Theodore Dwight Weld's tragic vision." Invited paper, Rhetoric Society of America Biennial Institute, Kent State University, Kent, OH. May, 2005.

- Iltis, Robert S. "Lincoln's dedication at Gettysburg." Paper presented for a competitively selected panel, Public Address Division, 90<sup>th</sup> Annual National Communication Association Convention, Chicago, IL. November, 2004.
- Iltis, Robert S. "Public Address in Argument Analysis." Paper presented for the panel, "Theory and Practice in Teaching Public Address," 90<sup>th</sup> Annual National Communication Association Convention, Chicago, IL. November, 2004.
- Iltis, Robert S. "Reason and Propaganda: The Case of George W. Bush before the United Nations." Paper presented for a competitively selected panel, Rhetoric and Communication Theory Division, 90<sup>th</sup> Annual National Communication Association Convention, Chicago, IL. November, 2004.
- Iltis, Robert S. "Reading Emerson on John Brown: An Appreciation of Bitzer and His Critics." 88<sup>th</sup> Annual National Communication Association Convention, New Orleans, LA. November, 2002.
- Iltis, Robert S. "Caricature and Prophesy in the Oratory of Huey Long." 88<sup>th</sup> Annual National Communication Association Convention, New Orleans, LA. November, 2002.
- Iltis, Robert S. "Samuel Seabury's *Alarm*: A Study in the Limits of Confrontational Rhetoric." Competitively selected paper, 82<sup>nd</sup> Annual Speech Communication Association Convention, San Diego, CA. November 1996.
- Iltis, Robert S. "Emerson on the Impending Crisis: The Bounds of Civil Discourse." 81<sup>st</sup> Annual Speech Communication Association Convention, San Antonio, TX. November, 1995.
- Iltis, Robert S. "Jacques Ellul on the Image against the Individual." 81<sup>st</sup> Annual Speech Communication Association Convention, San Antonio, TX. November, 1995.
- Iltis, Robert S. "Formal Abasement in Ralph Waldo Emerson's `John Brown.'" 80<sup>th</sup> Annual Speech Communication Association Convention, New Orleans, LA. November, 1994.
- Iltis, Robert S. "The Imperious Style of Douglas MacArthur." 79th Annual Speech Communication Convention, Miami, FL. November, 1993.
- Iltis, Robert S. "Reflections on Photographs of Calvin Coolidge." 79th Annual Speech Communication Convention, Miami, FL. November, 1993.
- G. H. Morris, Cindy H. White, and **Robert IItis**. "`Well, Ordinarily I Would, But': Reexamining the Nature of Accounts for Problematic Events." Western Speech Communication Association Convention, February 1993. (Discussant.)
- Iltis, Robert S. "Huey Long as Agitative Propagandist." 78th Annual Speech Communication Association Convention, Chicago, IL. November, 1992.

- Iltis, Robert S. "Text and Context in Rhetorical Criticism: Three Studies." 78th Annual Speech Communication Association Convention, Chicago, IL. November, 1992. (Respondent.)
- Iltis, Robert S. "Rhetoric and the Search for Order: Studies in Turn of the Century American Public Address." 77th Annual Speech Communication Association Convention, Atlanta, GA. November, 1991. (Respondent.)
- Cindy H. White, G. H. Morris and Robert Iltis. "Variations Among Contexts of Accounts in Ordinary Social Interaction." 77th Annual Speech Communication Association Convention, Atlanta, GA. November 1991. (Discussant.)
- Iltis, Robert S. "Alexander H. Stephens Prepares for Disunion: The `Union Speech' Reconsidered." Southern States Speech Communication Association Convention, April 1991.
- Iltis, Robert S. "The Literary Context of `The New South.' 76th Annual Speech Communication Association Convention, Chicago, IL. November, 1990.
- Iltis, Robert S. "Huey Long and the Legacy of Populism." 75th Annual Speech Communication Association Convention, San Francisco, CA. November, 1989.
- Iltis, Robert S. "Ciceronian Prosecution in Huey Long's `Share Our Wealth' Speeches." 74th Annual Speech Communication Association Convention, New Orleans, LA. November, 1988.
- Iltis, Robert S. "Henry Grady as Nascent Populist." 74th Annual Speech Communication Association Convention, New Orleans, LA. November, 1988.
- Iltis, Robert S. "Competitive Papers in Rhetoric and Public Address," Western Speech Communication Association Convention, February, 1988. (Respondent.)
- Iltis, Robert S. "Beyond Devil Tokens: Huey P. Long on Wealth and the Wealthy." 72nd Annual Speech Communication Association Convention, Chicago, IL. November, 1986.
- Iltis, Robert S. "Time, Blood, Buildings and Soil: The Style of `The New South." Central States Speech Association Convention, April 1986.
- Iltis, Robert S. "Huey Long's Argument on Sharing the National Wealth." 71st Annual Speech Communication Association Convention, Denver, CO. November, 1985.

#### Grants

2013: \$2500, Oregon State University Faculty Internationalization Grant to support conference paper presentation, "*Kultur* and Cultural Transcultural Transgression." Rhetoric in Europe Conference, Europäisches Institut für Rhetorik, Saarbrücken, Germany, October, 2013.

- 1996: \$3384, Oregon State University Research Council Grant to complete archival research on Ralph Waldo Emerson's abolitionist oratory for the Michigan State University Press. Sole investigator.
- 1994: \$1000 Oregon State University Library Research Travel Grant to complete research on Huey P. Long's campaign speaking in Louisiana for the book *The Oratory of Huey Long*. Sole investigator.
- 1988: \$1020 from the Texas Tech University Institute for Communication Research to fund archival work for the project "The Southern Tradition in Transition: Readings in the Rhetoric of Henry Grady and Tom Watson." Sole investigator.
- 1988: \$2500 from the Texas Tech University Institute for University Research to fund archival work for the project, "An Interpretive History of Post-Bellum Southern Oratory: Readings in the Rhetoric of Alexander H. Stephens, Henry Grady, Tom Watson and Huey Long." Sole investigator.

#### SERVICE

#### **University Service**

#### University

Member, Academic Advisory Council, Oregon State University, Corvallis, OR. 2015 -.

- Member. Review Board, Center for the Humanities, Oregon State University, Corvallis, OR. 2014-16.
- Member. University Curriculum Council. Faculty Senate. Oregon State University, Corvallis, OR. 2011-2013.
- Member. Zoology Undergraduate Program Review Committee. Oregon State University, Corvallis, OR. 2012.
- Member and Presenter. Exercise and Sport Science Undergraduate Program Review Committee. Oregon State University, Corvallis, OR. 2011-2012.
- Member. Hiring Committee, Associate Dean Search, University Honors College. Oregon State University, Corvallis, OR. 2010.
- Member and Presenter. Math Program Review Committee. Oregon State University, Corvallis, OR. 2002-2003, 2005-06.
- Co-Teacher with Dr. Roger Ely and Dr. Trischa Goodnow. Graduate Presentations Course. Department of Bioengineering, Oregon State University, 2004.

Member. Faculty Senate. Oregon State University, Corvallis, OR. 2004-06.

Member. Review Board, Center for the Humanities, Oregon State University, Corvallis, OR. 2004-05.

Substitute Parliamentarian. Faculty Senate, Oregon State University, Corvallis, OR. 2004-05.

- Presenter. "Oral Presentations in Writing Courses," Writing Intensive Program, Oregon State University, Corvallis, OR. April 23, 2003.
- Parliamentarian. Faculty Senate, Oregon State University, Corvallis OR. 1999-2000, 2002-03.
- Faculty Representative. Harry S. Truman Scholarship Foundation, Oregon State University, Corvallis, OR. 1996-1999.

# College

- Member, Business Manager Hiring Committee, College of Liberal Arts, Oregon State University, 2008-2009.
- Chair, Curriculum Committee, College of Liberal Arts, Oregon State University, Corvallis, OR. 2008-2009.
- Member. Curriculum Committee, College of Liberal Arts, Oregon State University, Corvallis, OR. 2007-2008.
- Member. Budget Committee, College of Liberal Arts, Oregon State University, Corvallis, OR. 2004-06.
- Actor. Niels Bohr in *Copenhagen* by Michael Frayn. A staged reading for Holocaust Week, University Lab Theatre, sponsored by the Horning Endowment, Department of History, Oregon State University, Corvallis, OR. April, 2003.
- Replacement Member. Curriculum Committee, College of Liberal Arts, Oregon State University, Corvallis, OR. 1993-1995.
- Colloquium Presenter. "Text and Context in Public Address Studies." The combined Rhetoric faculty of the Departments of English and Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. Spring, 1994.
- Faculty Forum Moderator. "Offensive Speech and the First Amendment in the Classroom." College of Liberal Arts, Oregon State University, Corvallis, OR. June, 1993.
- Member. Environmental Affairs Task Force, College of Liberal Arts, Oregon State University, Corvallis, OR. 1992-1993.

#### Department

- Member. Travel Committee, Speech Communication, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 2013-2014.
- Chair. Travel Committee, Speech Communication, School of Arts and Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 2012-2013.
- Chair. Hiring Committee for Assistant Professor Position in Organizational Communication. Department of Speech Communication, College of Liberal Arts, Oregon State University, Oregon State University, Corvallis, OR. 2012.
- Chair. Hiring Committee for Assistant Professor Position in Intercultural Communication. Department of Speech Communication, College of Liberal Arts, Oregon State University, Oregon State University, Corvallis, OR. 2008.
- Chair. Hiring Committee for Assistant Professor Position in Forensics. Department of Speech Communication, College of Liberal Arts, Oregon State University, Oregon State University, Corvallis, OR. 2004.
- Director of Graduate Studies. Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1993-1997
- Chair. Hiring Committee for Graduate Teaching Assistants, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1993-1997.
- Member. Executive Committee, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1994-1995.
- Editor. Department's proposal for a discipline based master's degree, College of Liberal Arts, Oregon State University, Corvallis, OR. 1994-1995.
- Library Liaison. Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1993-1995.
- Author and editor. Departmental Response to the University's "Reorganizing the University" initiative, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. Spring, 1992-1993.
- Member. Travel Committee, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1992-1994.
- Co-chair. Faculty Hiring Committee, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1992-1993.
- Member. Standing Committee on Department Travel, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1991-1993.

- Member. Ad Hoc Committee to respond to the University's Vision Statement, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1991-1992.
- Member. Faculty Hiring Committee, Department of Speech Communication, College of Liberal Arts, Oregon State University, Corvallis, OR. 1991-1992.

#### Service to the Profession

- Reviewer, Contributed Papers and Panels, Peace and Conflict Division, National Communication Association, 2015.
- Reviewer, Contributed Papers and Panels, Public Address Division, National Communication Association, 2015.
- Reviewer. Contributed Papers, Rhetoric & Public Address Interest Group, Western States Communication Association, 2012.
- Lecturer. "John Huston's *The Battle of San Pietro*." Sede di Roma Program, Pennsylvania State University, Rome, Italy. June, 2009.
- Manuscript Reviewer. Rhetoric and Public Affairs. 2007-2008
- Reviewer. Contributed Papers, Public Address Division, 89<sup>th</sup> Annual National Communication Association Convention, Miami, FL. November, 2003.
- Critic and Respondent. Hayward Conference in Rhetorical Criticism, California State University, Hayward, CA. 1995.
- Critic and Respondent. Hayward Conference in Rhetorical Criticism, California State University, Hayward, CA. 1993.
- Critic and Respondent. Hayward Conference in Rhetorical Criticism, California State University, Hayward, CA. 1992.
- Referee. Papers and panel proposals, Public Address Division, 78<sup>th</sup> Annual Speech Communication Association Convention, Chicago, IL. November, 1992.
- Referee. Papers submitted, Public Address Division, Western States Communication Association Annual Convention, 1991-1992.

#### Service to the Public

Presenter. "Barack Obama's Eloquence." Oregon State University Alumni Association, Academy for

Lifetime Learning, May, 2009.

Presenter. "Turning Points in American Rhetoric." Oregon State University Alumni Association, Academy for Lifetime Learning, October, 2007.

Lecturer and discussant. "Negative Campaign Ads," a public forum at Benton County Democratic Party Headquarters, Corvallis, OR. October 17, 1996.

# VITA

## William Earl Loges

June, 2016

- University Address: New Media Communications Oregon State University Corvallis, OR 97331-6202 (541) 737-9855
- Internet Address: bill.loges@oregonstate.edu

Citizenship: United States of America

#### **Education:**

Ph.D. Communication Theory and Research Annenberg School for Communication University of Southern California, May, 1992

MA Communication Theory and Research Annenberg School for Communication University of Southern California, December, 1989

BA Communications, *cum laude* University of California, San Diego, June, 1983

#### Academic Appointments:

Fall, 2003—Present: Oregon State University
Coordinator, New Media Communications program, 2010-present
Associate Professor, New Media Communications and Sociology
Courses taught: Introduction to New Media Communications, New Media and Society, Media Theory, Diffusion of Innovations, Media Ethics, Media Effects, History of Telecommunication, The Meaning of Video Games, Capstone.
Service: New Media Communications Curriculum Development Committee (2003-2006); Faculty Advisor to the Chess Club (2003-2005); College of Liberal Arts Curriculum Committee (2005-2008, Chair, 2007-2008); College of Liberal Arts Outstanding Senior Committee (2004-2008, Chair, 2005-2006); Member, Board of Advisors, University Center for Teaching and Learning (2005-2010); University Task Force on Student Evaluation of Teaching (2008-2013); Faculty Senate Committee on Review and Appeals, Chair (2010-2011); Faculty Senate Committee on Computer Resources on Campus (2013-present).

Fall, 2000—Summer, 2003: University of Southern California

Lecturer and Research Associate, Annenberg School for Communication

- Courses taught: Uses of Communication Research, Practicum in Communication Research, Research Methods, Evaluating Communication Needs, Learning from Case Studies in Communication
- Service: Faculty Master, Annenberg House (a residential honors college), 2000-2003; Comprehensive Examination Committee, 2001-2002; Grade Appeal Committee, 2002.
- Research Associate: Communication Technology and Community Program; Neighborhood Participation Project

Fall, 1995—Summer, 2000: Baylor University

Assistant Professor, Department of Communication Studies

Primary course responsibilities: Mass Media and Society, Diffusion of Innovations, History of Broadcasting, graduate seminars in research methods, technology and

- society, and media effects
- Service: University Bookstore Committee, 1999-2000; Departmental Search Committees (2), Telecommunication curriculum development, and a survey of departmental alumni (2000).

Fall, 1994—Spring, 1995: University of Southern California

Visiting Assistant Professor, Annenberg School for Communication

Primary course responsibilities: graduate courses in Diffusion of Innovations, Social

Roles of Communication Media, Social Dynamics of Communication

Technology, Communication and International Development

Service on Comprehensive Examination Committee

Fall, 1992—Summer, 1994: University of Denver

Visiting Lecturer, Department of Mass Communication and Journalism Primary course responsibilities: Introduction to Mass Communication, Mass Media and Society, graduate seminar in Effects and Consequences of Mass Media Service on Departmental Graduate Program Committee and Curriculum Development Committee

Fall, 1990—Spring, 1992: Loyola Marymount University, Los Angeles Lecturer, Department of Communication Primary course responsibilities: Public Speaking, Communication Campaigns

## **Other Experience:**

August, 1995—December, 2014: Institute for Global Ethics, Rockland, Maine Research Consultant Design and analysis of surveys related to values and ethics

September, 2007—April, 2008: KDHX Community Media Research Consultant Design and analysis of surveys related to values and ethics July—September, 1989: Quick-Tally Systems, Los Angeles, CA NBC Television broadcast *The R.A.C.E.* (Sept. 5-6, 1989) Data collection

October, 1983—August, 1986: The Travelers Insurance Company, Brea, CA Assistant Supervisor, Group Health Claims

# Membership in Professional Organizations:

International Communication Association American Sociological Association

#### **Teaching and Research Interests:**

Media Communication: Communication infrastructures, media effects, politics, critical studies of media systems, diffusion of innovations through networks. Sociology: Social effects of media structures, cultural studies, network theory. Social Psychology: Belief systems and human value systems. Classroom architecture and student experience.

# Honors and Awards:

- Beverly B. and James K. Baker Research Fellow, 1998. Awarded by The Institute for Global Ethics for scholarly research in areas of primary interest to the Institute.
- Top 2 paper, AEJMC: **Loges,** W. E. and Jung, Joo-Young. Exploring the Digital Divide: Internet Connectedness and Age. Presented to the annual conference of the Association for Education in Journalism and Mass Communication, August, 2001, Washington, D.C.
- Top paper, ICA Plenary Interactive Paper Session: Carpusor, A. and Loges, W.E. (2006, June). Testing rental discrimination in Los Angeles: Stereotypes and perceptions of ethnicity in names. Presented to the 56<sup>th</sup> Annual Conference of the International Communication Association, Dresden, Germany.

# **Funded Research:**

- Newspaper-Community Relations: Evolution or Revolution? \$33,000 from the Annenberg Center for Communication, May, 1995.
- Understanding Values in Political Campaigns. \$2000 from Baylor University, November, 1996.
- Communications Technology and Urban Governance Reform. \$435,478 from National Science Foundation, July 2001-July 2004. Research Associate. NSF org, IIS 0112899 (Juliet Musso et al., PIs)

Community Radio in Los Angeles: A Case Study. \$10,000 from the University of Southern California's Office for Undergraduate Research, October, 2002.

Racism, values, and normativity. \$4750 grant from Oregon State University, November 2005.

# Publications

# Author:

- Kane, L. and Loges, W.E. (2015). Television Inspired Cosplay and Social Media. In A.F. Slade et al. (Eds.), *Television, Social Media, and Fan Culture*. NY: Lexington Press, pp. 317-334.
- Clough, S. & Loges, W.E. (2008). Racist beliefs as objectively false value judgments: A philosophical and social-psychological analysis. *Journal of Social Philosophy*, *39*(1), 77-95.
- Weare, C., Loges, W.E., & Oztas, N. (2007). Email effects on the structure of local associations: A social network analysis. *Social Science Quarterly*, 88, 222-243.
- Carpusor, A. and Loges, W.E. (2006). Rental discrimination and ethnicity in names. *Journal of Applied Social Psychology*, *36*(4), 934-952.
- Musso, J.A., Weare, C., Oztas N., & Loges, W.E., (2006). Neighborhood governance reform and networks of community power in Los Angeles. *American Review of Public Administration*, 36, 79-97.
- Bruschke, J. & Loges, W.E. (2006, January). Free press vs. fair trials: Examining publicity's role in trial outcomes. *The Hennepin Lawyer*, pp. 20-21.
- Weare, C., Loges, W.E., & Oztas, N. (2005). Does the Internet Enhance the Capacity of Community Associations? In P. van den Besselaar, G. De Michelis, J. Preece, & C. Simone (Eds.), *Proceedings of the 2<sup>nd</sup> Annual Conference on Communities and Technology* (pp. 1-18). Dordrecht: The Netherlands: Kluwer Academic Press.
- Hardyk, B., **Loges, W.E**., & Ball-Rokeach, S.J. (2005). Radio as a successful local storyteller in Los Angeles: A case study of KKBT and KPCC. *Journal of Radio Studies*, *12*, 156-181.
- Bruschke, Jon & Loges, W.E. (2004). *Free Press vs. Fair Trials: Examining Publicity's Role in Trial Outcomes.* Mahwah, NJ: Lawrence Erlbaum Associates.
- Barge, J.K. and Loges, W.E. (2003). Parent, student, and teacher perceptions of parental involvement. *Journal of Applied Communication Research*, *31*(2), 140-163.

- Loges, W.E. and Ball-Rokeach, S.J. (2001). Mass Media and Crime. In J. Dressler et al. (Eds.), *Encyclopedia of Crime and Justice, Second Edition*. NY: Macmillan Reference, pp. 988-995.
- Loges, W.E. and Jung, Joo-Young (2001). Exploring the Digital Divide: Internet connectedness and age. *Communication Research*, 28(4), 536-562.
- Ball-Rokeach, S.J. & Loges, W.E. (2000). Ally or Adversary? Using Media Systems for Public Health. *Prehospital and Disaster Medicine*, 15(4), 188-195.
- Loges, W.E., and Kidder, R.M. (2000). *Reaching Out: Broadening College-Student Constituencies for Environmental Protection*. Camden, ME: The Institute for Global Ethics.
- Loges, W.E., Kidder, R.M., and Novak, C.R. (1999). *Leadership and Values: The People of Illinois and Their Community Colleges*. Camden, ME: The Institute for Global Ethics.
- Bruschke, Jon and W.E. Loges, (1999). Relationship between pretrial publicity and trial outcomes. *Journal of Communication*, 49(4), 104-120.
- Loges, W.E. and Kidder, R.M. (1997). *Global Values, Moral Boundaries: A Pilot Survey*. Camden, ME: The Institute for Global Ethics.
- Ball-Rokeach, S.J. and W.E. Loges. (1996). Making Choices: Media Roles in the Construction of Value-Choices, in C. Seligman, J.M. Olson, & M.P. Zanna (Eds.), *Values: The Ontario Symposium, Vol. 8*. Hillsdale, NJ: Erlbaum Assoc., Inc., pp. 277-298.
- Ball-Rokeach, S.J. and W.E. Loges (1994). Choosing equality: The correspondence between attitudes about race and the value of equality. *Journal of Social Issues*, 50(4), 9-18.
- Mayton, D.M., Ball-Rokeach, S.J., & Loges, W.E. (1994). Human values and social issues: An introduction. *Journal of Social Issues*, 50(4), 9-18.
- Loges, W.E. (1994). Canaries in the coal mine: Perceptions of threat and media system dependency relations. *Communication Research*, 21(1), 5-23.
- Loges, W.E. & Ball-Rokeach, S.J. (1993). Dependency relations and newspaper readership. *Journalism Quarterly*, 70(3), 602-614.
- Ball-Rokeach, S.J. and W.E. Loges (1992). Value Theory and Research, in E.F. Borgatta & M.L. Borgatta (Eds.), *Encyclopedia of Sociology*. NY: MacMillan.

Author, In Press:

Bruschke, J., Gonie, A., Hill, S., Fiber-Ostrow, P., and **Loges**, W.E. (in press). The influence of heterogeneous exposure, and pre-deliberation queries on pretrial publicity effects. *Communication Monographs*.

## **Author, Forthcoming:**

### Author, Work in Progress:

## **Publications (Editor):**

Baird, R., Loges, W.E., and Rosenbaum, S. (Eds.) (1999). *The Media and Morality*. Amherst, NY: Prometheus Press.

Member, Editorial Board, Communication Research, 1995-1999

Mayton, D.M., **Loges**, W.E., Ball-Rokeach, S.J., and Grube, J., (eds.) (1994). Human Values and Social Issues: Current Understanding and Implications for the Future. Special issue of the *Journal of Social Issues* 50(4).

### **Publications (Book Review):**

Loges, W.E. (2008). Review of *The Trial in American Life* by R.A. Ferguson. *Rhetoric & Public Affairs*, 11(4), 682-684.

## **Publications (Online):**

Loges, W.E. (2012, May 14). Social readers as people and as machines. *Ethics Newsline* [Online]. http://www.globalethics.org/newsline/2012/05/14/social-readers/

### **Presentations at Professional Conferences:**

- Loges, W.E. (2015, March & July). The role of values in media management. Invited presentation to the National Federation of Community Broadcasters regional summits, St. Louis, MO and Olympia, WA.
- Bruschke, J., Fiber-Ostrow, P., Hill, S. and **Loges**, W.E. (2013, February). The influence of delay, heterogeneous exposure, and pre-deliberation on pretrial publicity effects. Presented to the Western States Communication Association, Reno, NV.

- Kesterson, T. and **Loges**, W.E. (2009, August). Relationships between mood and aesthetics in video game design. Presented to the 15<sup>th</sup> International Symposium on Electronic Art, Belfast, UK.
- Carpusor, A. and **Loges**, W.E. (2006, June). Testing rental discrimination in Los Angeles: Stereotypes and perceptions of ethnicity in names. Presented to the 56<sup>th</sup> Annual Conference of the International Communication Association, Dresden, Germany.
- **Loges, W.E.**, Ball-Rokeach, S.J., & Qiu, J.L. (2005, May). Broken Bonds at Work, Broken Bonds at Home. Presented to the 55<sup>th</sup> Annual Conference of the International Communication Association, New York, NY.
- Weare, C., **Loges, W.E**., & Oztas, N. (2005, February). The Internet's Effect on the Centrality and Density of Social Networks. Presented to the XXV International Sunbelt Social Network Conference, Redondo Beach, CA.
- Hardyk, B., Loges, W.E., & Ball-Rokeach, S.J. (2004, May). Radio as a Successful Local Storyteller in Los Angeles: A Case Study of KKBT and KPCC. Presented to the 54<sup>th</sup> Annual Conference of the International Communication Association, New Orleans, LA.
- Loges, W.E., Ball-Rokeach, S.J., & Qiu, J.L. (2003, February). Broken Bonds at Work, Broken Bonds at Home. Presented at the 7<sup>th</sup> Annual conference of the Alliance of Work/Life Professionals, Orlando, Florida.
- **Loges, W.E.** and Ahuja, P. Teaching their children well: Dependency relations preferred by parents. Presented to the 52<sup>nd</sup> Annual Conference of the International Communication Association, Seoul, South Korea, July, 2002.
- Kim, Y-C., Jung, J-Y., Ball-Rokeach, S.J., and Loges, W.E.. Ethnicity, place, and communication technology: Geo-ethnic effect on multi-dimensional Internet connectedness in urban communities. Paper presented to the 52<sup>nd</sup> Annual Conference of the International Communication Association, Seoul, South Korea, July, 2002.
- Ball-Rokeach, S.J., Kim, Y-C., Loges, W.E., and Young, J-Y. (2001, November). Measuring ecological relationships between the Internet and individuals: Revisiting the Internet Connectedness Index. Presented to the IAMCR and ICA Symposium on the Digital Divide, Austin, TX.
- **Loges,** W. E. and Jung, Joo-Young. Exploring the digital divide: Internet connectedness and age. Paper presented to the annual conference of the Association for Education in Journalism and Mass Communication, August, 2001, Washington, D.C.
- **Loges**, W.E. and Jung, Joo-Young. Exploring the digital divide: Internet connectedness and age. Presented to the 51<sup>st</sup> Annual Conference of the International Communication Association, Washington, D.C., May, 2001.

- Bruschke, Jon and **Loges**, W.E. The effect of pretrial newspaper coverage on Federal murder and robbery cases. Presented at the Western States Communication Association annual conference, Coeur d'Alene, ID, February, 2001.
- **Loges**, W.E. and Jones, G.J., Values and parasocial phenomena. Presented at the International Communication Association Annual Conference in Acapulco, Mexico, May, 2000.
- Maxwell, S. and W.E. **Loges**. Sex Offenders and the Media. Workshop at the 5<sup>th</sup> National Conference on Children and Violence, Houston, TX, November 12, 1998.
- Bruschke, J. and W.E. **Loges**. The effects of pretrial publicity on trial outcomes. Presented at the National Communication Association Annual Conference, New York City, November, 1998.
- Power, J.G., S.J. Ball-Rokeach, and W.E. Loges. Caretakers of the culture. Presented at the 46th Annual Conference of the International Communication Association, Chicago, IL, May, 1996.
- **Loges**, W.E. and Ball-Rokeach, S.J. Making sense of values in political rhetoric. Presented at the 45th Annual Conference of the International Communication Association, Albuquerque, NM, May, 1995.
- Ball-Rokeach, S.J. and W.E. Loges. The measurement of belief: Phenomenological correspondence between concept and measure in values and attitudes. Presented to the Social Psychology Section of the American Sociological Association Annual Meeting. Cincinnati, OH, August, 1991.
- **Loges**, W.E. The effect of dependency relations on newspaper readership: Theoretical considerations and empirical test. Presented to the Cultural Roundtable of the American Sociological Association Annual Meeting. Washington, D.C., August, 1990.
- **Loges**, W.E. The contribution of Warren Weaver: An assessment of his theoretical framework. Presented to the 38th Annual Conference of the International Communication Association. New Orleans, LA, June, 1988.

## **Dissertation:**

Loges, W.E. (1992). *Canaries in the Coal Mine: Perceptions of Threat and Media System Dependency Relations*. Doctoral Dissertation, University of Southern California.

### **Public Appearances:**

- Quoted in newspapers, including *The New York Times*, USA Today, the Denver Post, the *Waco Tribune-Herald*, the *Edmonton Sun* and the Corvallis *Gazette-Times*.
- Radio appearances on Wisconsin Public Radio (1993); local stations in Montreal (1999), Philadelphia (1999), Denver (1992), Eugene, Oregon (2004 and 2006), Medford, Oregon (2004), and Northridge, California (2006). Local television news appearances in Waco, Texas in 1996, 1997, and 1998.
- Which Way L.A.? Roundtable discussion of the Unabomber's blackmail of major newspapers, KCRW-FM, Santa Monica, CA, July 11, 1995.
- "How I Won the Culture War: Resisting Alienation in American Mass Communication," presented to Breakfast at Baylor, a speakers series sponsored by Baylor University and the Waco Chamber of Commerce, September 28, 1999.
- "Pretrial Publicity and Judicial Outcomes," presented to the Judge Abner V. McCall Inn of Court Meeting of the Waco chapter of the American Inns of Court, December 16, 1999.
- "Selling Your Children," presented to the Waco Founder Lions Club, February 2, 2000.
- *On the Media*. Discussion of the impact of media coverage on criminal trials. National Public Radio, July 1, 2005.
- "Culture as Commodity," presented to the Phi Theta Kappa Rocky Mountain-Cascade Region's Regional Honor Institute, November 19, 2005, Turner, Oregon.
- "Politics, Media, and Political Communication," panel member with David Broder, Bill Lunch, Mark Moore, and Rob Sahr. Valley Library, Oregon State University, April 19, 2006. (<u>http://www.gazettetimes.com/gt-to-go/podcasts/podcast.php?id=133</u>)
- "Using Internet Connections to Coordinate Grass-Roots Organizations," presented to Your Voice Your Conference, Oregon State University, January 18, 2007.
- "The Changing Value of Information," presented to Oregon Invasive Species Council, Salem, Oregon, February 19, 2009.
- "Who's Listening?: Civil Liberties in a Digital World." Participant, ACLU of Oregon panel on privacy in the digital age, Corvallis, OR. April 20, 2011.
- "Changing Global Connections: Neighborhoods Real and Virtual." Presented to the Academy for Lifelong Learning, Corvallis, OR, December 1, 2015.

## Mark J. Porrovecchio

Director of Forensics Associate Professor Speech Communication School of Arts and Communication Oregon State University 205 Shepard Hall Corvallis, OR 97331 541.737.8230 (p) 541.737.4443 (f) mark.porrovecchio@oregonstate.edu

#### **EMPLOYMENT:**

09/06 -

Oregon State University, Speech Communication, Corvallis, OR 97331 *Director of Forensics*: In charge of directing an undergraduate squad of 10-25 plus student competitors; coaching students in limited preparation, platform, and interpretative individual events, as well as public (and previously parliamentary) debate; overseeing 1-2 graduate coaching assistants; coordinating travel-related scheduling and budgeting; chaperoning and judging undergraduate students at speech and debate tournaments (regional, national, and international); serving on the tab room/tournament staff at regional and national tournaments; and hosting/running annual regional tournaments.

#### Organizational Affiliations:

- American Forensics Association (AFA)
- Pi Kappa Delta (PKD)
- International Public Debate Association (IPDA)
- International Forensics Association (IFA)
- Northwest Forensics Conference (NFC)
- Greater Portland Intercollegiate Debate League (GPIDL)
- National Parliamentary Debate Association (NPDA; 2006-2009)

### 2016-2017

Students Coach/Advised: 10-15

*Course Taught*: "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

#### **Professional Development:**

 September 10, NFC Annual Coaches Conference, Northwest Nazarene University, Nampa, ID

Campus Events:

- February 18-19, 11<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament
- November 1-December 1, Community Food Drive [benefiting Lane Benton Food Share], Shepard Hall

#### Tournaments Attended:

- March 21-24, Boise State University, Idaho [PKD National Tournament]
- March 4, Mt. Hood Community College, Portland, OR
- Feb. 25, Mt. Hood Community College, Portland, OR [National Qualifier Tournament]
- February 18-19, Oregon State University, Corvallis
- January 27-29, Western Washington University, Bellingham, WA [Regional Designated Tournament]
- December 2, Mt. Community College, Portland, OR
- November 18-20, Linfield College, McMinnville, WA [Regional Designated Tournament]
- November 3-4, Lower Columbia College, Longview, WA
- October 21-23, Pacific University, Forest Grove, OR
- October 7-9, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

## 2015-2016

Students Coach/Advised: 10-15

*Course Taught*: "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

#### Professional Development:

September 12, NFC Annual Coaches Conference, Clark College, Vancouver, WA

### Campus Events:

- February 21, GPIDL IPDA Tournament
- February 20, AFA, District II, Regional Qualifying Tournament
- January 16, GPIDL IPDA Tournament
- November 2-December 4, Community Food Drive [benefiting Lane Benton Food Share], Shepard Hall and SEAC Offices, Memorial Union

#### Tournaments Attended:

- March 13-19, Vienna, Austria [International Forensics Association Tournament]
- March 5, Mt. Hood Community College, Portland, OR
- February 21, Oregon State University, Corvallis, OR
- February 20, Oregon State University, Corvallis, OR [National Qualifier Tournament]
- February 12-14, Northwest Nazarene University, Nampa, Idaho [PKD Regional Designated]
- January 29-31, Pacific University, Forest Grove, OR [Regional Designated Tournament]
- January 16, Oregon State University, Corvallis, OR
- November 13-15, Linfield College, McMinnville, WA [Regional Designated Tournament]
- November 7-6, Lower Columbia College, Longview, WA
- October 29-30, Lower Columbia College, Longview, WA
- October 23-25, Whitworth University, Spokane, WA
- October 9-11, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2014-2015

#### Students Coach/Advised: 10-15

*Course Taught*: "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

#### Professional Development:

- September 6, NFC Annual Coaches Conference, University of Washington, Bothell, WA
- September 5, NFC Pre-Conference on Gender and Equity, University of Washington, Bothell, WA

Campus Events:

- February 8, GPIDL IPDA Tournament
- February 7, AFA, District II, Regional Qualifying Tournament
- November 3-December 8, Community Food Drive [benefiting Lane Benton Food Share], Shepard Hall and SEAC Offices, Memorial Union
- October 3, Beaver Community Fair Booth, MU Quad

#### Tournaments Attended:

- April 3-6, Lewis and Clark College, Portland, OR [AFA National Tournament]
- March 7-14, Barcelona, Spain [International Forensics Association Tournament]
- February 19-22, Gonzaga University, Spokane, WA
- February 8, Oregon State University, Corvallis, OR
- February 7, Oregon State University, Corvallis, OR [National Qualifier Tournament]
- January 23-24, Mt. Hood Community College, Portland, OR
- December 4-6, Clark College, Vancouver, WA
- November 13-16, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 6-8, Lower Columbia College, Longview, WA
- October 24-26, Pacific University, Forest Grove, OR
- October 10-12, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2013-2014

Students Coach/Advised: 10-15

*Course Taught*: "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

#### **Professional Development:**

September 7, NFC Annual Coaches Conference, Whitworth College, Spokane, WA

Campus Events:

- February 22-23, 10<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament
- November 4-December 11, Community Food Drive [benefiting Lane Benton Food Share], Shepard Hall and Gilkey Hall
- October 4, Beaver Community Fair Booth, MU Quad

Tournaments Attended:

- March 15-22, Paris, France [International Forensics Association Tournament]
- March 7-10, College of Southern Idaho, Twin Falls [PKD Regional Designated]
- February 22-23, Oregon State University, Corvallis, OR
- January 23-26, Pacific University, Forest Grove, OR [Regional Designated Tournament]
- November 14-17, Linfield College, McMinnville, OR [Regional Designated Tournament]
- October 31-November 2, Lower Columbia Community College, Longview, WA

#### 2012-2013

Students Coach/Advised: 10-15

*Courses Taught*: "Forensics" (COMM 221), "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

*Professional Positions Held*: Regional Director, Executive Council, IPDA; AFA District II Chairperson; AFA District II IPDA Rep

#### Professional Development:

• September 7, NFC Annual Coaches Conference, Clark College, Vancouver, WA

*Campus Events*:

- February 23-24, 9<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament
- January 12, GPIDL IPDA Tournament
- November 2-December 5, Community Food Drive [benefiting Lane Benton Food Share], Shepard Hall and Gilkey Hall
- September 28, Beaver Community Fair Booth, MU Quad

#### Tournaments Attended:

- March 9-17, Antwerp, Belgium [International Forensics Association Tournament]
- February 23-24, Oregon State University, Corvallis, OR
- February 8-10, University of Nevada, Reno
- January 24-27, Louisiana State University, Shreveport, LA
- January 12, Oregon State University, Corvallis, OR
- November 30-December 2, Clark College, Vancouver, WA
- November 8-11, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 1-3, Lower Columbia Community College, Longview, WA

#### 2011-2012

Students Coached/Advised: 10-15

*Courses Taught*: "Forensics" (COMM 221), "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

*Professional Positions Held*: Regional Director, Executive Council, IPDA; AFA District II Chairperson

**Professional Development:** 

- April 6, AFA Executive Council Meeting, San Marcos, TX
- September 10, NFC Annual Coaches Conference, Pacific Lutheran University, Tacoma, WA

#### Campus Events:

- April 6, Corvallis/Albany Oregon School Activities Association (OSAA) High School Speech and Debate District Qualifier
- February 25-26, 8<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament
- November 4-December 6, Community Food Drive [benefiting Lane Benton Food Share], Shepard Hall and Strand Ag. Hall
- September 30, Beaver Community Fair Booth, MU Quad

### Tournaments Attended:

- March 15-19, Metropolitan Community College, Overland Park, KS [PKD National Tournament]
- March 1-4, Spokane Falls Community College, Spokane, WA [PKD Great West Regional Tournament]
- February 25-26, Oregon State University, Corvallis, OR
- February 2-6, Sam Houston State University, Huntsville, TX
- January 21, Mt. Hood Community College, Gresham, OR
- December 2-4, Clark College, Vancouver, WA
- November 11-12, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 4-5, Lower Columbia Community College, Longview, WA
- October 21-23, College of Idaho, Caldwell, ID
- October 7-8, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2010-2011

Students Coached/Advised: 20-25

*Courses Taught*: "Forensics" (COMM 221), "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

Professional Honor: NFC Judge Educator Award (2010-2011)

Professional Position Held: Regional Director, Executive Council, IPDA

## Professional Development:

- April 8, IPDA National Convention, Stephen F. Austin State University, Nacogdoches, Texas
- September 11, NFC Annual Coaches Conference, Northwest Nazerene College, Nampa, ID

#### Campus Events:

- April 1, Corvallis/Albany Oregon School Activities Association (OSAA) High School Speech and Debate District Qualifier
- March 14, 4<sup>th</sup> Annual Public Debate featuring the Irish Times National Team
- February 26-27, 7<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament

- February 22, Swing Into Spring Involvement Fair
- January 8, GPIDL IPDA Tournament
- November 24-December 8, Giving Tree Sponsorship for Corvallis Manor residents
- October 1, Beaver Community Fair Booth, MU Quad
- September 20-24, University Housing and Dining Services (UHDS) Move-In Promotion

Tournaments Attended:

- April 6-11, Stephen F. Austin State University, Nacogdoches, Texas [IPDA National Tournament]
- March 23-26, Mt. Hood Community College, Gresham, OR [PKD National Tournament]
- March 12-19, Budapest, Hungary [International Forensics Association Tournament]
- February 26-27, Oregon State University, Corvallis, OR
- January 22-23, Pacific University, Forest Grove, OR
- January 8, Oregon State University, Corvallis, OR
- December 24-25, Clark College, Vancouver, WA
- November 19, Mt. Hood Community College, Gresham, OR
- November 4-5, Lower Columbia Community College, Longview, WA
- October 28-30, Linfield College, McMinnville, OR [Regional Designated Tournament]
- October 16, Mt. Hood Community College, Gresham, OR [GPIDL IPDA Workshop/Scrimmage]
- October 7-9, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2009-2010

Students Coached/Advised: 20-25

*Courses Taught*: "Forensics" (COMM 221), "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

Professional Position Held: AFA District II Chairperson

#### **Professional Development:**

- April 1, AFA Executive Council Meeting, University of Wisconsin, Eau Claire, WI
- September 12, NFC Annual Coaches Conference, Lewis and Clark College, Portland, OR
- September 11, NFC Assessment Mini-Conference, Lewis and Clark College, Portland, OR

#### Campus Events:

- May 27, Corvallis High School Debate Fundraiser, KEC 1003
- April 15, Seed to Stomach Co-Sponsored Debate, MU Lounge
- April 7 & 9, Corvallis/Albany OSAA High School Speech and Debate District Qualifier
- March 6, AFA, District II, Regional Qualifying Tournament
- November 25-December 9, Giving Tree Sponsorship for Corvallis Manor residents
- October 7, 3<sup>rd</sup> Annual Public Debate featuring the British National Team
- October 2, Beaver Community Fair Booth, MU Quad

#### Tournaments Attended:

- April 1-4, University of Wisconsin, Eau Claire, WI [PKD National Tournament]
- March 18-21, Gustavus Adolphus College, St. Peter, MN [AFA National Tournament]
- March 6, Oregon State University, Corvallis, OR [Regional Qualifier Tournament]
- February 26-28, Mt. Hood Community College, Gresham, OR
- January 29-31, Pacific University, Forest Grove, OR [Regional Designated Tournament]
- November 19-21, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 5-7, Lower Columbia Community College, Longview, WA
- October 29-November 1, The College of Idaho, Caldwell, ID
- October 8-10, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2008-2009

Students Coached/Advised: 15-20

*Courses Taught*: "Forensics" (COMM 221), "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices—in addition to regularly scheduled office hours—during the Fall and Winter terms.

#### Campus Events:

- April 10, Corvallis/Albany OSAA High School Speech and Debate District Qualifier
- February 14-15, 6<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament
- October 29, 2<sup>nd</sup> Annual Public Debate featuring the British National Team
- October 3, Beaver Community Fair Booth, MU Lower Level Ballroom

#### Tournaments Attended:

- March 18-21, Louisiana State University, Shreveport, LA [PKD National Tournament]
- March 8, Whitworth College, Spokane, WA [Regional Qualifier Tournament]
- March 5-7, Spokane Falls Community College, Spokane, WA
- February 14-15, Oregon State University, Corvallis, OR
- February 7-9, Pt. Loma Nazarene University, San Diego, CA
- January 16-17, Mt. Hood Community College, Gresham, OR
- December 5-6, Clackamas Community College, Oregon City, OR
- November 14-16, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 7-8, Lower Columbia Community College, Longview, WA
- October 10-11, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2007-2008

Students Coached/Advised: 10-15

*Courses Taught*: "Forensics" (COMM 221), "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices during the Fall and Winter terms.

#### **Professional Development:**

November 16, NPDA Business Meeting, Chicago, IL

 September 7-8, NFC Annual Coaches Conference, Mt. Hood Community College, Gresham, OR

#### *Campus Events*:

- April 4, Corvallis/Albany OSAA High School Speech and Debate District Qualifier Tournament
- February 9-11, 5<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament
- October 28, 1<sup>st</sup> Annual Public Debate featuring the British National Team
- September 28, Beaver Community Fair Booth, MU Quad

#### Tournaments Attended:

- April 5-7, University of Texas-Austin, Austin, TX [AFA National Tournament]
- March 7-9, Spokane Falls Community College, Spokane, WA
- February 23, Willamette University, Salem, OR [Regional Qualifier Tournament]
- February 9-11, Oregon State University, Corvallis, OR
- February 1-3, Pt. Loma Nazarene University, San Diego, CA
- November 30-Dec. 1, Washington State University-Vancouver, Vancouver, WA
- November 9-11, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 2-3, Lower Columbia Community College, Longview, WA
- October 10-11, Lewis and Clark College, Portland, OR [Regional Designated Tournament]

#### 2006-2007

Students Coached/Advised: 5-10

*Course Taught*: "Debate and Forensics Workshop" (COMM 350), as well as coaching/coordinating four hours of weekly team meetings/practices during the Fall and Winter terms.

Campus Events:

- March 21, Corvallis/Albany OSAA High School Speech and Debate District Qualifier Tournament
- February 9-11, 4<sup>th</sup> Annual Earl Wells Memorial Speakeasy Speech and Debate Tournament

Tournaments Attended:

- February 25, Willamette University, Salem, OR [Regional Qualifier Tournament]
- February 9-11, Oregon State University, Corvallis, OR
- November 10-12, Linfield College, McMinnville, OR [Regional Designated Tournament]
- November 4-5, Lower Columbia Community College, Longview, WA
- October 13-15, Lewis and Clark College, Portland, OR [Regional Designated Tournament]
- 06/12 Associate Professor: "Argument and Critical Discourse" (COMM 114) stand alone modules, "Introduction to Rhetorical Theory (COMM 320), "Image and Myth in Film: Teen Film" (COMM 380), "Image and Myth in Film: David Cronenberg" (COMM 380), "Image and Myth in Film: Terry Gilliam" (COMM 380), "Image and Myth in Film: Post-9/11 Horror" (COMM 380), "Image and Myth in Film: Science Fiction" (COMM 380),

"Image and Myth in Film: Fantasy" (COMM 380), "Image and Myth in Film: Zombie" (COMM 380), "Special Topics: The History of Speech Communication" (COMM 412/512), "Rhetoric: 500 BC to 500 AD" (COMM 456), "Contemporary Rhetorical Theory" (COMM 459/559), "Ethics of Rhetoric" (COMM 466/566), "The History of Speech Communication" (COMM 470), "The Rhetoric of Early Pragmatism" (COMM 599).

Assistant Professor: "Public Speaking" (COMM 111), "Argument and Critical 09/06 - 05/12Discourse" (COMM 114) stand alone and plenary lecture/recitation modules, "Image and Myth in Film: Horror" (COMM 380), "Image and Myth in Film: Zombie" (COMM 380), "Special Topics: The History of Speech Communication" (COMM 412/512), "Rhetoric: 500 BC to 500 AD" (COMM 456), "Contemporary Rhetorical Theory" (COMM 459/559), "Ethics of Rhetoric" (COMM 466/566); "The Rhetoric of Early Pragmatism" (COMM 599).

University of Pittsburgh, Dept. Of Communication, Pittsburgh, PA 15260

- 09/05 08/06 Andrew Mellon Predoctoral Research Fellow
- Graduate Teaching Assistant: "Public Speaking" (COMMRC 0520), "Rhetorical 08/02 - 08/05Process" (COMMRC 0310) stand alone and recitation sections, "Argument" (COMMRC 0500).

Evergreen Valley College, Communication Studies Dept., San Jose, CA 95135

- 07/02 07/02 Instructor: "Small Group Communication" (COMM 45: AFFIRM Program
- 08/00 12/01 course and COMM 45: Ford ASSET Program course), "Introduction to Argumentation" (COMM 40).

West Valley College, Communication Studies Dept., Saratoga, CA 95070 Instructor: "Public Speaking" (COMM 001), "Small Group Discussion" (COMM 09/00 - 05/02

08/99 - 12/99004).

Mission College, Communication Studies Dept., Santa Clara, CA 95054 Instructor: "Small Group Discussion" (SP 004).

- 08/00 12/00
- 08/99 12/99

	Foothill College, Speech Communication Dept., Los Altos Hills, CA 94022
06/00 - 08/00	Instructor: "Public Speaking" (SP 1A), "Argumentation, Persuasion, and Debate"

- 01/99 03/00(SP 1B), "Argumentation, Persuasion, and Debate" (SP 1B/Summer Youth College Hybrid Course).
- San Jose State University, Dept. Of Communication Studies, San Jose, CA 95192 08/98 - 05/02 Assistant Speech and Debate Coach: In charge of teaching/coaching parliamentary debate, impromptu speaking, and other interpretive events, as well as chaperoning students to regional, national, and international tournaments.
- 01/99 05/02 Instructor: "Public Speaking" (SP 20), "Argument and Advocacy" (SP 40).

De Anza College, Speech Communication Dept., Cupertino, CA 95014

- 09/97 06/02Instructor: "Argument and Reasoning in Oral Communication" (SP 08), "Fundamentals of Oral Communication" (SP 10), and "Problem Solving and Critical Thinking in Groups" (SP 15).
- Speech and Debate Coach: Unpaid advisor overseeing the creation of the De Anza 09/01 - 06/02College Forensics Team; responsibilities included leading team practices, serving as a

	liaison with the college administration, and coordinating co-curricular travel with the San Jose State University Forensics Team to regional competitions.	
08/95 – 06/97 08/95 – 06/97	Oregon State University, Dept. Of Speech Communication, Corvallis, OR 97331 Graduate Teaching Assistant: "Argumentation and Critical Discourse" recitation sections (COMM 114). Assistant Forensics Coach: In charge of coordinating class exercises (COMM 221/350), coaching dramatic interpretation, short preparation events, and parliamentary debate.	
11/94 – 05/95	Helena Independent Record, News Room, Helena, MT 59604 <i>Staff Reporter</i> : Responsible for covering, writing, and editing articles focusing on community news events. Types of published articles included features, profiles, campaign coverage, and human interest stories.	
EDUCATION:		
09/02 - 08/06	<ul> <li>University of Pittsburgh, Ph.D</li> <li>emphasis area: Rhetorical Theory, Criticism, and History</li> <li>CGPA: 4.00</li> <li>Dissertation: F.C.S. Schiller and the Style of Pragmatic Humanism</li> </ul>	
08/95 – 06/97	<ul> <li>Oregon State University, M.A., Interdisciplinary Studies</li> <li>emphasis areas: Rhetoric and Social Influence; Interpersonal Communication; Philosophy, Ethics.</li> <li>GPA: 4.00</li> <li>Thesis: Promoting Progress: A Rhetorical Analysis of College and University Sexual Harassment Codes</li> </ul>	
08/91 – 05/95	Carroll College, B.A. major in English-Writing, minor in Speech Communication Theory. GPA: 3.91	
BOOKS:	<ul> <li>Porrovecchio, Mark, and Celeste Condit, eds. <i>Contemporary Rhetorical Theory: A Reader</i>. 2<sup>nd</sup> ed. New York: Guilford Press, 2016.</li> <li>Dykeman, T. B., Rev. of <i>Contemporary Rhetorical Theory: A Reader</i>, 2<sup>nd</sup> ed. In</li> </ul>	

Porrovecchio, Mark J. F. C. S. Schiller and the Dawn of Pragmatism: The Rhetoric of a Philosophical Rebel. Lanham, MD: Lexington Books, 2011.

*Choice* 54.6 (Feb. 2017).

---, ed. Reengaging the Prospects of Rhetoric: Current Conversations and Contemporary Challenges. New York: Routledge, 2010.

• Richard Leo Enos, "A Room with a Re-view," Rev. of *Reengaging the Prospects* of *Rhetoric*. In *Rhetoric Review* 29.4 (2010): 414-21.

#### **REFEREED PUBLICATIONS:**

Porrovecchio, Mark J. "Female Rhetoric: Identity, Persona, and the Academic and Popular Divide in the [Cultural and Critical] Study of Metal." *Metal Music Studies*. Accepted for publication.

---. "The Repetitive Rhetoric of Miscavige's Battle: A Preliminary Look at the Church of Scientology." *Res Rhetorica*. Accepted for publication.

---. "F. C. S. Schiller's Last Pragmatism Course." *Transactions of the Charles S. Peirce Society* 51.1 (2015): 57-107.

---. "Cracks in the Pragmatic Façade: F. C. S. Schiller and the Nature of Counter-Democratic Tendencies," *Pragmatism & Democracy*, special issue of *Etica & Politica* 12.1 (2010): 86-112. Web.

---. "Flowers in the Desert: F. C. S. Schiller's [Unpublished] Pragmatism Lecture." *William James Studies* 3.1 (2008). 8 Nov. 2008. Web.

---. "Prodicus' *Choice of Heracles*: Multiple and Necessarily Rhetorical Interpretations." *Journal of the Northwest Communication Association* 36 (Spring 2007): 73-92.

---. "Lost in the WTO Shuffle: Publics, Counterpublics, and the Individual." *Western Journal of Communication* 71.3 (July 2007): 235-56.

---. "A Timeless Struggle: Ethos, Ethics, and Ethical Oral Communication." *Journal of the Communication, Speech & Theatre Association of North Dakota* 20 (2007): 55-58.

---. "Deliberating About and Beyond the Basic Public Speaking Course." *Texas Speech Communication Journal* 30 (Summer 2005): 57-66.

---. "Rethinking the Constraints: Examination, Application, and Revision of 'The Rhetorical Situation'." *New York Speech Communication Annual* 12 (1998): 43-65.

Goodnow, Trischa, and Mark J. Porrovecchio. "A Comedy of Errors: The Uses of Wit and Humor in Parliamentary Debate." *Southern Journal of Forensics* 2 (Winter 1998): 281-303.

#### **INVITED PUBLICATIONS:**

Porrovecchio, Mark J."The Curious Case of F. C. S. Schiller." *British Society for Psychical Research.* 30 Nov. 2011. Web.

---. "The Cult Of Unintelligibility': Continued Queries about the Nature of Our Discourse(s)." In *Reengaging the Prospects of Rhetoric: Current Conversations and Contemporary Challenges*. Ed. Mark Porrovecchio. New York: Routledge, 2010.

---. "To Hope Till Hope Creates: A Reply to 'What does Pragmatic Meliorism Mean for Rhetoric?" *Western Journal of Communication* 74.1 (2010): 61-67.

---. "Apocalypse Documented: An Audio-Visual Representation of Sept. 11, 2001." In *Media and the Apocalypse*. Eds. Kylo-Patrick Hart and Annette Holba. New York: Peter Lang Publishing Group, 2009.

---. "Blowing Smoke: A Narrative Analysis of Pro-Smoking Rhetoric." *Proceedings of the 31st Anniversary Conference in Rhetorical Criticism* (1996): 40-52.

#### **REVIEWS**:

Porrovecchio, Mark J. Rev. of *Pragmatic Sustainability: Dispositions for Critical Adaptation* (2<sup>nd</sup> ed.), ed. Steven A. Moore. New York: Routledge, 2016. In *Philosophy in Review* 36.6 (2017): 273-75. Web. ---. Rev. of *Practicing Philosophy as Experiencing Life*, ed. Krzysztof (Chris) Piotr Skowroński. Boston: Brill, 2015. In *Philosophy in Review* 36.3 (2016): 133-35. Web.

---. Rev. of *The New Pragmatism*, by Alan Malachowski. Montreal: McGill-Queen's University Press, 2010. In *Philosophy in Review* 30.6 (2010): 412-14. Web.

---. Rev. of Values and Powers: Re-reading the Philosophical Tradition of American Pragmatism, by Krzysztof Piotr Skowroński. New York: Rodopi, 2009. In Philosophy in Review 30.5 (2010): 382-84. Web.

---. Rev. of *Pragmatism, Education, and Children*, eds. Michael Taylor, Helmut Schreier, and Paulo Ghiraldelli, Jr. New York: Rodopi, 2008. In *Philosophy in Review/Comptes Rendus Philosophiques* 29.3 (2009): 84-86.

---. Rev. of F. C. S. Schiller on Pragmatism and Humanism: Selected Writings, 1891– 1939, eds. John R. Shook and Hugh McDonald. Amherst: Humanity Books, 2008. In Philosophy in Review/Comptes Rendus Philosophiques 29.2 (2009): 72-75.

---. Rev. of F. C. S. Schiller on Pragmatism and Humanism: Selected Writings, 1891– 1939, eds. John R. Shook and Hugh McDonald. Amherst: Humanity Books, 2008. In Rhetoric Society Quarterly 39.1 (2009): 95-98.

---. Rev. of *The Elements of Argument: A Text and Reader*, by Annette T. Rottenberg. 7th ed. Boston: Bedford/St. Martin's, 2003. In *American Communication Journal* 7 (2004). 1 July 2004. Web.

#### TALKS:

Porrovecchio, Mark J. "The Character of the Rhetorical Situation." 19 May 2010. Guest lecture presented to the students of COMM 320, Dept. of Speech Communication, Oregon State University.

---. "The Rhetoric of Repetition: F. C. S. Schiller and the Style of Pragmatic Humanism." 27 April 2009. Center for the Humanities, Autzen House, Oregon State University.

---. "Parliamentary Debate and Research." With Daniel Torres. 07 March 2007. Presented to the English Language Institute Seminar, Oregon State University.

---. "Richard Weaver and the Ethics of Rhetoric." 31 Jan. 2006. Guest lecture presented to the students of COMM 466/566, Dept. of Speech Communication, Oregon State University.

---. "Style and Substance: The Pragmatic Humanism of F. C. S. Schiller." 13 Sept. 2005. Presented to the Dept. of Philosophy, Oklahoma State University, Stillwater, OK.

#### LETTERS:

Porrovecchio, Mark J. "Death Penalty Might Reduce Suffering." Letter to the Editor. *Christian Science Monitor* 04 June 2012. Print; Web.

---. "Homeownership Isn't All Bad." Letter to the Editor. *Christian Science Monitor* 30 Jan. 2012. Print; Web.

---. "Discourse on Climate Change." Letter to the Editor. *Christian Science Monitor* 09 Aug. 2011. Print; Web.

---. "Pragmatism and Idealism." Letter to the Editor. *Christian Science Monitor* 07 Feb. 2011. Print; Web.

#### **INTERVIEWS**:

#### **CONDUCTED:**

Crawford, Allyson. Journalist and creator of the *Bring Black Glam!* website. 03 March 2016.

Dawes, Laina. Journalist and author of the book *What Are You Doing Here? A Black Woman's Life and Liberation in Heavy Metal* (2013). 09 May 2016.

Sciarretto, Amy. Journalist and co-author (with Rick Florino) of the book *Do the Devil's Work for Him: How to Make It in the Music Industry* (2009). 29 May 2016.

Sokal, Alan. Physicist and mathematician [regarding "The Sokal Hoax"]. 31 Oct. 2002.

#### GIVEN:

Travis, Terry. "26 Sept. 2008 Presidential Debate." Telephone interview with Mark Porrovecchio. KPAM 860, Portland. 25 Sept. 2008.

#### **CONFERENCE PAPERS/PRESENTATIONS:**

Porrovecchio, Mark J., and Stephanie Saracco. "The Old and the New: Different Perspectives on the Civic Components of IFA." November 2016. National Communication Association Conference, Philadelphia, PA.

Porrovecchio, Mark J. "Examining Topic Norms: A Presentation and Roundtable Discussion Regarding the Potentially Harmful Impact of Competitive Norms on Education." April 2016. Northwest Communication Association, Coeur d'Alene, ID.

---. "The International Experience." Nov. 2015. National Communication Association Conference, Las Vegas, NV.

---. "Tower of Babble? Multiple Styles, Conflicting Goals, and the Push to Do It All in Intercollegiate Debate." Nov. 2014. National Communication Association Conference, Chicago, Il.

---. "Hounding' Baskerville: More Queries Regarding the Nature of Our Discourse(s)." April 2014. Dani Ive Skarica II, International Conference on Rhetoric, Postira, Croatia.

---. "The Rhetoric of Pessimism: Pragmatism and the Bind of Prophesy." Oct. 2013. International Conference on Rhetoric in Europe, Saarbrücken, Germany.

---. "Hungry Horses and Happenstance: From Journalism to Rhetoric and Back to Forensics." Nov. 2011. National Communication Association Conference, New Orleans, LA.

---. "Rediscovering Pragmatism's Past and Understanding Rhetoric's Future." Nov. 2010. National Communication Association Conference, San Francisco, CA.

---. "Maddening Silence: Rhetorical Whispers and the Fanatical Antics of Abby Kelley." Presented on behalf of Jeffrey B. Kurtz, Denison University. Nov. 2010. National Communication Association Conference, San Francisco, CA.

	"Same As It Ever Was: The Dilemma of Diversity in Debate." April 2010. Northwest Communication Association Conference, Coeur d'Alene, ID.
	"'The Cult of Unintelligibility': Continued Queries about the Nature of Our Discourse(s)." Nov. 2008. National Communication Association Conference, San Diego, CA.
	"Dream Weaver: Theory, Practice and the Argument from Definition." Nov. 2006. National Communication Association Conference, San Antonio, TX.
Commended	"Lost in the WTO Shuffle: Publics, Counterpublics, and the Individual." April 2006. Northwest Communication Association Conference, Coeur d'Alene, ID.
	"Another Approach to Anchor: Questioning the 'Rhetorical Perspective' of <i>Contemporary Rhetorical Theory</i> ." Nov. 2004. National Communication Association Conference, Chicago, IL.
	"Encomium to the 'Myth of the Rhetorical Situation'." Nov. 2004. National Communication Association Conference, Chicago, IL.
	"Prodicus' 'The Choice of Heracles': Multiple and Necessary Interpretations." Nov. 2004. National Communication Association Conference, Chicago, IL.
Commended	"Deliberating About and Beyond the Basic Public Speaking Course." April 2004. Northwest Communication Association Conference, Coeur d'Alene, ID.
	"Catastrophe Documented: An Audio-Visual Representation of Sept. 11, 2001." April 2004. Northwest Communication Association Conference, Coeur d'Alene, ID.
	"Leaving Well Enough Alone: A Brief and Urgent Introduction to the History of Rhetorical Situation Manipulation [RSM]." Nov. 2002. National Communication Association Conference, New Orleans, LA.
	"The Radical Return to Recognition: Agent and Agency in the 'Critical' Age of Text and Performance." Nov. 2001. National Communication Association Conference, Atlanta, GA.
	"Dewey and Russell: Modernist Suggestions for Contemporary Grading." Feb. 2001. Western States Communication Association Conference, Coeur d'Alene, ID.
	"Eugenics and Utopia: The Pragmatism of F.C.S. Schiller." Seminar Twelve: Re- Engaging British Public Address. Nov. 2000. National Communication Conference, Seattle, WA.
	"Dewey's 'Reflective Thinking' as Framework for Rhetorical Analysis." April 2000. Northwest Communication Association Conference, Coeur d'Alene, ID.
	"Flexibility and Framework: A Practical Approach to Community in the Classroom." Feb. 2000. Western States Communication Association Conference, Sacramento, CA.
	"Contemporary Questions Answered in Antiquity: Tacitus' <i>Dialogus</i> as Defense of Authorship." Nov. 1997. National Communication Association Conference, Chicago, IL.

---. "Rethinking the Constraints: Examination, Application, and Revision of 'The Rhetorical Situation'." April 1997. Northwest Communication Association Conference, Coeur d'Alene, ID.

---. "Comedy of Errors: Wit and Humor in Parliamentary Debate." With Trischa Goodnow. March 1997. International Forensics Association Conference, London, England.

---. "The Ethical Implications of the Rhetorical Situation: An Analysis of College and University Sexual Harassment Codes." Nov. 1996. Speech Communication Association Conference, San Diego, CA.

*Commended* ---. "Blowing Smoke: A Narrative Analysis of Pro-Smoking Rhetoric." May 1996. 31<sup>st</sup> Anniversary Conference in Rhetorical Criticism, California State University, Hayward, CA.

> ---. "Cartoons and Conflict: A Case Study Approach to Conflict Analysis." April 1996. Northwest Communication Association Conference, Coeur d'Alene, ID.

#### **PROFESSIONAL MEMBERSHIPS:**

- National Communication Association
- American Communication Association
- Northwest Communication Association
- Society for the Advancement of American Philosophy
- Rhetoric Society of Europe
- William James Society
- British Society for Psychical Research

#### **INSTITUTIONAL SERVICE:**

University:

- Recognition and Awards Committee, Faculty Senate (2012-2014)
- Campus Ethos Essay Winner, Office of Community and Diversity (2012)
- Diversity Council, Faculty Senate (2008-2011)
- Exploratory Committee, with the Office of Community and Diversity, Blackface/Blackout Teachable Moments (2008)

College/School:

- Performing Arts Board, School of Arts and Communication (2015-)
- Social Committee, School of Arts and Communication (2014-)
- Graduate School Committee Representative, Chris Anderson, M.A., English (2014)
- Media and Rhetoric Hiring Committee, School of Arts and Communication (2014)
- Planning Committee Member, Center for Digital Visual and Performing Arts, School of Arts and Communication (2013)
- Graduate School Committee Representative, Andy Hahn, M.A., Interdisciplinary Studies: History of Science, Philosophy, and English (2011-2012)
- Draft Writer, New Faculty Position Descriptions: Media and Cultural Studies, Health Communication, Rhetoric of Science and Technology (2010)
- Ad Hoc Task Force on Credit/Contact Hours, CLA (2009)
- Graduate School Committee Representative, Michael Farris, M.A., English (2007)

Department/Area:

- Committee Chair, Visiting Assistant Professor of Rhetoric, Speech Communication (2017)
- Reviewer: Top Undergraduate Paper, Lambda Pi Eta Student Conference (2016-2017)
- Curriculum Committee, Speech Communication (2015-)
- Lambda Pi Eta Comunication Conference: Top Graduate Paper Committee (2016)
- Ten Year Program Review: Content Creator and Final Documents Editor (2016)
- Category Review Liaison: Bacc. Core, WIC, COMM 456 (2015-2016)
- Category Review Liaison: Bacc. Core, WIC, COMM 459 (2015-2016)
- Rhetoric/Media Hiring Committee, Speech Communication/New Media Communications (2014)
- Personnel Committee, Speech Communication (2013-)
- Social Committee, Speech Communication (2012-)
- Health Communication Hiring Committee, Speech Communication (2013)
- Public Relations Liaison, Speech Communication (2011-2013)
- Scholarship and Awards Committee, Speech Communication (2007-2013)
- Technology Resource Fees Grant Writer, Integrated Communication Teaching and Learning Labs (ICTL), Speech Communication (2010)
- Graduate Teaching Assistant Orientation Director, Speech Communication (2007-2010)
- Undergraduate Advisor
- Graduate Service:
  - Committee Member, Jacob Hood, M.A., Interdisciplinary Studies: Interpersonal Communication, Rhetoric and Social Influence, Political Science (2016-2018)
  - Committee Member, Stephanie Saracco, M.A., Interdisciplinary Studies: Interpersonal Communication, Rhetoric and Social Influence, Political Science (2015-2017)
  - Thesis Advisor, Megan Bauer, M.A., Interdisciplinary Studies: Rhetoric and Social Influence, Interpersonal Communication, Philosophy (2014)
  - Thesis Advisor, Kori Thornburg, M.A., Interdisciplinary Studies: Rhetoric and Social Influence, Interpersonal Communication, History (2012-2013)
  - Committee Member, Jillian Egan, M.A., Interdisciplinary Studies: Interpersonal, Rhetoric and Social Influence, Sociology (2012)
  - Thesis Advisor, Anna Thompson, M.A., Interdisciplinary Studies: Rhetoric and Social Influence, Interpersonal Communication, History (2011-2012)
  - Thesis Advisor, Forest Ledbetter, M.A., Interdisciplinary Studies: Rhetoric and Social Influence, Interpersonal Communication, History (2010-2012)
  - Committee Member, Matt O'Brien, M.A., Interdisciplinary Studies: Political Science, Rhetoric and Social Influence, Interpersonal Communication (2010-2012)
  - Committee Member, Tyler Lemmon, M.A., Interdisciplinary Studies: Interpersonal Communication, Rhetoric, and Political Science (2009-2010)
  - Thesis Advisor, Amanda Wright, M.A., Interdisciplinary Studies: Speech Communication, Theatre, and Women's Studies (2006-2008)

#### **PROFESSIONAL SERVICE:**

Public Speaking Tutor: Rev. Abigail Buckley, Episcopal Church of the Good Samaritan, Corvallis (2016)

External Reviever: Manda Hicks, Promotions and Tenure, Boise State University (2015)

Forensics Organizations:

- Northwest Forensics Conference (NFC):
  - Ethics and Equity Committee
  - Regional Designated, Western Washington University, Tournament Staff (2017)
  - Mt. Hood Community College, Tournament Staff (2016)
  - Northwest Nazarene University, Tournament Staff (2016)
  - Whitworth University, Tournament Staff (2015)
  - Pacific University, Tournament Staff (2014; 2016)
  - Regional Designated, Lewis and Clark College, Tournament Staff (2014; 2016)
  - Regional Designated, Pacific University, Tournament Staff (2014; 2016)
  - Regional Designated, Linfield College, Tournament Staff (2011-2016)
  - Lower Columbia College, Tournament Staff (2013-2016)
  - Clark College, Tournament Staff (2011-2012; 2014)
- Pi Kappa Delta (PKD):
  - IPDA Debate Topic Committee for National Tournament (2012)
  - National Tournament Staff, IPDA Debate Draw (2011; 2012)
  - Great West Regional Tournament, Spokane Falls Community College, IPDA Debate Topic Committee and Tab Room Staff (2012)
  - Limited Preparation Events Topic Committee for National Tournament (2010; 2011)
- International Public Debate Association (IPDA):
  - Regional Director, Executive Council (2009-2013)
- American Forensics Association (AFA):
  - NIET Ad Hoc Committee on AFA-NIET Championship Speeches (2012-2013)
  - District II Chairperson (2009-2010; 2011-2013)
  - District II IPDA Representative (2011-2013)
  - NIET Ad Hoc Committee on Tournament Designations/Definitions (2010)
  - NIET Impromptu Topics Committee (2010; 2012; 2013)
  - District II, Committee on All American Awards Nominations (2009; 2012)
  - District II, Ad Hoc Committee on Individual Events (2009)

Academic Organizations:

- *Pax Rhetorica: Center for Global Dialogue*: organizational/founding member; vice-chair (paxrhetorica.org)
- Northwest Communication Association (NWCA):
  - Website Content Manager
  - Executive Council Member
  - Reviewer, Division Chair, and Panel Chair for Annual Conference
  - Reviewer: Northwest Journal of Communication
  - Editor of From All Directions: Official Newsletter of the NWCA
- National Communication Association (NCA):
  - Reviewer: Rhetorical and Communication Theory Division (2012)
  - Scholar to Scholar (S2S) Wandering Scholar (2009)
  - Free Speech Expert, Media Contact Database

#### Academic Publications:

- Reviewer: *Res Rhetorica*
- Reviewer: Contemporary Pragmatism
- Rhetoric Review:
  - Peer Review Panel

- Reviewer
- Reviewer: European Journal of Pragmatism and American Philosophy
- *Western Journal of Communication*, journal of the Western States Communication Association (WSCA):
  - Editorial Board (2013)
  - Reviewer
- Reviewer: *History of the Human Sciences*
- Reviewer: *Rhetoric Society Quarterly*
- Reviewer: William James Studies, journal of the William James Society
- Reviewer: Edward S. Inch and Barbara Warnick, *Critical Thinking and Communication*, 6<sup>th</sup> ed. (Allyn and Bacon, 2009)
- Reviewer: Journal of Biomedical Discovery and Collaboration
- Consulting Editorial Board: F. C. S. Schiller on Pragmatism and Humanism: Selected Writings, 1891–1939, eds. John R. Shook and Hugh McDonald (Amherst: Humanity Books, 2008)
- Editorial Board: *Parliamentary Debate: The Journal of the National Parliamentary Debate Association* (2006-2009)

Non-Academic Publications:

- Contributor: Bring Black Glam!, Allyson Crawford, editor [web].
- Copy Editor/Reader: Dijorn Moss, *The Retreat* (Deer Park: Urban Christian, 2010)

## **GRANTS; FELLOWSHIPS:**

- Faculty Internationalization Grant, Oregon State University (\$2,500; 2013)
- Horning Support Program for Humanistic Scholarship (\$2,000; 2011)
- Center for the Humanities Fellowship, Oregon State University (2009)
- Wallis Annenberg Research Grant, University of Southern California (\$400; 2007)
- Library Research Travel Grant, Oregon State University (\$2,000; 2007)
- Andrew Mellon Pre-Doctoral Fellowship, University of Pittsburgh (2005-2006)
- Pragmatism Archive Research Grant, Oklahoma State University (\$400; 2005)
- James and Sylvia Thayer Short-Term Fellowship, University of California-Los Angeles (\$2,000; 2005)
- San Jose State University Lottery Professional Development Grant recipient (\$500; 2001)

### JOSHUA REEVES | CURRICULUM VITAE

Assistant Professor • School of Arts and Communication Oregon State University • 030 Snell Hall • 2150 SW Jefferson Way Corvallis, OR 97331 • 256-438-3563 (cell) • reevejos@oregonstate.edu www.reevesjoshua.com

## **EDUCATION**

North Carolina State University Ph.D. Communication, Rhetoric, and Digital Media, 2013

Carnegie Mellon University M.A. Rhetoric, 2010

University of Colorado B.A. English, 2006 M.F.A. English Literature and Creative Writing, 2008

#### **ACADEMIC EMPLOYMENT**

Oregon State University, School of Arts and Communication Assistant Professor of Media and Rhetoric, 2015–present (60% New Media Communications, 40% Speech Communication)

University of Memphis, Department of Communication Assistant Professor of New Media, 2013–2015 Faculty Affiliate, Institute of Intelligent Systems

North Carolina State University, College of Humanities and Social Sciences Research Assistant, 2012–2013

North Carolina State University, Department of Communication Teaching Assistant, 2010–2013

Carnegie Mellon University, Department of English Teaching Assistant, 2008–2010

University of Colorado, Department of English Teaching Assistant, 2006–2008

## SCHOLARSHIP AND CREATIVE ACTIVITY BOOK

Joshua Reeves, *Citizen Spies: The Long Rise of America's Surveillance Society* (New York and London: New York University Press, 2017), 256 pages. Reviewed in *Inside Higher Ed, Library Journal*, and *New Republic*.

## JOURNAL SPECIAL ISSUE

Rachel Hall, Torin Monahan, and Joshua Reeves (eds.), "Surveillance and Performance," special issue of *Surveillance & Society*. *Surveillance & Society* 14.2 (2016): 154–276 (equal guest editor).

## **REFEREED JOURNAL ARTICLES**

Joshua Reeves, "Of Social Networks and Suicide Nets: Biopolitics and the Suicide Screen," forthcoming in *Television & New Media* 18 (2017).

Chris Ingraham and Joshua Reeves, "New Media, New Panics." *Critical Studies in Media Communication* 33.5 (2016): 455–67.

Rachel Hall, Torin Monahan, and Joshua Reeves, "Editorial: Surveillance and Performance," *Surveillance & Society* 14.2 (2016): 154–67 (internally reviewed introduction to special issue; equally coauthored).

Joshua Reeves, "Automatic for the People: The Automation of Communicative Labor." *Communication and Critical/Cultural Studies* 13.2 (2016): 150–65.

Joshua Reeves, "License to Kill: Trayvon Martin and the Logic of Exception." *Cultural Studies* ↔ *Critical Methodologies*: 15.4 (2015): 287–91.

Nathan Hulsey and Joshua Reeves, "The Gift that Keeps on Giving: Google, *Ingress*, and the Gift of Surveillance." *Surveillance & Society* 12.3 (2014): 389–400 (equally coauthored).

Joshua Reeves and Ethan Stoneman, "Heidegger and the Aesthetics of Rhetoric." *Philosophy & Rhetoric* 47.2 (2014): 137–57 (equally coauthored).

Joshua Reeves, "The State of Babel after the Fall: Philo Judaeus and the Possibility of Rhetoric." *Advances in the History of Rhetoric* 17.1 (2014): 34–42.

Joshua Reeves and Jeremy Packer, "Police Media: The Governance of Territory, Speed, and Communication." *Communication and Critical/Cultural Studies* 10.4 (2013): 359–84 (equally coauthored).

Joshua Reeves and Matthew S. May, "The Peace Rhetoric of a War President: Barack Obama and the Just War Legacy." *Rhetoric & Public Affairs* 16.4 (2013): 623–50 (**lead article;** first author, 60%).

Jeremy Packer and Joshua Reeves, "Romancing the Drone: Military Desire and Anthropophobia from SAGE to Swarm." *Canadian Journal of Communication* 38.3 (2013): 309–32 (equally coauthored).

Joshua Reeves, "Suspended Identification: *Atopos* and the Work of Public Memory." *Philosophy* & *Rhetoric* 46.3 (2013): 306–27.

Joshua Reeves, "Temptation and Its Discontents: Digital Rhetoric, Flow, and the Possible." *Rhetoric Review* 32.3 (2013): 314–30.

Joshua Reeves, "If You See Something, Say Something: Lateral Surveillance and the Uses of Responsibility." *Surveillance & Society* 10.3/4 (2012): 235–48.

## **REFEREED BOOK CHAPTERS**

Chris Ingraham and Joshua Reeves, "Character Assassins and Moral Entrepreneurs: Social Media Attacks and the Regulation of Morality," accepted for *Routledge Handbook of Character Assassination and Reputation Management* (forthcoming 2018).

Chris Ingraham and Joshua Reeves, "New Media, New Panics," reprint *forthcoming* in *Stuart Hall Lives: Cultural Studies in an Age of Digital Media*, eds. Peter Decherney and Katherine Sender (New York: Routledge; expected publication fall 2017; equally coauthored).

Jeremy Packer and Joshua Reeves, "Taking People Out: Drones, Media/Weapons, and the Coming Humanectomy," equally coauthored chapter forthcoming in *Life in the Age of Drones*, eds. Lisa Parks and Caren Kaplan (Duke University Press; expected publication fall 2017; equally coauthored).

## **OTHER PUBLICATIONS**

Joshua Reeves, "Recognize, Resist, Report: America's Long History of Teaching Kids to Identify with the Police," *Reason Magazine* (May 2017; revised book chapter).

Joshua Reeves, "The Computerized Automation of Speaking and Writing." *Communication Currents* 11.3 (2016): <u>http://www.natcom.org/CommCurrentsArticle.aspx?id=7110</u>. (Lead essay; popular translation essay: "*Communication Currents* makes scholarship available in a form understandable and usable for broad audiences, including communication experts working with lay audiences, instructors and students, the press, and other interested members of the public.")

Joshua Reeves and Jeremy Packer, "Watching or Being Watched?: What Are Police Media?" *Communication Currents* 8.6 (2013): <u>http://www.natcom.org/CommCurrentsArticle.aspx?id</u> =4576. (Popular translation essay).

## **REFEREED CONFERENCE PAPERS**

Joshua Reeves, "Affective Liabilities." *Applied* to National Communication Association, Dallas, TX, November 2017.

Joshua Reeves, "Citizen Equipment: 9-1-1 Media and Police Culture." Northwest Communication Association conference, Coeur d'Alene, ID, April 2017.

Joshua Reeves, "Screening Life: Surveillance and Suicide Prevention." What is Life conference, Portland, OR, April 2017.

Joshua Reeves, "Suicide Screens and Survival Enforcement." National Communication Association, Philadelphia, PA, November 2016.

Joshua Reeves, "Artificial Intelligence, Automation, and Rhetorical Culture." Rhetoric Society of America, Atlanta, GA, May 2016.

Joshua Reeves, "New Media and Communicative Labor." What Is Media conference, Portland, OR, April 2016.

Jeremy Packer and Joshua Reeves, "Decentralized Execution: Media Swarms and Military Command" (equally coauthored). National Communication Association, Las Vegas, NV: November 2015.

Jeremy Packer and Joshua Reeves, "1 if by Parasite, 0 if by Screen: Signaling the Alarm of the Perceptual Invasion" (equally coauthored). Computational Media Preconference. Las Vegas, NV: November 2015.

Nathan Hulsey and Joshua Reeves, "The Play of Watching One Another: Trends in Bioludic Surveillance" (equally coauthored). National Communication Association, Chicago, IL: November 2014.

Joshua Reeves, "Of Hatchetations and Moral Suasion: Carrie Nation and the Question of Violence." Rhetoric Society of America, San Antonio, TX: May 2014.

Joshua Reeves, "Communicative Protocols and the Digitized Soldier." Southern States Communication Association, New Orleans, LA: April 2014.

Joshua Reeves, "Sensing/Signaling in the Human Zoo." National Communication Association, Washington, D.C.: November 2013.

Joshua Reeves, "If You See Something, Say Something: Governmentality and the 'New' Lateral Surveillance." National Communication Association, Orlando, FL: November 2012.

Joshua Reeves and Ethan Stoneman, "The Art of Rhetoric after Aesthetics" (equally coauthored). National Communication Association, Orlando, FL: November 2012.

Matthew S. May and Joshua Reeves, "The Eloquence of the Orator-Imperator" (equally coauthored). National Communication Association, Orlando, FL: November 2012.

Joshua Reeves, "Philo Judaeus on the Birth of Rhetoric." American Society for the History of Rhetoric Symposium, Philadelphia, PA: May 2012.

Joshua Reeves, "Lifting the Primeval Curse: Sin, Science, and the Fight for Obstetric Anesthesia." Rhetoric Society of America, Philadelphia, PA: May 2012.

Joshua Reeves, "Ritual Forgetting." Panel on Bradford Vivian's *Public Forgetting: The Rhetoric and Politics of Beginning Again*, Rhetoric Society of America, Philadelphia, PA: May 2012.

Joshua Reeves, "Before the Thin Blue Line: Lateral Surveillance in Medieval Policing." Joint Conference of the Cosmobilities Network and the Pan-American Mobilities Network, Raleigh, NC: March 2012.

Joshua Reeves, "*Ereignis* and the Work of Public Memory." National Communication Association, New Orleans, LA: November, 2011.

Joshua Reeves, "Ad Hominem and the Rhetoric of History: Battle Scenes from the Texas Textbook Wars." National Communication Association, New Orleans, LA: November, 2011.

Joshua Reeves, "Resist/Reuse/Recycle: Color Revolutions and the Question of Iterability." Department of Communication Research Colloquium, North Carolina State University, Raleigh, NC: October, 2011.

Joshua Reeves, "Happy Is He Who Learns from the Experiences of Others: bin Laden, Bush, and the Dialogics of Terror." National Communication Association, San Francisco, CA: November 2010.

Joshua Reeves, "The Emplotment of an Epidemic: The Tropology of the 1976 Swine Flu PSA Campaign." Rhetoric Society of America, Minneapolis, MN: May 2010.

Joshua Reeves, "Finding the Words: Verisimilitude in the Memoir of a 9/11 Survivor." Making Sense: Thinking and Feeling Texts Conference. Charlottesville, VA: April 2010.

## PANELS ORGANIZED

Panel Organizer (w/ Rachel Hall): "Monitored Performances." National Communication Association, Chicago, IL: November 2014.

Panel Organizer: "Game of Drones: Critical/Cultural Perspectives on America's New Warfare." National Communication Association, Washington, D.C.: November 2013.

Panel Organizer: "The Future of Interdisciplinary Rhetoric/Media Programs." Computers and Writing Conference, Raleigh, NC: May 2012.

## **INVITED PUBLIC APPEARANCES**

"Surveillance in 2017." Speaker and event co-organizer. Center for the Humanities, Oregon State University (*upcoming* in October 2017).

"Surveillance and Communication Studies: Intersections." Featured speaker at Speech Communication Colloquium, Oregon State University (April 2017).

"Interdisciplinary Media Studies in Graduate School Today." Invited talk to "The Remix: Multimedia and Intersectionality in Culture, Communication, and the Academy" Symposium, Raleigh, NC (presented via Skype, April 2017).

"Citizen Spies." Mini-Ted Talk, School of Arts and Communication Colloquium, December 2016.

"Military Surveillance and Computational Evolutionary Perception." The Institute for Intelligent Systems, University of Memphis, November 2014.

"Janet Napolitano and the Speaking Subjects of Homeland Security." Invited presentation to the Mapping the Shifting Grounds of Post-9/11 War Rhetoric Preconference. Washington, D.C.: November 2013.

## **GUEST LECTURES**

"The Vico-Descartes Debate in Rhetorical History." Invited lecture to COMM 7350/8350, Rhetorical Theory, for Professor Sandra Sarkela. November 2013.

"The Enlightenment Versus Rhetoric." Invited lecture to COM 321, History of Rhetoric, for Professor Matthew S. May, November 2012.

"Plato's Semiotics." Invited lecture to COM 321, Survey of Rhetorical Theory, for Professor Matthew S. May, October 2012.

"Rhetorical Criticism and Media Change." Invited lecture to COM/ENG 541, Rhetorical Criticism, for Professor Matthew S. May, April 2012.

## **GRANTS AND AWARDS**

College of Liberal Arts Research Award, Oregon State University, 2017 Distinguished Alumni Award, NC State CRDM PhD Program, 2017 New Faculty Research Initiative Grant, University of Memphis, 2014

## TEACHING AND ADVISING

Oregon State University, Assistant Professor of Media and Rhetoric (2015–present) NMC 437, New Media and Society: Spring 2017 (upcoming; 20 students) NMC 437, New Media and Society: Winter 2017 (35 students) NMC 437, New Media and Society: Summer 2016 (17 students) NMC 437, New Media and Society: Winter 2016 (47 students) NMC 430, Media Theory: Spring 2017 (35 students) NMC 430, Media Theory: Winter 2017 (35 students) NMC 430, Media Theory: Fall 2016 (35 students) NMC 430, Media Theory: Fall 2016 (42 students) NMC 430, Media Theory: Spring 2016 (42 students) NMC 430, Media Theory: Two sections in Fall 2015 (35 students each) NMC E100, New Media and Culture: Two sections in Summer 2017 (upcoming; 25 students)

COM 410, Communication Internship: Spring 2017 (3 students)

COM 320, Introduction to Rhetorical Theory: Spring 2017 (25 students) COM 320, Introduction to Rhetorical Theory: Fall 2016 (29 students) COM 320, Introduction to Rhetorical Theory: Spring 2016 (26 students) COM 111, Introduction to Public Speaking: Two sections in Summer 2016 (15 students each) COM 111, Introduction to Public Speaking: Summer 2015 (18 students)

## University of Memphis, Assistant Professor of Communication (2013–2015)

COM 7/804, Doctoral/Master's Seminar in Media Theory and History: Spring 2014 (12 students)
COM 4811, Media 2.0: Spring 2014, Spring 2015 (35 students each)
COM 4802, Communication Internship: Spring 2015 (4 students), Summer 2015 (1 student)
COM 3321, Argumentation and Debate: Fall 2014 (20 students)
COM 2381, Oral Communication: Fall 2013, Summer 2014, Summer 2015 (20 students each)
COM 2101E, Media and Information Literacy (Online): Fall 2014 (6 students)
COM 2101, Media and Information Literacy: Fall 2014, Spring 2015 (35 students each)

## North Carolina State University, Teaching Assistant (2010–2013)

COM 321, Rhetorical Theory: Fall 2012 (teaching assistant; 30 students) COM 211, Argumentation and Advocacy: Fall 2011, Winter 2012, Summer 2012 (20 each) COM 111, Introduction to Public Speaking: Fall 2010, Spring 2010, Summer 2011 (20 each)

## Carnegie Mellon University, Teaching Assistant (2008–2010)

ENG 76-101, Interpretation and Argument: Fall 2008–Spring 2010 (20 students each)

## University of Colorado, Teaching Assistant (2006–2008)

ENG 1191, Introduction to Creative Writing: Fall 2006–Spring 2008 (20 students each)

## **Curriculum Development**

Oregon State University: COMM 590, graduate course proposal and design (new course) Oregon State University: COMM 565, graduate course proposal and design (new course) Oregon State University: NMC 437, course redesign and re-proposal Oregon State University: NMC 430, course redesign and re-proposal Oregon State University: NMC 430, course proposal and design (new E-campus course) Oregon State University: NMC E-100, course proposal and design (new BACC core course) Oregon State University: NMC 100, course proposal and design (new BACC core course) Oregon State University: NMC Curriculum Committee, 2015–present

University of Memphis: COM 2101, course design University of Memphis: COM 4811, course re-design University of Memphis: Undergraduate Curriculum Committee, 2013–2015

## **Graduate Student Advising**

Chelsey Lynn Williams—MA Committee, MAIS, Oregon State University (2017–present) Jason Derby—PhD Committee, Communication, Georgia State University (2015–present) Scott Anderson—PhD Committee, Communication, University of Memphis (2013–present) Jonpaul Bushnell—PhD Committee, Communication, University of Memphis (2013–2016) Andre Favors—PhD Committee, Communication, University of Memphis (2013–2015)

## **Undergraduate Student Advising**

Allison Daley, Undergraduate Honors Thesis Committee, 2017 Internship adviser, COM and NMC, Spring 2017 (three students) Undergraduate adviser for Communication majors, University of Memphis (2013–2015)

## **Pedagogical Training**

OSU Advising Doctoral Students Workshop (2017) OSU Developing an Online Course Workshop (2017) NCSU Certificate of Accomplishment in Teaching (2013)

## Workshop Leadership

Faculty Participant, Doctoral Student Publication Workshop, U. of Memphis (2015) Faculty Leader, Rhetoric of War Doctoral Student Workshop, National Comm. Assoc. (2013)

## **Student Evaluations**

(SEE ATTACHED)

## **Peer Teaching Evaluations**

## (SEE ATTACHED)

## SERVICE: OREGON STATE UNIVERSITY

### UNIVERSITY SERVICE

## Faculty Committee, FIRST, Oregon State University (2017–present)

(**Description**: In October 2016 I joined the faculty committee of FIRST, Oregon State University's first-generation faculty/student mentoring and support network. In Spring 2017 I launched a marketing/outreach internship program for FIRST, in which I oversee one intern per quarter.)

## Faculty Mentor, FIRST, Oregon State University (2017–present)

(Description: I serve as a mentor for a first-generation undergraduate student.)

## **PROGRAM/UNIT-LEVEL SERVICE**

## **New Media Communications Service**

Peer Teaching Reviewer, 2017 National Association of Broadcasters Scholarship Award Committee, 2017 Undergraduate Writing Assessment participant, 2017 Recruitment/Retention Scholarship Award Committee, 2016 Assistant Professor of Visualization Hiring Committee, 2015–2016 Program Writing Assessment Participant, 2017 Undergraduate Curriculum Co-developer, 2015–2016

## **Speech Communication Service**

Visiting Assistant Professor of Rhetoric Search Committee, 2017 Lambda Pi Eta Communication Conference Paper Reviewer, 2016 Peer Teaching Reviewer, 2016 Research Committee, 2016–present MA/MS Program Course Co-Developer, 2016

## **SERVICE: UNIVERSITY OF MEMPHIS**

## Liaison and Internship Coordinator, Shelby Debate Society (2013–2015)

(**Description**: Upon arrival at the University of Memphis, I initiated a formal relationship between the Department of Communication and the Shelby Debate Society, Memphis's urban debate league. I developed an internship program, designed a recurring service-learning course, and coordinated more than two dozen student volunteers. This program was designed to assist underserved communities—especially communities of color—in Memphis, and also to recruit for the Communication department.)

## **Department of Communication Service**

Graduate Research Award Committee, 2014 Chair's Advisory Committee, 2014–2015 COMM Faculty Representative to the Library, 2014–2015 Undergraduate Curriculum Committee, 2013–2015 Online Education Committee, 2013–2014

## SERVICE TO THE PROFESSION

JOURNAL LEADERSHIP

Associate Editor, Surveillance and Society (international peer-reviewed journal; 2017–2019)

## EDITORIAL BOARD MEMBERSHIP

Southern Journal of Communication (2014–2016) Surveillance and Society (2016–present) Technoculture (2014–2016)

## BOOK MANUSCRIPT REVIEWS AND ENDORSEMENTS

Bloomsbury Academic (2015) Rowman and Littlefield/Lexington (2015)

## ARTICLE REVIEWER FOR THE FOLLOWING JOURNALS

Argumentation and Advocacy (2016) Communication +1 (2016) Communication and Critical/Cultural Studies (2015, 2016) Communication Quarterly (2015) International Journal of Communication (2015) Radical Pedagogy (2015) Rhetoric & Public Affairs (2014) Surveillance & Society (2015, 2016) Technoculture (2014) Television and New Media (2015)

## PAPER REVIEWER FOR THE FOLLOWING CONFERENCE DIVISIONS

Critical and Cultural Studies Division of NCA

Public Address Division of NCA Rhetorical and Communication Theory Division of NCA Rhetoric and Public Address Division of SSCA Media and Cultural Studies Division of NWCA

## VISUAL RHETORIC BIBLIOGRAPHY

Hosted on reevesjoshua.com; frequently updated and one of the most comprehensive visual rhetoric bibliographies on the web: <u>http://www.reevesjoshua.com/vis-rhet-bib</u>

## SERVICE TO THE PUBLIC (PROFESSIONALLY RELATED)

University Liaison and Internship Coordinator, Shelby Debate Society (2013–2015)

# **Elizabeth Root**

Associate Professor, Speech Communication B6 Shepard Hall, Corvallis, Oregon 97331 541-737-5390 <u>Elizabeth.Root@oregonstate.edu</u>

### EDUCATION AND EMPLOYMENT INFORMATION

PhD in Communication, May 2007, University of New Mexico Dissertation: *How the Ideology of English Influences Classroom Interactions in South Korea: Insights from Personal Narratives* Advisors: Dr. Bradford 'J' Hall and Dr. Karen Foss

MA in ESL (English as a Second Language), December 1998, University of Minnesota Thesis: *Motivation and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean* Advisor: Dr. Andrew Cohen

BA in Language Arts Secondary Education, May 1992, Bethel University Minor: Music Summa cum laude

#### **Employment Information:**

Associate Professor, 2008-current Received tenure in 2014 Director of Graduate Studies (2011 – 2016) Speech Communication, School of Arts and Communication Oregon State University, Corvallis, Oregon

Instructor, 2007-2008 American English Institute University of Oregon, Eugene, Oregon

Teaching Assistant, 2003-2007 Department of Communication and Journalism University of New Mexico, Albuquerque, New Mexico

Visiting Professor, February – August, 2006 Institute of International Education Kyung Hee University, Seoul, South Korea Visiting Professor, 1999-2002 Department of Language and Culture The Catholic University of Korea, Bucheon, South Korea

Teaching Assistant, 1997-1998 Minnesota English Center University of Minnesota, Minneapolis, Minnesota

English as a Second Language Instructor, 1994-1997 Adult Academic Program School District 218, Robbinsdale, Minnesota

English as a Foreign Language Teacher, 1993-1994 Shandong Institute of Mining Taian, Shandong Province, People's Republic of China

English as a Foreign Language Teacher, 1992-1993 Taiyuan Institute of Technology Taiyuan, Shanxi Province, People's Republic of China

## TEACHING, ADVISING, AND OTHER ASSIGNMENTS

## **Instructional Summary:**

• Curriculum Development:

New courses developed:

Comm 326, developed Fall 2008; online version developed Fall 2015 -Winter 2016
Comm 416, developed Winter 2009
Comm 426/526, developed Spring 2009
Comm 599 (Language and Culture), developed Fall 2009
Comm 321, developed Summer 2011
Comm 599 (Interracial Communication), developed Spring 2012
ALS 199, Section 3 (Overcoming Culture Shock: How to Navigate OSU Culture), developed Fall 2012
Comm 599 (Critical Theorizing in Intercultural Communication), developed Winter 2014

• Non-Credit Courses and Workshops:

Pre-Academic Language Training Program for Hubert H. Humphrey Fellows. I was invited to

teach in this program, sponsored by the American English Institute at the University of Oregon, from June 22 – August 14, 2009. The Humphrey Fellowship Program is a branch of the Fulbright Scholarship Program, run through the US State Department, and is designed for mid-career professionals from designated developing countries. I taught four different English language classes: *Academic Writing, Oral Skills, University Seminar*, and *Workplace Communication*.

### • Invited Lectures:

*Effective Communication Across Cultures.* Guest lecture given for Seongbuk Global Village Center in Seoul, South Korea, June 17, 2017.

*A Dynamic Approach to Intercultural Communication*. Guest lecture given for the SeoulTech Language Education Colloquium, at Seoul National University of Science and Technology, in Seoul, South Korea, September 6, 2012.

*Introduction to Intercultural Communication*. Guest lecture given in Dr. Jeon Jihyeon's graduate level course on Intercultural Communication, in the College of Business Administration, at Ewha Womans University, in Seoul, South Korea, September 3, 2012.

*Overcoming barriers to effective communication across cultures.* Guest lecture given for the Department of Language and Culture, at The Catholic University of Korea, in Bucheon, South Korea, August 30, 2012.

#### • Graduate Students:

Jeanna Towns (MAIS), committee member, schedule unknown Madison Parker (MAIS), committee member, schedule unknown Ameer Almuaybid (MAIS), committee member, degree to be completed Spring 2016 Christopher Foertsch (Anthropology, MA), committee member, degree to be completed Spring 2016

Ashlee Tibbets (MA, Forestry), committee member, degree granted Fall 2011 Scott Anderson (MAIS), committee member, degree granted Spring 2012 Chelsea McLennan (MAIS), committee member, degree granted Spring 2012 Forest Ledbetter (MAIS), committee member, degree granted Spring 2012 Jillian Egan (MAIS), Chair, degree granted Summer 2012 Erika Hanna (MAIS), Chair, degree granted Fall 2012 Michelle Huillet (MAIS), committee member, degree granted Spring 2013 Anna Anderson (MAIS), Chair, degree granted Spring 2013 Jeanna Ramos (MAIS), graduate representative, degree granted Spring 2013 Mariana Zaragoza (MAIS), graduate representative, degree granted Spring 2013 Ashley Carron (MAIS), Chair, degree granted Summer 2013
Whitney Ahn (MAIS), committee member, degree granted Spring 2014
Karen Ast (CSSA, MA), committee member, degree granted Spring 2014
Brett Watson (MA, Environmental Sciences), committee member, degree granted Spring 2014
Corrina Ward, (MAIS), committee member, degree granted Spring 2014
Erin Mitchell (PhD, Exercise and Sport Science), degree granted Spring 2015
Alexandra Cook (MAIS), committee member, degree granted Fall 2015
April Whitney (MAIS), Chair, degree granted Fall 2015

• Collaborative Efforts:

*Culture Partner Program*. I created a conversation partnership program in collaboration with the General Education program at INTO OSU, working with Elena Sapp, Melody Slothower, Carly Gerig, and Tracy Jones. This program pairs up students in Comm 426/526 with international students in a Cross-Cultural Communication course taught through INTO. This program was initially developed in Spring 2010 and has been offered every spring term since.

#### SCHOLARSHIP AND CREATIVE ACTIVITY

#### Work in Progress:

Root, E., Babbar-Sebens, M., Rosenberg, D., Mirchi, A., Madani, K., Watkins, D., Giacomoni, M. (In submission). Training water resources systems engineers to communicate: Perspectives from on-the-job practitioners. *Journal of Engineering Education*.

Current IRB study (7071): Critical Pedagogy in an Internacial Communication Course. For this research, I have collected and transcribed all data, and am currently in the analysis process.

Current IRB study (7863): Cultural Adjustment and Identity as an English-Language Learner in South Korea. I am in the process of conducting focus group interviews for data collection for this research.

#### **Refereed Publications:**

Root, E. (Forthcoming). Staging scenes of co-cultural communication: Acting out aspects of marginalized and dominant identities. Accepted for publication in *Communication Teacher*.

Rosenberg, D., Babbar-Sebens, M., Root, E., Herman, J., Mirchi, A., Giaconomi, M., Kasprzyk, J.,

Madani, K., Ford, D., & Basdekas, L. (Forthcoming). Towards More Integrated Formal Education and Practice in Water Resources Systems Analysis. Accepted for publication in *Journal of Water Resources Management*.

- Root, E. (2016). Cultural adjustment from the other side: Korean students' experiences with their sojourner-teachers. *China Media Research*, 12(1), 35-45.
- Root, E. (2014). Definitions of an intercultural encounter: Insights into "Internationalization at Home" efforts. *The Northwest Journal of Communication*, 42(1), 35-60.
- Root, E. (2013). Insights into the differences similarities dialectic in intercultural communication from university students' narratives. *Intercultural Communication Studies*, 22(3), 61-79.
- Root, E., Hargrove, T. D., Ngampornchai, A., & Petrunia, M. D. (2013). Identity dialectics of the intercultural communication instructor: Insights from collaborative autoethnography. *Intercultural Communication Studies*, 22(2), 1-18.
- Root, E., & Ngampornchai, A. (2012). "I came back as a new human being": Student descriptions of intercultural competence acquired through education abroad experiences. *Journal of Studies in International Education*. doi:10.1177/1028315312468008
- Root, E. (2012). Participation in and opposition to the ideology of English in South Korea: Insights from personal narratives. *Asian EFL Journal*, 14(3), 178-213.
- Root, E. (2010). Fostering genuine dialogue in the classroom. *Academic Exchange Quarterly*, 14(4), 78-85.
- Root, E. (2009). "I'm just a foreign teacher doing my job": Ways in which discursive constructions mask an ideology of English in South Korea. *NIDA Journal of Language and Communication*, 14(14), 57-80.

#### **Non-Refereed Publications:**

- Root, E. (2015). The empty woman: Dealing with sadness and loss after a hysterectomy. In J. Baglia & R. Silverman (Eds.), *Pregnancy loss: A narrative collection* (pp. 181-194). New York: Peter Lang Publishing.
- Root, E. (1999). *Motivation and learning strategies in a foreign language setting: A look at a learner of Korean*. The Center for Advanced Research on Language Acquisition Working Paper #14. The Regents of the University of Minnesota.

#### **Conference Presentations:**

- *Opposing energies of the interculturalist identity.* Research paper presented at the NCA (National Communication Association) Conference, Las Vegas, Nevada, November 21, 2015.
- *"Embracing" Differences: Dialogue about Critical Intercultural Communication Pedagogy.* Panel presenter at the NCA (National Communication Association) Conference, Las Vegas, Nevada, November 22, 2015.
- Developing Intercultural Content Online: Insights from the Field of E-learning and Instructional Design. Presenter at the SIETAR (Society for Intercultural Education, Training, and Research) Conference in Orlando, Florida, Oregon, October 17, 2015. Co-authored with Anchalee Ngampornchai.
- Identity awareness for interculturalists: Sharing ways we present and preserve our identities. Presenter at the SIETAR (Society for Intercultural Education, Training, and Research) Conference in Portland, Oregon, October 23, 2014.
- Insights into the differences similarities dialectic in intercultural communication from university students' narratives. Research paper presented at the NCA (National Communication Association) Conference, Washington D.C., November 23, 2013.
- *The Professor and Mary Ann: Student expectations of university professors' gender.* Research paper presented at the NCA (National Communication Association) Conference, Orlando, Florida, November 16, 2012. Co-authored with Trischa Goodnow.
- "I came back as a new human being": Student descriptions of intercultural competence acquired through education abroad experiences. Research paper presented at the WSCA (Western States Communication Association) Conference, Albuquerque, New Mexico, February 19, 2012. Co-authored with Anchalee Ngampornchai.
- *Education in the quest for social change*. Panel Presenter at the WSCA (Western States Communication Association) Conference, Albuquerque, New Mexico, February 20, 2012.
- The voice at the front of the room: Identity dialectics of the intercultural communication instructor. Research paper presented at the NCA (*National Communication* Association) Conference, New Orleans, Louisiana, November 19, 2011. Co-authored with Tara Hargrove, Matthew Petrunia, and Anchalee Ngampornchai.
- *Unsilencing the margins: Organizations and the theatre of empowerment.* Panel presenter at the NCA (National Communication Association) Conference, New Orleans, Louisiana, November 17, 2011.

- *The use of narratives to increase intercultural learning: How personal experiences of risk and resilience can benefit research and teaching.* Presenter at the SIETAR (Society for Intercultural Education, Training, and Research) Conference, Denver, Colorado, April 16, 2011.
- *Constructing community: Addressing challenges, successes, and positionality in the intercultural classroom.* Panel presenter at the WSCA (Western States Communication Association) Conference, Monterey, California, February 21, 2011.
- *How university students define an intercultural encounter: Insights into "Internationalization at Home" efforts.* Research paper presented at the WSCA (Western States Communication Association) Conference, Monterey, California, February 20, 2011.
- NWCA Presidential Panel: Roundtable Discussion on Teaching. Panel presenter at the NWCA (Northwest Communication Association) Conference, Coeur D'Alene, Idaho, April 9, 2010.
- Participation and resistance to the ideology of English: Stories told by Korean students and native-English speaking teachers. Research paper presented at the NCA (National Communication Association) Conference, Chicago, Illinois, November 12, 2009.
- A change in perspective: Personal challenges with conceptualizing cultural privilege. Panel presenter at the NCA (National Communication Association) Conference, Chicago, Illinois, November 14, 2009.
- *Underlying expectations of native-English speaking teachers and South Korean students: Insights from personal narratives.* Research paper presented at the ICA (International Communication Association) Conference, Chicago, Illinois, May 23, 2009.
- *The challenges of conceptualizing cultural privilege: Moving toward possible solutions.* Panel presenter at the SIETAR (Society for Intercultural Education, Training, and Research) Conference, Cary, North Carolina, April 3, 2009.
- *Cultural adjustment from the other side: Korean students' experience with their sojourner-teachers.* Research paper presented at the NCA (National Communication Association) Conference, San Diego, CA, November 22, 2008.
- *Cultural adjustment from the student perspective*. Research paper presented at the TESOL (Teaching English to Speakers of Other Languages) Conference, New York, NY, April 3, 2008.
- *The ideology of English in South Korea*. Research paper presented at the TESOL (Teaching English to Speakers of Other Languages) Conference, New York, NY, April 4, 2008.

- *When teaching "works:" Letting student narratives speak.* Research paper presented at the NCA (National Communication Association) Conference, Chicago, IL, November 15, 2007.
- *Locating the heart in instructional communication.* Research paper presented at the NCA (National Communication Association) Conference, San Antonio, TX, November 18, 2006.
- Getting ahead of the curve: Investigating the impact of location and space in intercultural relationships. Poster session presenter at the SIETAR (Society for Intercultural Education, Training and Research) Conference, Albuquerque, NM, November 2, 2006.
- *Communicating culture in the classroom: An ethnography.* Research paper presented at the WSCA (Western States Communication Association) Conference, San Francisco, CA, February 22, 2005.
- *Defining intercultural communicative competence.* Research paper presented at the TESOL (Teaching English to Speakers of Other Languages) Conference, San Antonio, TX, April 1, 2005.
- Sociocultural contexts in teaching: The context of globalization. Research paper presented at the TESOL (Teaching English to Speakers of Other Languages) Conference, San Antonio, TX, April 1, 2005.
- *Cat cloning and Genetic Savings and Clone Inc.: Cloaking controversy with rhetorical vision*. Research paper accepted for presentation at the ICA (International Communication Association) Conference, New York, NY, May 29, 2005. Co-authored with Adolfo Garcia.
- *The comparison of motivation between* 2<sup>nd</sup> *year Japanese and English majors at Catholic University.* Research paper presented at the ALAK (Applied Linguistics Association of Korea) Conference, Seoul, Korea, December 7, 2002. Co-authored with Atsushi Nakano.
- *The comparison of motivational factors between English and Japanese language majors in Korea.* Research paper presented at the ALAK (Applied Linguistics Association of Korea) Conference, Seoul, Korea, December 8, 2001. Co-authored with Atsushi Nakano.
- *Components of motivation in a foreign language setting*. Research paper presented at the KATE (Korea Association of Teachers of English) Conference, Seoul, Korea, June 29, 2001.
- *The creation of a course: Intercultural communication.* Paper presented at the ALAK (Applied Linguistics Association of Korea) Conference, Seoul, Korea, June 23, 2001.
- *Motivation in a foreign language setting: A look at a learner of Korean*. Research paper presented at the KOTESOL (Korea Teachers of English to Speakers of Other Languages) Conference. Seoul, Korea, March 18, 2000.

#### SERVICE

#### **University Service**:

**Departmental Service:** 

- Member of Curriculum Committee, 2009-2011
- Departmental Representative, Beaver Open House, November 6, 2010
- Member of Hiring Committee for the Media and Cultural Studies position, Winter 2011
- Director of Graduate Studies for the MAIS, Fall 2011 present
- Member of Scholarship Committee, 2011, 2012
- Member of Hiring Committee for Organizational Communication position, Winter 2012
- Organized 6 presentations for the Colloquium Series every year, Fall 2011 present
- Member of Travel Committee, Fall 2012
- Presentation. *The voice at the front of the room: Identity dialectics of the intercultural communication Instructor,* Speech Communication Colloquium Series, October 14, 2012
- Unit Representative. College of Liberal Arts' Matriculation Ceremony, April 19, 2012, and April 16, 2013.
- Member of Hiring Committee for Health/Interpersonal Communication position, Winter/Spring 2013
- Presentation. *To claim "nappy-esque" hair: An autoethnographic exploration of white racial identity,* Speech Communication Colloquium Series, January 25, 2013.
- Respondent and Reviewer. Lambda Pi Eta Student Communication Conference, Oregon State University, May 11, 2013
- Unit Liaison for website development for CLA, Fall 2013
- Chair of Travel Committee, Fall 2013
- Intercultural Communication Training for Comm 111instructors teaching for INTO, Dec. 16, 2013
- Chair of Travel Committee, Fall 2014
- Member of Hiring Committee for NMC/Speech Communication position, Winter 2015.
- Initiated discussion group on teaching for Speech Comm faculty and instructors, Winter 2015--ongoing.
- Member of Hiring Committee for visiting Organizational Communication position, Spring 2015.
- Chair of Scholarship Committee, Spring 2015
- Respondent and Reviewer. Lambda Pi Eta Student Communication Conference, Oregon State University, May 9, 2015
- Member of Hiring Committee for Speech Comm/Theater academic advisor, Summer, 2015
- Chair of Travel Committee, Fall 2015

University Service:

• Main speaker, *Intercultural Communication Training*, Brown Bag Sessions for INTO Staff, Oregon State University, Corvallis, OR April 22, 2014.

• Main speaker, *Intercultural Communication Training*, Faculty Mediators Training, Omsbud Office, Oregon State University, Corvallis, OR, April 4, 2014.

• Co-presenter with Ron Mize, *Cultural Values Training*, Global Village Living-Learning Community, INTO OSU, Oregon State University, Corvallis, OR, February 27, 2014.

• Facilitator of debriefing discussion of the documentary "The Dialogue," hosted during International Education Week, sponsored by the Office of International Education, Oregon State University, Corvallis, OR, November 13, 2013.

• Main speaker, *Introduction to Intercultural Communication*, in Sara Jameson's WR 214 class, Oregon State University, Corvallis, OR, October 9, 2013.

• Member, Task Force on Intercultural Initiatives, Student Affairs, Oregon State University, Corvallis, OR, Spring 2013.

• Main speaker, *Differences in communication styles: Considerations for the classroom context,* workshop facilitated for the OSU Women's Network, Oregon State University, Corvallis, OR, May 23, 2012.

• Main speaker, *Understanding different communication styles*, a workshop facilitated for the OSU Cross-Cultural Mentorship Program, sponsored by Intercultural Student Services, Oregon State University, Corvallis, OR, March 6, 2012.

• Guest presenter, *Intercultural competence*, ADELANTE Leadership Program, The Center for Latina/o Studies and Engagement and Casa Latina/o de OSU, Oregon State University, Corvallis, OR, February 29, 2012.

• Panel participant, *Classroom richness: Domestic and international students learn together*, presentation sponsored by the Center for Teaching and Learning, for International Education Week, Office of International Programs, Oregon State University, Corvallis, OR, November 12, 2012.

• Panel participant, *Gender in the classroom*, a presentation sponsored by the OSU Women's Network, Oregon State University, Corvallis, OR, November 3, 2011.

• Invited Wei Xue-Ming, a visiting scholar from Beijing University of Posts and Telecommunications, to Speech Communication for a year appointment, Winter 2011 – Fall 2011.

• Mentor volunteer, *Cross-Cultural Mentorship Program*, sponsored by Intercultural Student Services, Oregon State University, Corvallis, OR, 2010-2011

• Main speaker, *Overcoming barriers to effective intercultural communication, a* workshop facilitated as part of International Education Week, Office of International Programs, Oregon State University, Corvallis, OR, November 19, 2010.

• Main speaker, *A dialectical approach to intercultural communication,* a workshop for Pathway Tutors, sponsored by INTO OSU, Oregon State University, Corvallis, OR, June 29, 2010.

• Member, advisory council for the planning of *Intercultural Communication Week*, Office of International Programs, Oregon State University, Corvallis, OR, Winter 2009.

#### Service to the Profession:

- Reviewer, Western Communication Association Conference, Fall 2015
- Reviewer, Northwest Communication Association Conference, Spring 2015.
- Reviewer, Society for Intercultural Education, Training, and Research, Spring 2015.
- Reviewer, National Communication Association Conference, Spring 2015.

• Chair for the Intercultural Communication Interest Group, Western States Communication Association, Winter 2014 – Winter 2015.

- Reviewer, *Modern Language Journal*, Fall 2014 Winter 2015.
- Session Chair, Northwest Communication Association Conference, Spring 2014.
- Session Chair, Western Communication Association Conference, Winter 2014.
- Session Chair, National Communication Association Conference, Fall 2013.
- Session Chair, Northwest Communication Association Conference, Spring 2013.
- Reviewer, Journal of the Northwest Communication Association, Winter 2011, 2013.
- Reviewer, Intercultural Education, Fall 2012.

- Reviewer, Journal of International and Intercultural Communication, Fall 2011, 2012.
- Reviewer, Western States Communication Association Conference, Intercultural Communication Interest Group, Fall 2011, 2012, 2013.
- Respondent, Western States Communication Association Conference, Winter 2012.
- OSU delegate, Legislative Assembly meeting, Western States Communication Association Conference, Winter 2012, 2014.

• Guest lecture, *Identity issues in cultural adjustment*, Rumaila Education Program, a special program hosting 15 Iraqi students at the American English Institute, University of Oregon, Eugene, OR, February 13, 2012.

- Reviewer, National Communication Association Conference, Winter 2012, 2013, 2014.
- Session Chair and Respondent, Western States Communication Association Conference, Albuquerque, NM, Winter 2012.

• Guest lecture, *Cultural identity*, Hubert H. Humphrey Fellows Program, University of Oregon, Eugene, OR, July 22, 2011.

• Guest lecture, *The effects of perception in intercultural interactions*, Hubert H. Humphrey Fellows Program, University of Oregon, Eugene, OR: July 1, 2009, June 25, 2010, and May 20, 2011.

• Reviewer, Language and Intercultural Communication, Spring, 2011.

#### AWARDS

#### National and International Awards:

Top Paper Award, Intercultural Communication Interest Group. Presented at the Western States Communication Association Conference, Albuquerque, February 19, 2012.

Ralph Cooley Award (Signifies the overall top paper in the division), International and Intercultural Communication Division. Presented at the National Communication Association Conference, New Orleans, November 19, 2011.

Top Faculty Paper Award, International and Intercultural Communication Division. Presented at the National Communication Association Conference, New Orleans, November, 2011.

Top Paper Award, Korean American Communication Association. Presented at the National

Communication Association Conference, Chicago, November 12, 2009.

Top Paper Award, Scholarship of Teaching and Learning Division. Presented at the National Communication Association Conference, Chicago, November 15, 2007.

#### University and Community Awards:

- ADVANCE Faculty Fellow, 2017-2018. Received from Oregon State ADVANCE, part of the National Science Foundations' ADVANCE program to increase participation and advancement of women in science and engineering.
- L.L. Stewart Faculty Development Award. Received from the Center of Teaching and Learning, Oregon State University, March 28, 2011.

#### **GREGG B. WALKER**

OREGON STATE UNIVERSITY - 104 Shepard Hall – Corvallis, OR 97331 USA 1.541.737.5397 gwalker@oregonstate.edu; profwalk@yahoo.com

06-2015

#### CURRENT POSITIONS AND TEACHING RESPONSIBILITIES

Faculty member in four colleges at Oregon State University

In the College of Liberal Arts: Professor of Speech Communication (School of Arts and Communication) and Adjunct Professor of Public Policy (Economics, Political Science, and Sociology) Teach courses in conflict management, negotiation, international negotiation, mediation and facilitation, advanced argumentation. policy discourse processes, sustainable development; advise graduate and undergraduate students

<u>In the College of Forestry</u>: Adjunct Professor of Forest Ecosystems & Society Teach courses in natural resources management and policy decision making (economics, politics, culture, ecosystem services); advise graduate students

In the College of Earth, Oceanic, and Atmospheric Sciences: Adjunct Professor of Marine Resource Management and Adjunct Professor of Water Resources Management Teach courses in natural resources negotiation and collaborative decision-making (emphasis on water, ocean and coastal ecosystems), systems and resilience thinking; teach in the Natural Resources Leadership Academy; advise graduate students

In the College of Science: Adjunct Professor of Environmental Sciences Teach science communication; environmental conflict resolution; advise graduate students

#### EDUCATIONAL BACKGROUND

1. Ph.D., Communication Studies; University of Kansas, 1983

2. M.A., Communication Studies; University of Kansas, 1982

3. B.S., History, Sociology, Speech Communication (three majors); University of Minnesota, 1974, with High Distinction

4. B.A., Speech Communication; University of Minnesota, 1974, Phi Beta Kappa

#### HIGHER EDUCATION WORK EXPERIENCE

1. Professor, Speech Communication Department/Program, Oregon State University, Corvallis, OR (OSU):1999-present (Associate Professor, 1991-1999; Assistant Professor 1987-1991); Department Chair, 1995-2003

2. Director, Peace Studies Certificate Program, OSU: 1988-2005

3. Assistant Professor and Director of Forensics, Department of Communication, University of Utah, Salt Lake City, UT: 1984-1987

4. Assistant Professor and Director of Forensics, Department of Speech Communication, Willamette University, Salem, OR: 1983-1984

#### **PUBLICATIONS – BOOKS**

1. Walker, Gregg B., and Kinsella, William J., eds. (2005). *Finding Our Way(s) in Environmental Communication: Proceedings of the Seventh Biennial Conference on Communication and the Environment.* Corvallis, OR: Oregon State University Department of Speech Communication.

2. Daniels, Steven E., and Walker, Gregg B. (2001). *Working Through Environmental Conflict: The Collaborative Learning Approach*. Westport, CT: Praeger.

#### **RECENT PUBLICATIONS – ARTICLES**

Walker, G. B., Daniels, S. E., & Emborg, J. (2015). Public participation in environmental policy decisionmaking: Insights from twenty years of collaborative learning fieldwork. In A. Hansen & R. Cox (Eds.), *The Routledge Handbook of Environment and Communication* (pp. 111-130). New York: Routledge.

Walker, G. B. (2013). Confronting complex global challenges: Comparing the Climate Change and Law of the Sea Negotiations. In O.C. Ruppel, C. Roschmann, & K. Ruppel-Schlichting (Eds). *Climate change and global governance: International regimes in a changing environment*. Berlin: Nomos Publ.

Daniels, S. E., Walker, G. B., & Emborg, J. (2012). The unifying negotiation framework: A model of policy discourse. *Conflict Resolution Quarterly*, 30(1), 1-14.

Daniels, S. E., Emborg, J., & Walker, G. B. (2012). Seeing the forest for the trees: Managing social conflict and forest restoration. *Tree and Forestry Science and Biotechnology*,6 (Special Issue 1), 1-6.

Daniels, S. E., & Walker, G. B. (2012). Lessons from the trenches: Twenty years of applying systems thinking to environmental conflict. *Systems Research and Behavioral Science*. 29, 104-115.

Walker, G. B., & Daniels, S. E. (2012). The nature and role of agency leadership: Building and sustaining collaboration in natural resource management and environmental policy decision-making. In D. Rigling Gallagher (Ed.), *Environmental leadership: A reference handbook (pp. 147-158)*. Thousand Oaks, CA: Sage.

Emborg, J., Walker, G. B., & Daniels, S. E. (2012). Forest landscape restoration decision-making and conflict management: Applying discourse-based approaches. In J. Stanturf & P. Madsen (Eds.), *Forest landscape restoration: Principles and practices* (pp. 131-153). New York: Springer.

Walker, G. B., and Senecah, S. L. (2011). Collaborative governance: Integrating institutions, communities, and people. In E. F. Dukes, K. E. Firehock, and J. E. Birkhoff (Eds.), *Community-based collaboration: Bridging socio-ecological research and practice*. Charlottesville, VA: University of Virginia Press.

Walker, G. B., Daniels, S. E., & Emborg, Jens (2008). Tackling the tangle of environmental conflict: Complexity, controversy, and collaborative learning. *Emergence: Complexity and Organization* (E:CO), 10(4), 17-27.

Walker, G. B. (2008). (2008). The transformative potential of environmental melodrama and its conflict (resolution) implications. *Environmental Communication* 2(1), 85-90.

Walker, G. B. (2007). Public participation as participatory communication in environmental policy decisionmaking: From concepts to structured conversations. *Environmental Communication: A Journal of Nature and Culture*, 1, 64-72.

Walker G. B, Senecah, S. L., & Daniels, S. E. (2007) Reflections from the road: new and improved concepts, tools, and lessons for community-based collaboration. In: Volkening, L.S. et al (Eds). Proceedings of the 8th biennial conference on communication and the environment (pp. 213-234). Athens, GA: University of Georgia Department of Speech Communication.

Walker, G. B., Senecah, S. L., & Daniels, S. E. (2006). From the forest to the river: Citizen views of stakeholder engagement. *Human Ecology Review*, 13, 193-202.

Walker, G. B., Daniels, S. E., & Cheng, A. (2006). Facilitating dialogue and deliberation in environmental conflict: the use of groups in collaborative learning. In L. Frey (Ed.), *Facilitating Group Communication: Innovations and Applications with Natural Groups*. Cresskill, NJ: Hampton Press.

Walker, G. B., & Daniels, S. E. (2005). Assessing the promise and potential for collaboration: The Progress Triangle framework. In G. B. Walker & W. J. Kinsella (Eds.), Finding our Way(s) in *Environmental Communication: Proceedings of the seventh biennial conference on communication and the environment* (pp. 188-201). Corvallis, OR: Oregon State University Department of Speech Communication.

Walker, G. B. (2004). The roadless areas initiative as national policy: Is public participation an oxymoron? In S. W. Depoe, J. W. Delicath, & M-F. Aepli Elsenbeer (Eds.), *Communication and public participation in environmental decision making* (pp. 113-136). Albany, NY: State University of New York Press.

Walker, G. B. & Daniels, S. E. (2004). Dialogue and deliberation in environmental conflict: Enacting civic science. *Environmental Communication Yearbook*, Vol. 1. Mahwah, NJ: Lawrence Erlbaum Associates.

Walker, G. B., & Daniels, S. E. (2001). Natural resource policy and the paradox of public involvement: Bringing scientists and citizens together. *Journal of Sustainable Forestry*, 13(1/2), 253-269.

Blatner, K. A., Carroll, M.S., Daniels, S. E., & Walker, G. B. (2001). Evaluating the application of collaborative learning to the Wenatchee fire recovery planning effort. *Environmental Impact Assessment Review*, 21, 241-270.

#### **RECENT CONFERENCE PAPERS AND PRESENTATIONS**

Walker, G. B., Daniels, S. E., & Emborg, J. (2014, 19 November). Public participation in environmental policy decision-making: Insights from twenty years of collaborative learning fieldwork. Paper presented at the National Communication Association conference, Chicago, IL (competitively selected; a top paper award).

Walker, G. B. (2014, May). Beyond Boom and Bust: Improving Community Resilience in Rural Ghana. Resilience 2014 Conference, Montpelier, France.

Walker, G. B. (2013, November). Confronting Complex Global Challenges: Comparing the Climate Change and Law of the Sea Negotiations. Paper presented at the National Communication Association conference, Washington, D.C. (competitively selected).

Walker, G. B. (2013, November). Making Progress in the Climate Change Negotiations: Insights from the Law of the Sea. Presentation at a side event at COP 19, the UNFCCC (climate change) meetings in Warsaw, Poland.

Walker, G. B. (2013, August). Wicked Situations, Systems, and Engagement: Looking Back...and Looking Forward. Opening keynote presentation at the Aspen Conference on Organizational Communication, Aspen, CO.

Walker, G. B. (2013, June). Seeking Progress in the Climate Change Negotiations: Insights from the Unifying Negotiation Framework. Paper presented at the Eleventh Biennial Conference on Communication and the Environment, Uppsala, Sweden (part of a competitively selected panel – organized and submitted by Gregg Walker).

Walker, G. B., Russo-Kelly, M., & Watson, J. E. (2013, June). Collaboration for Resilient Ecosystems and Communities? The Partnership for Coastal Watersheds Project. Poster presented at the Eleventh Biennial Conference on Communication and the Environment, Uppsala, Sweden (competitively selected).

Daniels, S. E., Emborg, J., Sarfo-Mensah, P., & Walker, G. (2013, June). Community Capacity, Local Governance, and Rural Development in Ghana. Paper presented at the International Symposium for Society and Resource Management, Estes Park, CO.

Russo-Kelly, M., Watson, J. E., & Walker, G. B. (2012, February). Coastal Communities Collaborating and Adapting to Climate Change: An Evaluation of the Partnership for Coastal Watersheds. Paper presented at the Western States Communication Association conference, Reno, NV (competitively selected).

Walker, G. B., & Daniels, S. E. (2012, November). Agency Leadership as Unifying Leadership: Building and Sustaining Collaboration in Natural Resource Management and Environmental Policy Decision-Making. Paper presented at the National Communication Association conference, Orlando, FL (competitively selected; a top paper award).

Walker, G. B., & Russo-Kelly, M. (2012, September). Dominant Discourses in Climate Change Negotiations: Culture, Interests, and Identity Conflict. Culture, Politics, and Climate Change Conference, University of Colorado, Boulder, CO (competitively selected).

Walker, G. B., & Daniels, S. E. (2012, February). Managing for Stewardship and Sustainability: The SAMAN Model for Partnership Assessment and Development. Paper presented to the Environmental Communication Division of the Western States Communication Association, Albuquerque, NM (competitively selected paper).

Walker, G. B. (2011, November). Dominant Discourses in Climate Change Negotiations. Paper presented at the National Communication Association conference, New Orleans, LA (competitively selected program).

Walker, G. B., (2011, November). In Search of a Global Climate Agreement: The Discourse(s) of Climate Change Negotiations. Paper presented as part of a "Peacebuilding" Roundtable at the National Communication Association conference, New Orleans, LA (competitively selected program).

Walker, G. B. (2011, June). Dialogue, Deliberation, and Innovation: Procedural Resilience in the 2010 Climate Change Negotiations. Paper presented at the the11th Biennial Conference on Communication and the Environment (COCE), University of Texas El Paso (competitively selected program).

Walker, G. B. (2011, June). Resilience, Creativity, and Constraints in the Climate Negotiations: Insights from the Unifying Framework. Paper presented at the International Symposium on Society & Resource Management (ISSRM), Kota Kinabalu, Sabah, Malaysia (competitively selected program).

Walker, G. B., & Russo, M. (2011, June). Working Through The Conflicts And Disputes Of Climate Change: The Mediators Beyond Borders International Climate Change Project. Poster presented at the International Symposium on Society & Resource Management (ISSRM), Kota Kinabalu, Sabah, Malaysia (competitively selected poster).

Spencer, D., & Walker, G. B. (2011, June). Confronting Complexity and Controversy surrounding Dam Removal in the Klamath Basin: A Unifying Framework Analysis. Paper presented at the International Symposium on Society & Resource Management (ISSRM), Kota Kinabalu, Sabah, Malaysia (competitively selected program).

#### RECENT WORKSHOPS, SEMINARS, AND PRESENTATIONS

Walker, G. B. (2015, 25 April). Working Through Multi-Party Conflicts: Systems Thinking. Workshop presented at the Mediators Beyond Borders International 7<sup>th</sup> Congress, Bucharest, Romania.

Walker, G. B. (2015, 07 April). Progress, Problems, and Prospects: The United Nations Climate Change Negotiations. Presentation to BIOL 502 – Topics: Natural Resource Conflict Management, Pittsburg State University, Pittsburg, KS (delivered remotely via Skype).

Walker, G. B. (2015, 16 January). Negotiating Climate Change: Discourses, Divergence, and Convergence in the Search for a Comprehensive Agreement. Environmental Conflict Resolution Seminar, University of Oregon Law School, Eugene, OR.

Walker, G. B. (2015, 06 January). Collaboration, Communication, and Environmental Conflict: A Pracademic's Perspective. Presentation to EST 609 - Collaborative Governance for Environmental & Natural Resource Management, SUNY College of Environmental Science and Forestry, Syracuse, NY (delivered remotely via Skype).

Walker, G. B. (2014, 14 November). Collaboration, Communication, and Environmental Conflict: A Pracademic's Perspective. Speech Communication Research Colloquium, Oregon State University.

Walker, G. B. (2014, 24 June). Dominant Discourses in Climate Change Negotiations: Comparing Progress on REDD+ and Loss and Damage. Presentation to WRP 599 – Wicked Problems in Natural Resources Decision-Making, Oregon State University.

Walker, G. B. (2014, 16 June). Dominant Discourses of the Climate Change Negotiations: Divergence and Convergence in the Search for a Comprehensive Agreement. Brown Bag (lunch) Seminar, Centre for Environmental and Climate Research, Lund University, Lund, Sweden.

Walker, G. B. (2014, 23 May). Dominant Discourses in Climate Change Negotiations: Comparing Progress on REDD and Loss and Damage. Brown Bag (lunch) Seminar, IFRO, University of Copenhagen, Copenhagen, Denmark.

Walker, G.B. (2014, April). Working with Multiple Stakeholders in Environmental Contexts: Insights from Two Decades of Collaborative Learning Fieldwork. Workshop presented at Texas A&M University (Department of Communication), College Station, TX.

Walker, G. B., (2013, March). Conflict and Resilience in Natural Resource Management: Insights from the Unifying Negotiation Framework. Seminar presented at the University of New Mexico (Department of Communication and Journalism), Albuquerque, NM.

Walker, G.B., & Daniels, S. E. (2012, February). Managing Conflict and Making Decisions about Public Lands: An Introduction to Collaborative Learning. Two-day workshop presented to the leadership and senior staff of the Willamette National Forest, Springfield, OR.

Walker, G. B., & Daniels, S. E. (2011, March). Innovative Public Lands Management: The Collaborative Learning Approach. Two-day workshop presented to the leadership and senior staff of the Umpqua National Forest, Roseburg, OR.

Walker, G. B. (2009, October). Developing Partnerships for Conservation and Natural Resource Management: A Framework for Assessment. Presentation and training module for the Partnerships Workshop, Water & Environmental Center, Walla Walla Community College, Walla Walla, WA.

Walker, G., and Emborg, J. (2009, July). Incorporating Systems Thinking into Conservation Management Decision-Making: Tools and Technologies for Civic Science. One-day short course presented at the International Congress for Conservation Biology (23<sup>rd</sup> Annual Meeting of the Society for Conservation Biology), Beijing, China.

Walker, G. B. (2009, March). Resolving Environmental and Sustainable Development Conflicts: Three Triangles and an Approach. Presentation as part of a Water Policy Workshop, Al Quds University, West Bank, Palestine.

Walker, G. B. (2009, March). Beyond Tech-Reg to Collaborative Management: A Discourse-Based Framework for Understanding Natural Resource Conflict and Decision Situations. Department of Forest and Landscape Seminar, University of Copenhagen, Copenhagen, Denmark.

Walker, G. B. (2009, January). Beyond Tech-Reg: A Discourse-Based Framework for Understanding Natural Resource Conflict and Decision Situations. Spring Seminar Speaker presentation for the Department of Wildlife and Fisheries Sciences at Texas A&M University, College Station, TX.

Walker, G. B. (2007, October). A human dimensions view of civic space: Integrating participatory communication and collaborative governance. Presentation at the Symposium on Collaborative Governance in the West, Oregon State University, Corvallis, OR.

Walker, G. B. (2005, November). Managing ecosystems and human activity systems: Ideas from the Collaborative Learning approach. Presentation to the Biennial Riparian Coordination Network (RCN) Meeting—Creeks and Communities, Reno, NV.

Walker, G. B. (2005, October). Ecosystem management and stakeholder engagement: The Collaborative Learning approach. Presentation to the Downeast Initiative Science Conference, Acadia National Park, Schoodic Peninsula, ME.

#### **RECENT PROJECTS** (partial list)

Mediating Climate Change Conflicts: Building Conflict Resolution Capacity in the UN Climate Change Regime, 2009-present. I serve as co-director for this project for Mediators Beyond Borders International.

Participatory Rural Development in Ghana: Community Resilience, Collaborative Governance, and Poverty Reduction. Bureau of Integrated Rural Development (BIRD) at Kwame Nkrumah University of Science and Technology, (KNUST), Kumasi, Ghana, 2013-present. In its early stages, this long-term project is lead by a faculty team from KNUST, the University of Copenhagen, Utah State University, and Oregon State University (Walker). The project integrates community-based collaboration with participatory action research.

*Developing a Roads Investment Plan: Working with Stakeholders and Multiple Scales.* Public participation/stakeholder involvement consultant (meeting/event designer and facilitator) to the Willamette National Forest, Springfield, Oregon, 2012-present.

National Collaboration Cadre. Academic (or "Pracademic") advisor to the National Collaboration Cadre of the USDA-Forest Service, 2010-present. The Cadre works with national forests and their local communities to build and improve collaborative capacity around forest management issues. This includes the development and delivery (with Steve Daniels of Utah State University) of a USDA-Forest Service 200 level training course on "Collaboration and NEPA." As a member of the Cadre, I have conducted staff trainings and designed and facilitated community workshops for national forests in Alaska, New Mexico, Oregon, and South Carolina.

Partnership for Coastal Watersheds. Consultant and Project Evaluator, Partnership for Coastal Watersheds, Charleston, OR, January 2011 to 2013. The PCW has been convened by the South Slough National Estuarine Research Reserve and the Coos Watershed Association to address climate change, ecosystem health, and resilience issues at the community level.

*Communities, Desired Conditions, and Collaborative Learning: Forest Planning under the New Rule, March 2005 – 2008.* Comprehensive Collaborative Learning training, assessment, community workshop, and Cooperators project conducted for the Bridger-Teton National Forest, Jackson, WY (with Steve Daniels of Utah State University).

Protecting Tribal Harvests: Policy Work Teams at the EPA Tribal Leaders Summit, Confederated Tribes of the Umatilla Reservation, August 2006. Working with Kathleen Feehan, Water Quality Specialist for the Confederated Tribes of the Umatilla Reservation, I designed and directed policy work team sessions for Tribal Leaders Summit participants.

*Mixing Zone Workshop*, Salem, Oregon, March, 2006, sponsored by the Oregon Department of Environmental Quality and OSU Institute for Natural Resources. I helped design the day-long workshop of ninety participants, facilitated the workshop, and directed the afternoon's Collaborative Learning activities. The workshop also included my presentation, "The Collaborative Learning Approach to Environmental Policy Decision-making: A Quick View."

*Community-based Collaboration and Kenai Winter Access Planning: A Collaborative Learning Approach*, January 2005-May 2007. Collaborative Learning training, assessment, coaching, and community workshop activities to address winter activities on the Kenai Peninsula, Chugach National Forest, Alaska (with Steve Daniels of Utah State University).

Improving Public Lands Management, Planning, and Decision-Making: An Introduction to Collaborative Learning, April 2003 - May 2005. This forest plan revision project featured comprehensive Collaborative Learning training, assessment, and community workshops conducted for the Allegheny National Forest, Warren, PA (with Sue Senecah of SUNY-ESF and Steve Daniels of Utah State University).

The Mouth of the Columbia River Regional Sediment Management Demonstration Initiative: A Collaborative Learning Approach to Stakeholder Involvement, September 2003-September 2004. Sponsored by the Portland and Seattle Districts of the U.S. Army Corps of Engineers, this comprehensive Collaborative Learning (CL) project that included conversations with over seventy stakeholders, CL training workshops for stakeholders and Corps personnel, and a CL community workshop on the science and organization of RSM (with assistance from Pat Corcoran of Oregon Sea Grant, Steve Daniels of Utah State University, Corrine Gobeli of Oregon State University, and present and former graduate students).

*Improving Public Lands Management: Fundamentals of the Collaborative Learning Approach*, November 2002. Comprehensive Collaborative Learning training and community workshop project conducted for the Shawnee National Forest, Harrisburg, IL (with Steve Daniels of Utah State University).

*Collaboration, Systems Thinking, Facilitation, and Community Decision-making,* March 2002. Three day workshop presented to the University of Nevada Cooperative Extension Service, Las Vegas, NV (with Steve Daniels of Utah State University and Pat Corcoran of Oregon Sea Grant Extension)

*Improving Public Land Management: An Introduction to Collaborative Learning*, USDA Forest Service, Region 2, Fort Collins, CO, 06-07 September 2001.. This was a two- Day introductory training course prepared for and presented to planning staff from Colorado and Wyoming (Region 2) national forests (with Steve Daniels, Director, Western Rural Development Center, Utah State University).

*Planning, Participation, and Public Land Management: The Collaborative Learning Approach*, USDA-Forest Service, Region 9, Milwaukee, Wisconsin. Two and one-half day introductory training course about the philosophy, framework, and techniques of Collaborative Learning. The course was presented to the senior planners from the National forests of Region 9–the Midwest, Mideast, and Northeast United States (with Steve Daniels, Director of the Western Rural Development Center, Utah State University, formerly of the Department of Forest Resources, Oregon State University).

*Improving Public Land Management: The Collaborative Learning Approach*, USDA-Forest Service Eastern and Southern Regions [Regions 9 and 8] University, Cincinnati, Ohio, 29-31 January 2001. This was a three day course in the theory and practice of Collaborative Learning in public land management, decision making, public participation, and conflict resolution (with Steve Daniels).

People, Watersheds, and River Parks: A Collaborative Learning Design and Facilitation Training, College Station Texas, June-July 2000. This project was sponsored and hosted by the Center for Public Leadership Studies, George Bush School of Government and Public Service at Texas A & M University. Funded by the San Antonio Water System and the San Antonio River Authority, the project included two separate 2-day training programs. The first, held in June, presented an introduction to Collaborative Learning. The subsequent July training emphasized how to design and facilitate Collaborative Learning activities (with Steve Daniels of Utah State University).

Collaboration and Community-Based Watershed Management: Training and Critique, Ashton, Idaho, April 1999. This project included an assessment of the Prepared for The Henry's Fork Watershed Council and a one-day training on facilitating multi-party collaboration, sponsored by the Henry's Fork Foundation & the Fremont-Madison Irrigation District (with Steve Daniels).

Public Participation, Collaborative Learning, and the South Deep Area, Colville National Forest, Colville, WA, December 1998 through April 1999. This project included a two-day "Introduction to Collaborative Learning" training for Colville National Forest staff and Colville area community leaders. The project also featured a day-long citizen workshop on the South Deep area (with Steve Daniels, and Keith Blatner and Matthew Carroll of Washington State University).

#### **PROFESSIONAL MEMBERSHIPS**

Association for Conflict Resolution International Association for Public Participation International Environmental Communication Association International Symposium for Society and Resource Management Mediators Beyond Borders International National Communication Association Society of Conservation Biology Western States Communication Association

#### **APPOINTMENTS AND HONORS**

Roster Member, United States Institute for Environmental Conflict Resolution, 1999-present

Fulbright Senior Specialist in Conflict Resolution and Peace Studies, 2008-2013

Co-director, Mediators Beyond Borders Climate Change Project, 2010 - present

Chair, Climate Change Negotiations Working Group, International Environmental Communication Association, 2015 – present

Peace Educator of the Year, Oregon Peace Studies Association, 2006

College of Liberal Arts Excellence Award, 1996

\*more extensive versions of the professional and academic vitas are available on request.

#### School of Arts and Communication Communication MA/MS New Degree Proposal Budget Narrative

Explanation and Rationale for the budget line items:

#### Personnel:

**Faculty** – Costs here refer to the cost of changing the job descriptions of faculty to account for graduate advising and mentoring activities. Specifically, the costs refer to the portion of the faculty FTE that will be put into (additional) graduate advising. These are not actual new costs; there are no new monies being spent on faculty with the changed job descriptions. The Speech Communication faculty have long been active in the MAIS, Masters of Interdisciplinary Studies, degree through the Graduate School. Therefore, Communication Masters students will replace the MAIS students. The new graduate courses added, therefore, will replace some courses taught at the undergraduate level. As we add GTAs to the new master's program, they will teach undergraduate level courses.

The expected additional faculty cost covers a one-course release per year for the Graduate Coordinator. The \$4,174 amount covers the cost of an Instructor to teach that one-course per year.

**Graduate Teaching** Assistants - CLA funds approximately nine GTAs at .38 FTE and has for many years. GTAs teach two recitation sections of COMM 111 and COMM 114. The number of GTAs will not change. The moneys currently spent on MAIS GTAs (\$119,580 in first year and increases each year) will go toward graduate students in the new Communication Master's degree. GTAs are responsible for grading and prepping, holding office hours, attending the weekly mass lecture. Graduate assistant OPE Health insurance is not represented since this is covered by the university.

**Support** Staff - One of the School of Arts and Communication's (SAC) OS I staff will devote .25 FTE, \$6,441 in year one, to support the new Communication Master's degree.

**Fellowship**/Scholarship - The director of the School of Arts and Communication will continue to provide \$6,000 for a fellowship or scholarship. The Fellowship/Scholarships are provided by the OSU Foundation endowment fund 4100-560440 Anonymous Fellowship Fund.

**Other** Expenses - SAC-Speech Communication recently created two Ecampus Baccalaureate Core courses at the request of the university. Ecampus COMM 111 and COMM 218 courses began in Fall 2017. These two classes are in high demand through Ecampus as required courses for all OSU students. Additional sections will be added each term until the courses meet campus demand. The funds generated through Ecampus will provide the necessary funds for the Library Assessment, \$8,038, and the \$1,400 expected for Services and Supplies.

**Physical Facilities** - The School of Arts and Communication requires no new physical facilities. GTA and faculty office spaces are adequate for the program.

**Resources** – The current unit budget is stable while Ecampus funds are expected to grow substantially in the next few years.

Ecampus will provide the funding for the additional tuition costs, \$22,399 (first year amount, increases each year).

The Graduate School will continue to provide the Tuition Remission support, \$126,423 (first year amount, increases each year).





## EXPLORATORY STUDY: MASTERS IN SPEECH COMMUNICATIONS

## REPORT SUMMARY MARCH 2014

Michael J Riley & Crystal Bolyard Riley Research Associates

RESEARCH | INSIGHT | KNOWLEDGE

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Oregon State University (OSU) is considering adding a new Master of Science/Master of Arts in Speech Communication. The goal of this degree is to provide students with advanced skills in persuasion and argumentation, conflict management and resolution, cultural and intercultural communication, and interpersonal, organizational and group issues, to prepare them for positions that will benefit from these types of skills. The degree will focus both on rhetoric and communication.

As part of an initial discovery process, OSU was interested in gathering information about the existing and potential job market for graduates with such a degree. Specifically, OSU was interested in learning the following:

- > What job opportunities exist for program graduates, outside of academia?
- > How can OSU best position its program to appeal to potential students and employers?
- How can OSU create a program that stands out among the competition?

In order to do this, Riley Research Associates (RRA) conducted an environmental scan of current programs and career opportunities, and conducted an exploratory survey of business leaders in various industries to assess the demand and appeal of graduates with such a degree.

The environmental scan included exploratory online research of the current masters and majors programs in colleges and universities across the country, insights into the career opportunities for graduates, and examples of current job openings.

The survey included exploratory interviews with nationwide organizations in various industries. These interviews sought to explore the job demand for such a degree, perceptions of such a degree, and any perceived challenges for job candidates with such a degree.

Because of the breadth of industries and the relatively limited number of interviews in each, this is not considered a scientific survey, but rather intended to provide in-depth anecdotal information. The information gathered provides a snapshot of how leaders in various industries relate to such a degree, the concerns they might have, as well as the perceived benefits for their organization and their industry. The results show insights into the thought processes, awareness, needs, and perceptions among decision-makers representing these various industries. Findings are cross tabulated by industry; however, the reader should be cautioned that some industries are represented by few respondents, and thus should not be considered projectable to the entire industry.

This report contains the results of the survey, as well as the existing graduate and major programs, and a few job listings that specified such a degree.



#### **Environmental Scan**

RRA conducted online searches of universities and colleges across the United States that offer graduate programs similar to the Master of Science/Master of Arts in Speech Communication degree. The list included in this report is extensive, but not comprehensive. Information that illustrates how other universities market their degree program and attempt to appeal to potential students is included in this report.

Additionally, RRA has collected information about the degree, including attitudes about its usefulness, anticipated earnings for a graduate with this degree, and the types of industries that are often connected with this type of degree.

#### **Exploratory Interviews**

RRA identified numerous broad industries that were related in some manner to a career a graduate of Speech Communication and Rhetoric could follow. With the understanding that many graduates with such a degree move on to academia or literature, we wanted to identify less obvious career choices, in order to show the range of opportunities outside of the most obvious career paths.

Because this degree can be widely applied to many industries, the study collected information from a broad cross-section of potential employers, intended to document existing career opportunities for the program's degree holders.

A total of 51 interviews were conducted between February 17<sup>th</sup> and 28<sup>th</sup>, 2014. Respondents were considered qualified if they indicated they represented their organization in terms of hiring needs and practices. RRA purchased a random list of qualified organizations within each targeted industry across the United States.

## **Executive Overview: Exploratory Interviews**

- Respondents were read the description of the proposed Master of Science/Master of Arts in Speech Communication program and were asked to indicate how valuable such a degree would be to their organization and industry. A majority (59%) felt the degree would be very or somewhat valuable. With 4% undecided, 37% did not see a direct value for their organization.
  - The industries more likely than others to consider the degree valuable included advertising/marketing/media, nonprofit/healthcare, and professional services.
  - "Communications skills" and the ability to "represent an organization to the public well," were among the most desirable aspects of this degree; most respondents could see a fit for someone with this skill set in their organization.

Respondents were read a list of specific skill sets that holders of this degree would possess, then asked to indicate the value of each. *Public relations* and *Human resource and human resource management* were the most valuable skills, although all but one skill (*Politics*) were seen as valuable by at least half of respondents.

	Valuable	Not valuable	Unsure
j. Public relations	86%	12%	2%
a. Human resource and human resource management	84	16	-
b. Organizational development	80	18	2
f. Mediation, facilitation, and conflict resolution	80	16	4
c. Training and development	78	20	2
g. Public service	70	25	4
d. Public and community leadership and development	68	31	-
e. Advocacy	63	29	8
h. Public participation processes	53	39	8
i. Politics	34	61	6

- About one in three respondents felt that a Master of Science/Master of Arts in Speech Communication degree would be more valuable to their organization than another degree (29%). Some thought it would be no more or no less valuable (27%), while 43% felt it would be less valuable to their organization than other types of degrees.
  - The industries more likely to consider the degree valuable included advertising/marketing/media, nonprofit/healthcare, and professional services.
  - Those who saw it as more valuable appreciated the communications skills that it would produce, expected that the graduates would come highly-trained, and saw the skill-set as valuable to helping them market their businesses.
  - Those who saw it as less valuable felt the degree wouldn't be as specifically targeted as needed for their particular organization.



Master of Science/Master of Arts in Speech Communication is a degree that can apply to myriad industries and positions, and the degree is applicable to virtually every industry interviewed and researched. The skills from this degree apply to both internal and external communications positions, and can be a benefit for everything from public relations and marketing firms, government, lobbying, and law, to hospitality, manufacturing, and other professional services.

Speech Communication gives students the opportunity to develop and refine skills in a variety of communication niches. Unlike many degrees that cater to a very specific industry segment and provide specific skills relevant for that industry – which makes it difficult for graduates to apply their degree to anything else – this degree offers the skillset necessary to launch a professional career in any number of desired industries, and to continue to evolve career opportunities. Because of this, the earning potential of graduates is only defined by the field they choose.

This degree goes beyond generalized communications skills and provides a more highly-skilled and refined graduate. Employers appreciated that this degree implied a high level of communications skills. They saw potential for higher-level positions in many industries, and assumed a graduate of this degree would have advanced skills.

In addition to general communications, the elements of persuasion and potential crisis management are appealing, and frame the degree as something beyond more basic and/or technical communications skills that are more common today, such as Internet and social media communications, and ad copy.

The most common barrier for the general organizations that were interviewed was the concern graduates wouldn't have enough knowledge in the technical skills needed to be a good fit for their specific organization. This is a barrier that is easy to surpass if a graduate chooses to appeal to a specific field, and supplement their graduate work with those technical skills or knowledge base. Another challenge is establishing this degree as something different and more advanced than technical communications programs.

To help make this degree more marketable to both students as well as prospective employers, OSU can emphasize the variety of industries applicable for graduates with such a degree, and also illustrate the more refined skills the program offers. Graduates will have a deeper ability to communicate with various audiences, promote organizations, manage conflict resolution or crises, and have a professional and influential demeanor.

Many colleges and universities provide options for Master of Science/Master of Arts in Speech Communication. However, there are few in the northwestern United States. This establishes Oregon State University as a more attractive option for those seeking rigorous study in this region. Many of the respondents in the larger local organizations would be ideal targets for this degree.

Many program websites do not elaborate on degree specifics and fail to communicate the possibilities such a degree holds for potential students. Leveraging the OSU website to promote some of the more unique features could help position program above others. Including information on how the degree applies to emerging markets, trends, and community programs will help facilitate employer as well as student engagement.



### Q1. Based on the description I gave you, would you say, for your organization or industry, a Master of Science/Master of Arts in Speech Communication would be: (Aided)

About three-fifths of respondents indicated a Master of Science/Master of Arts in Speech Communication would be valuable for their organization, while just over one-third said the degree would not be of value, and few were unsure.

Respondents in advertising/marketing/media were more likely than others to consider the degree valuable, followed by those in nonprofit/healthcare and those in professional services.

				INDUSTRY				MASTERS			REGION		
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH EAST	SOUTH EAST	SOUTH WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Valuable	59%	60%	33%	78%	67%	67%	100%	-	64%	36%	57%	80%	100%
Very valuable	12	13	17	-	11	17	20	-	7	-	14	40	25
Somewhat	47	47	17	78	56	50	80	-	57	36	43	40	75
Not valuable	37%	33%	67%	22%	22%	33%	-	90%	29%	64%	36%	20%	-
Not very	25	27	42	11	22	17	-	62	7	57	21	20	-
Not at all	12	7	25	11	-	17	-	29	21	7	14	-	-
<u>Unsure</u>	4%	7%	-	-	11%	-	-	10%	7%	-	7%	-	-
Depends	4	7	-	-	11	-	-	10	7	-	7	-	-

#### Q1b. And why is that?

#### Very valuable

Florida Fish and Wildlife hires a wide range of people, and it would be very valuable for a few positions

However we would be, it wouldn't be a full time position

That's something we do every day; work with people and public outreach

Valuable in marketing and business development; we are located in Philadelphia and inter-cultural communication is important in this area

Very valuable because the market is there

We base everything on communication; we are a national and international nonprofit

#### Somewhat valuable

Any time you can communicate well it's valuable; helpful for any business

As a career no, but communications is valuable and I could use some aspects of the degree

- Clearly the ability to communicate precisely and effectively is a boon to any profession, regardless of technical qualifications
- Communication is a critical aspect in every endeavor; people with that skill have the ability to develop relationships
- Communications with different demographics, different demographic groups, is vital for us. We're a summer camp; conflict resolution is the main thing we do all summer

Dealing with employees and dealing with executives it's a good idea it probably would help

Definitely good, we definitely deal with a lot of people and not necessarily happy people, but they would also need a background in finance

Depends on the specifications of the position

For HR, it's so law based; there should be some mix

Having those extra skills definitely enhances anyone's skills. Adds an extra level of skills

I guess most of the positions - we have a lot of the training here; we are a major corporation

In our direct business, there are not enough positions available, but there would be some

Only because we are in health services

People industry; people skills are good

Somewhat valuable in human resources and public administration

Sounds in line with a master in communication or masters in psycholinguistics

Those are really soft skills that would only help employees move forward, but our industry requires more technical skills. I think the soft skills would be helpful in the human resources department

Types of properties we have in Oregon are very small; would not be valuable in Oregon; nationwide - the degree would be very valuable

We are a small casino, but any type of public relations

We look more for tech- we get opportunities for looking at more people with technical degrees

We're content marketing, so I'm looking for different things, for specific qualities that relate to what we're doing

Will be hiring teachers with academic disciplines, the skills mentioned are important, but I need people with a more traditional background

Would be good in any position, but maybe not as the sole qualification; I think there's other more important skill sets that would have to come first in a lot of positions

Would have a balance of skills, not a specialized degree, we're in education, so were looking for specialized training

#### Q1b. And why is that?

#### Not very valuable

A speech pathologist, assistant for teachers, but we would be unable to hire someone for that position because of budget limitations

All we have here is engineers, so that kind of degree doesn't really apply

Do not require a Masters for any of our positions

Don't have a need for that type of job

In some areas a master's degree in human resources would be more valuable; a communication degree would just be a small piece of what this position would require

Not very valuable for a small town; you'd have to get out of here before a degree would matter. Someone with this degree would not work for what we start at, which is minimum wage

The piece of the work we do is the business side, so it's not valuable; we need a degree in business; at least for me

Vast majority of my folks are caregivers, then servers, then maintenance and housekeeping. We just have a few managers. Learning how to argue is not necessarily a good skill for our folks

We are an industrial repair operation and while there are internal communications and some customer service that is not the bulk of our business

We are more of an engineering and sales company

We are more of an environmental compliance industry we do a lot of scientific studies

We deal more with psychological issues. We hire counselors and interns to deal with the kids here

We have sales and finance; we send anyone without experience to our own training related to sales or auto industry

#### Not valuable at all

Do not need that many of those positions because at a high level we contract that out to fill those positions

Don't require educational degrees, our industry requires personality and human interaction In this type of organization this degree would not be needed

Interpersonal skills would be great, but we are generally looking for candidates with a degree in finance, or accounting

Most of our employees are focused on child development and related issues; we're a preschool We do not recruit people

#### Depends / Too soon to say

Depends on what credentials they carry with that degree, a teacher's credentials Sounds more like a management-level individual; we have fieldworkers here

# Q2. What are some of the positions, if any, for which someone with a Master of Science/Master of Arts in Speech Communication might be considered, either for your organization specifically or for your industry in general?

Human Resources / HR (9)

Marketing (7)

Sales (3)

Administrative positions (2)

Public Relations/PR (2)

Adult education, writing skills; most any position we would need a specific degree, not as broad as the one mentioned

Any type of communication manager or marketing manager

Business development; sales aspect of selling attorneys is very important to our organization Case managers

CEO, COO, maybe a few director positions

Client or customer relations being able to interface with different people

Communications

Communications manager

Community relations (the press)

Conflict resolution

Dealing with a group of tech people who design interface, I need tech skills; communication is a definite plus, but if they can't produce on the tech side, it's of no use

Degrees in general are a benefit, but an MSW is more what I'd be looking for in regards to management. Being a good public speaker in general is a good skill depending on the position. For this organization, that degree would not merit a second look

Director of administration or development

Facilitation coordinator

Finance

General management

Human resource manager

I'm a small agency, and everybody wears hats; that would take some time

In a larger firm, public relations in environmental concerns

In our industry, Alzheimer's facility, having other skills really helps. Administrative jobs would be the only ones that would benefit from a master. A graduate would be overqualified for care giving positions

Investor relations

Manager

Maybe for special needs, but the amount of money would be extremely high, and the school district does not have extra funds

Media

Media communication

Not sure there is a position that would go for something like that; we prefer other functions like marketing, and business engineering degrees

Outreach consultant

Owner

Parent/teacher liaison; a person helping families with support, providing workshops Policy and planning Q2. What are some of the positions, if any, for which someone with a Master of Science/Master of Arts in Speech Communication might be considered, either for your organization specifically or for your industry in general? (Continued)

Public Information

Public-workshop-related positions

Someone with a master degree would be a little overqualified, but if they wanted to work here they could definitely be general counselors

Someone with that degree would not be from the business side

Speech pathologist

Teacher of science

They would be considered for positions in which a degree is not required; though we are looking for candidates with a degree in finance or accounting

Training and development

Upper level sales director; we are international and do business in different countries; could be used in law, mediation, claim mediation, and negotiation

Upper management

We are small; we have one person that is director of communication

We do have a communications specialist position, and based on the description you just gave we have some others like HR or that kind of thing, but would need other skills in addition

We have a director of communications. She does PR things and that would be the only one

We hire communications people, so we would consider them in that area

Would have to be in addition to a tech degree of some kind

#### Summary

The highest proportion of respondents considered *training and development* to be very valuable, followed closely by *human resource and human resource management*, with nearly half of respondents indicating they were very valuable. *Organizational development, mediation, facilitation and conflict resolution,* and *public relations* were considered very valuable by more than one-third of respondents.

	Very	Somewhat	Not	Unsure
Graduate Skill	valuable	valuable	valuable	
c. Training and development	47%	31%	20%	2%
a. Human resource and human resource management	45	39	16	-
b. Organizational development	39	41	18	2
f. Mediation, facilitation, and conflict resolution	35	45	16	4
j. Public relations	35	51	12	2
g. Public service	29	41	25	4
d. Public and community leadership and development	27	41	31	-
e. Advocacy	20	43	29	8
h. Public participation processes	16	37	39	8
i. Politics	10	24	61	6

				INDUSTRY				MASTERS			DECION		
		GOV	AGRI MANU	ADVERT MEDIA	NONPRFT	PRO	VERY / SOME	NOT/		MID	<b>REGION</b> NORTH	SOUTH	SOUTH
	Total	EDU	CNSTRCT	HSPTLTY	HLTHCRE	SERVICE	WHAT	DEPENDS	WEST	WEST	EAST	EAST	WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	49%	40%	33%	56%	78%	50%	67%	24%	43%	36%	50%	80%	75%
Somewhat	35	47	33	44	11	33	23	52	29	57	29	20	25
Not valuable	16	13	33	-	11	17	10	24	29	7	21	-	-

#### a. Human resource and human resource management

#### b. Organizational development

				INDUSTRY				MASTERS			REGION		
			AGRI	ADVERT			VERY /						
		GOV	MANU	MEDIA	NONPRFT	PRO	SOME	NOT/		MID	NORTH	SOUTH	SOUTH
	Total	EDU					WHAT	DEPENDS	WEST	WEST	EAST	EAST	WEST
Total Participants	51	15					30	21	14	14	14	5	4
		-		-	-	-							
Very valuable	39%	20%	25%	67%	56%	50%	53%	19%	50%	14%	36%	60%	75%
Somewhat	41	60	33	33	33	33	43	38	36	64	29	40	25
Not valuable	18	20	33	-	11	17	3	38	14	21	29	-	-
Unsure	2	-	8	-	-	-	-	5	-	-	7	-	-

#### c. Training and development

				INDUSTRY	,			MASTERS			REGION		
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH EAST	SOUTH EAST	SOUTH WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	47%	47%	42%	56%	78%	-	63%	24%	43%	36%	36%	80%	100%
Somewhat	31	27	25	44	22	50	20	48	29	43	36	20	-
Not valuable	20	20	33	-	-	50	13	29	29	21	21	-	-
Unsure	2	7	-	-	-	-	3	-	-	-	7	-	-

							VALUE OF	MASTERS					
				INDUSTRY			DEG	REE			REGION		
			AGRI	ADVERT			VERY /						
		GOV	MANU	MEDIA	NONPRFT	PRO	SOME	NOT/		MID	NORTH	SOUTH	SOUTH
	Total	EDU	CNSTRCT	HSPTLTY	HLTHCRE	SERVICE	WHAT	DEPENDS	WEST	WEST	EAST	EAST	WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	27%	40%	17%	22%	44%	-	43%	5%	29%	21%	29%	20%	50%
Somewhat	41	47	33	56	33	33	40	43	29	43	36	80	50
Not valuable	31	13	50	22	22	67	17	52	43	36	36	-	-

#### d. Public and community leadership and development

#### e. Advocacy

								MASTERS					
				INDUSTRY				REE			REGION		
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH	SOUTH	SOUTH WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	20%	27%	17%	11%	22%	17%	27%	10%	21%	14%	7%	60%	25%
Somewhat	43	33	33	56	56	50	47	38	36	36	57	40	50
Not valuable	29	20	50	33	22	17	13	52	29	43	36	-	-
Unsure	8	20	-	-	-	17	13	-	14	7	-	-	25

#### f. Mediation, facilitation, and conflict resolution

				INDUSTRY				MASTERS			REGION		
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT HLTHCRE	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH	SOUTH EAST	SOUTH WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	35%	27%	25%	33%	33%	83%	50%	14%	43%	21%	36%	20%	75%
Somewhat	45	53	33	56	56	17	40	52	36	64	36	80	-
Not valuable	16	13	33	11	11	-	7	29	21	14	21	-	-
Unsure	4	7	8	-	-	-	3	5	-	-	7	-	25

#### g. Public service

				INDUSTRY				MASTERS			REGION		
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH EAST	SOUTH EAST	SOUTH WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	29%	40%	17%	22%	44%	17%	47%	5%	36%	14%	21%	40%	75%
Somewhat	41	33	33	44	44	67	37	48	50	36	43	60	-
Not valuable	25	13	50	33	11	17	10	48	14	43	36	-	-
Unsure	4	13	-	-	-	-	7	-	-	7	-	-	25

#### h. Public participation processes

				INDUSTRY				MASTERS			REGION		
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT HLTHCRE	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH EAST	SOUTH EAST	SOUTH WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Very valuable	16%	20%	8%	22%	11%	17%	27%	-	14%	7%	14%	20%	50%
Somewhat	37	40	33	33	33	50	43	29	36	36	36	60	25
Not valuable	39	33	50	33	44	33	20	67	43	57	36	20	-
Unsure	8	7	8	11	11	-	10	5	7	-	14	-	25

#### i. Politics

		INDUSTRY						MASTERS	REGION					
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH EAST	SOUTH EAST	SOUTH WEST	
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4	
Very valuable	10%	13%	17%	-	11%	-	13%	5%	-	14%	14%	-	25%	
Somewhat	24	40	-	33	11	33	27	19	29	14	14	60	25	
Not valuable	61	27	83	67	78	67	50	76	71	64	64	40	25	
Unsure	6	20	-	-	-	-	10	-	-	7	7	-	25	

#### Q3j. Public relations

							VALUE OF	MASTERS							
			INDUSTRY					DEGREE		REGION					
			AGRI	ADVERT			VERY /								
		GOV	MANU	MEDIA	NONPRFT	PRO	SOME	NOT/		MID	NORTH	SOUTH	SOUTH		
	Total	EDU	CNSTRCT	HSPTLTY	HLTHCRE	SERVICE	WHAT	DEPENDS	WEST	WEST	EAST	EAST	WEST		
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4		
Very valuable	35%	47%	25%	33%	33%	33%	50%	14%	29%	21%	43%	60%	50%		
Somewhat	51	40	58	44	56	67	40	67	57	57	50	40	25		
Not valuable	12	7	17	22	11	-	7	19	14	21	7	-	-		
Unsure	2	7	-	-	-	-	3	-	-	-	-	-	25		

# Q4. Other criteria being equal, does having an employee with a Master of Science/Master of Arts in Speech Communication sound like it would be more or less valuable to your organization (or industry) than having someone with a different degree? (Much or somewhat)

More than half of respondents feel a Master of Science/Master of Arts in Speech Communication degree would be more valuable (29%) or no different than a different degree (27%), while 43% felt it would be less valuable to their organization.

Respondents in professional services were more likely than others to consider the degree more valuable, followed by those in nonprofit/healthcare. Those in agriculture/manufacturing were more likely than others to consider it less valuable, followed by those in government/education.

		INDUSTRY						MASTERS		REGION				
	Total	GOV EDU	AGRI MANU CNSTRCT	ADVERT MEDIA HSPTLTY	NONPRFT	PRO SERVICE	VERY / SOME WHAT	NOT/ DEPENDS	WEST	MID WEST	NORTH EAST	SOUTH EAST	SOUTH WEST	
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4	
More valuable	29%	20%	25%	22%	44%	50%	47%	5%	36%	21%	36%	20%	25%	
Much more	6	-	-	11	11	17	10	-	7	-	14	-	-	
Somewhat more	24	20	25	11	33	33	37	5	29	21	21	20	25	
Less valuable	43%	53%	67%	11%	33%	33%	23%	71%	36%	50%	50%	40%	25%	
Somewhat less	27	47	33	-	22	17	20	38	29	36	21	20	25	
Much less	16	7	33	11	11	17	3	33	7	14	29	20	-	
No difference	27%	27%	8%	67%	22%	17%	30%	24%	29%	29%	14%	40%	50%	
No difference	14	13	-	56	-	-	10	19	14	14	14	20	-	
Depends	14	13	8	11	22	17	20	5	14	14	-	20	50	

#### Q4b. And why is that?

#### Much more valuable

Communication is such a vital piece of what we do

Managers need to have a degree. If a graduate of this program also had a healthcare degree they'd be perfect

Valuable for marketing and business development these two areas go hand in hand

#### Somewhat more valuable

Depend on their background besides this degree; would need finance Fairly new area, not yet tested

I'm dealing with a tech discipline; have to sell ideas. To do so, one must be an effective communicator, but communication alone isn't going to do it; need the underlying skills

Most of our real estate operations are at street level conflict. Our overall corporate structure is very small compared to real estate; our corporate structure is only 5%

Person with this degree should be knowledgeable. So often people today with degrees who join our company need retraining, according to local laws and procedures

Skill set applies to billing area, patient enrollment, and public services They will be better trained

We have all types of positions, so it depends on then position

We look more for positions in healthcare, and healthcare administration

We're looking for a different specialization, looking for specific expertise

With the right credentials it would put them in that area of science

You look at people's credentials, when they are hired they learn the business, but hopefully they will bring to the table something new and creative that keeps us on the cutting edge

#### No difference / equal

Depends on what we would be looking for, it might be useful to a general manager, but as a director the degree could be equal to some other degree.

More sales based education can have all the education, but not be able to sell something No one in this county has a degree like that and it isn't needed

Not about the type of degree it's more about what they have done with it

Not sure that would have any specific job skills that would match up with our organization Our business does not require graduated degrees

Would be nice to have, but a degree in marketing, operational, accounting and business degree would be much more important in this industry

Q4b. And why is that? (Continued)

#### Somewhat less valuable

Communications is good for any job or position, but may need a different skill set as the primary qualification for whatever the specific position is; that by itself is probably not going to be enough Do not know if it would have a useful purpose in this town

For our communications positions, we would hire someone with a different degree because the description of this new degree does not sound like it would address the skills we need

Looking for degrees in child development and early child education

Not specific to the positions

Our positions are healthcare specific, and so more general

Tend to hire people with more traditional academic backgrounds

We are a manufacturing industry

We would focus on engineering and sales degrees

We would use someone with a different degree

We'd look for a different degree

We're federally contracted, but we only have 16 centers, so no issue

We're primarily in the business area; we deal with business, so we'd look for a degree in business Without being an engineer the degree just wouldn't apply to what we do

#### Much less valuable

Budget restrictions

Do not have a need for that specific degree because we are a small company. We contract out to fill those positions

Does not fit our needs; it is specific to communication, and that is just a small piece of what an employee would need to fill a position

Doesn't really fit with what we're doing here

If I had to pick two people with two different degrees, and one was more specific to caring for elders that would be my first choice. If the person could demonstrate through work that they have some of these skills then that would be different. In and of itself the degree is not a benefit without some other things

Look for degrees in engineering

Not looking for candidates with this degree; something in finance and accounting would be more applicable

We are scientific, with environmental concerns

## Depends / Too soon to say

Depends on what department; valuable in media communications

Do not require a master for any positions, so I do not have an opinion

There are other areas that are valuable; it would add value, but not more so than other degrees

We are a State; we also have requirements set by the State of Florida

We look at the whole package and compare applicants with other degrees

Would use pieces of the degree and some skills are very valuable, but I would not have a position for someone with that degree

# Q5. What suggestions do you have for OSU as they consider ways to add additional value to this program? How could OSU make this program more marketable or valuable for your organization or industry in general?

Add some type of details about job descriptions graduates could qualify. It is like in the armed services where soldiers are coming out with varying degrees of skills and no easy way to determine their skills. Universities would do well to translate what these degrees actually mean - what are the skills they will have that will lend themselves to the business world

#### Be online

Careers in public relations; maybe for government in dealing with the public regarding environmental concerns

Consider making a portion available to those in other disciplines, ex-engineers can always use more, but rather have an engineer then a non-engineer who can talk well. It would be better as an add-on to another discipline. I know it doesn't work that way in academia; I taught for a long time, so I get it, but if it could be done as an add-on that would be most helpful

Could offer as a minor, so it could be tacked on to another degree

Discount for our employees tuition

Do the homework and see what the federal requirements are; they need to wear more than one

Each degree gives different specific skills. This degree is totally different than something we'd utilize - the candidate would need psychology too

Establish an internship program, so they can do hands-on, and be a part of the whole program Go to the west coast; find out local demands in the local market

- Great and useful, but not so much as a standalone degree; needs to be in addition to a job specific qualification of some kind, in this case something in education.
- I would tie it with a degree in business administration or human resources, I would bundle it with other master degree programs
- If we were recruiting for marketing and business development it would be helpful to have a job board for alumni graduates. Unfortunately our business has changed in the last few years and it is difficult for graduates to find a position without experience
- If you took PhD in teaching, more along the lines of communicating and building relationships it would apply to law, and caring for senior citizens, geriatrics

Interdisciplinary degree with a minor in marketing or hospitality Internships

Internships are always a very useful tool - having experience will help with the job search Is it an online program

It has a tremendous value, but not as much in the real estate title industry

It will have to be related to telecommunications or the degree won't do any good

Make a great minor degree, but it has no value as a masters

Maybe having an intern program, we love interns; we do not have enough of them; to teach them what it is like to work for a nonprofit. With social media we have to keep on top of everything

Minor in human resources if you are looking at public service; I would hire someone in a heartbeat if they had that degree and a background in human resources

No idea; like I said, for my industry it isn't relevant

Not sure you could for our organization

Offer some of the core courses for other degrees; communication is so important in business and having those soft skills under one's belt can really help. Offer some supplemental business, or business courses

Q5. What suggestions do you have for OSU as they consider ways to add additional value to this program? How could OSU make this program more marketable or valuable for your organization or industry in general? (Continued)

OSU needs to gather different job descriptions to help students become aware of what jobs would be available to them when they graduate

Positions I mentioned, and all the skills I mentioned would be very valuable; we try to keep politics out of city government, and all our training and certifications are from outside sources

Skills are valuable, but we would not have the funds to hire someone with that degree

Speech and people skills with this degree would be good for the interactions in banking, but I think this degree will be difficult to sell to the banking industry

We look for people familiar with our manufacturing process

We're just not in an industry where this degree would have value

## Q6. To finish up, may I ask your title?

								MASTERS			REGION		
				INDUSTRY				REE		1	REGION	1	
		GOV	AGRI MANU	ADVERT MEDIA	NONPRET	PRO	VERY / SOME	NOT/		MID	NORTH	SOUTH	SOUTH
	Total	EDU	CNSTRCT	HSPTLTY			WHAT	DEPENDS	WEST	WEST	EAST	EAST	WEST
Total Participants	51	15	12	9	9	6	30	21	14	14	14	5	4
Owner/Pres/CEO	8%	-	-	-	22%	33%	13%	-	14%	7%	-	20%	-
VP	6	7	8	-	11	-	10	-	-	14	7	-	-
Director / Manager	35	53	33	33	33	-	30	43	43	29	29	60	25
HR / Hiring	45	27	50	67	33	67	40	52	36	50	50	20	75
General	6	13	8	-	-	-	7	5	7	-	14	-	-

## Q7. (As necessary/confirm) And in which industry is your organization?

	Total
Total Participants	51
Government / Education	29%
Education	16
Government	10
Energy	4
Agriculture / Construction / Manufacturing	24%
Manufacturing	16
Construction	6
Agriculture	2
Advertising / Media / Hospitality	18%
Hospitality/Hotel	10
Media / Entertainment	4
Advertising	2
Retail	2
Professional services	12%
Professional Services	4
Insurance	2
Law	2
IT / Engineering	4
<u>Nonprofit / Social service / Healthcare</u>	18%
Non-profit	8
Healthcare	10



LABOR / HIRING OPPORTUNITIES & INSIGHTS

## **Education Portal**

http://education-portal.com/speech\_communication\_masters.html

#### Employment Outlook and Salary Information

Those graduating with a master's degree in speech communication can land numerous types of employment. According to the U.S. Bureau of Labor Statistics (BLS), *www.bls.gov*, public relations specialist employment from 2010-2020 is expected to increase 21%, which is faster than average when compared to other professions. As reported by the BLS, the median perhour rate for public relations specialists as of May 2012 is \$26.04, which translates to \$54,170 annually.

Another popular career for graduates of the master's degree program in speech communication is that of a postsecondary communications teacher. This type of job allows employees to teach courses in communications, including journalism and radio broadcasting. According to the BLS, the median annual salary for communications teachers as of May 2012 was \$62,180.

Speech communications and rhetoric programs teach students the theory and physiology of spoken communication so that they can help people with speech problems or work in a communications field. People who have obtained a degree in speech communications and rhetoric may find work as announcers, newscasters, writers or any other professionals whose work is based in oral or written communication and public speaking.

#### Information about a Degree in Speech Communications and Rhetoric

Individuals interested in working in the public speaking or communications fields often pursue degrees in speech communication and rhetoric. Techniques such as repetition, irony and double meaning are extremely important to writers, politicians and other professionals. According to the Princeton Review, coursework in speech and communication programs includes the basics of writing and delivering speeches, as well as the principals of persuasion and formulating arguments. Additionally, students also study the ways in which people listen to, understand and think about what others are saying.



## **PayScale**

http://www.payscale.com/research/US/Degree=Master\_of\_Arts\_%28MA%29%2c\_Communication/Salary

Master of Arts (MA), Communication Degree Average Salary (March 2014) Employees with a Master of Arts (MA), Communication Degree Salary Ranges by Job

Job Title	National Salary Data
Communications Manager	\$44,494 - \$91,475
Communications Specialist	\$41,022 - \$80,136
Director of Communications	\$39,548 - \$120,000
Executive Director	\$31,972 - \$122,554
Marketing Communications Director	\$41,500 - \$127,451
Marketing Director	\$44,934 - \$136,846
Marketing Manager	\$37,506 - \$91,962

## **College Toolkit**

http://colleges.collegetoolkit.com/colleges/browse/majors/byid/communication\_studies-speech\_communication\_and\_rhetoric/09.0101.aspx

Overview for Communication Studies/Speech Communication and Rhetoric

A program that focuses on the scientific, humanistic, and critical study of human communication in a variety of formats, media, and contexts. Includes instruction in the theory and practice of interpersonal, group, organizational, professional, and intercultural communication; speaking and listening; verbal and nonverbal interaction; rhetorical theory and criticism; performance studies; argumentation and persuasion; technologically mediated communication; popular culture; and various contextual applications. A major in Communication Studies/Speech Communication and Rhetoric is highly relevant for the following careers. National averages for wages in each career are provided.

- Communications Teachers, Postsecondary \$63,330
- Public Address System and Other Announcers \$37,530
- Public Relations Specialists \$58,960
- Technical Writers \$64,210



## **Preparing Answers**

Adopted from http://www.eiu.edu/~speech/old/dowithug.htm

Many employers have problems trying to place communication program graduates into a traditional occupational category. Candidates often need to assist the employer in coming to understand what a communication degree can offer for their organization.

The underlying assumption for this section is that all employers are really looking for five basic items from any candidate. Those items are:

- Relational skills (interpersonal, group/team, conflict management)
- Critical thinking skills
- Writing skills
- Computer skills
- Degree and/or specific skill area (demonstrates ability to master content areas and rite of passage)

As a Speech Communication major, you have a competitive advantage. You have more experience with relational and critical thinking skills than others. If you managed your degree program positively, you would have developed the computer and writing skills you need. Finally, if you have constructed a coherent major program and perhaps have a minor program, you have a content area which demonstrates your ability to learn. Ability to learn is important because what you know will change, who you are does not. For new college graduates it is a little more basic, an employer will hire for what you are and train you in what you need to know.

So, what do you need to do to prepare for your job search efforts? Consider the following items as additional things to consider beyond the normal advice.

- You need to be able to explain how your skills and experiences fit the five categories described above.
- You need to be able to explain what a communication degree is in terms that a recruiter will understand.
- You will need to be able to differentiate your degree from other degrees and describe its competitive advantage.
- You need to be able to explain what you can do for an organization.

## **Communication Studies/Speech Communication**

http://ubalt.edu/downloads/commstudies.pdf

What can I do with this degree?

**General Information** 

- Develop strong written and verbal communication skills and excellent interpersonal skills.
- Get experience with public speaking by joining Toastmasters.
- Learn to work well on a team and develop leadership skills.
- Explore specializations within major and professional field. Select electives to enhance knowledge in area(s) of interest.
- Obtain experience through part-time employment, co-op, internships, or volunteer experience.
- Get involved in campus activities and professional organizations.
- Speech communication is a broad degree that can lead to job opportunities in many different fields. Skills and experiences gained through co-curricular activities, internships, part-time jobs, and volunteering are critical in shaping a career path.
- Speech communication is also good preparation for graduate school in many disciplines.

AREAS	EMPLOYERS	STRATEGIES
	<b>BUSINESS</b>	
Sales Customer Service Management Human Resources Training and Development Labor Relations Writing/Editing Office Management	Product and service organizations Retail stores Hotels Restaurants Manufacturers Financial companies Insurance companies Hospitals and other healthcare organizations Print and electronic media Other business corporations	Develop strong verbal and written communication skills. Demonstrate excellent interpersonal skills. Learn to work well on a team. Join related professional associations. Get involved in other campus organizations. Take business courses or earn a business minor. Gain experience through internships, part-time, or summer jobs. Develop computer skills in areas such as spreadsheets, databases, and presentation software.

## Communication Studies/Speech Communication (Continued) http://ubalt.edu/downloads/commstudies.pdf

AREAS	EMPLOYERS	STRATEGIES
	UBLIC RELATIONS/ADVERTISING	SINALOILS
Public Relations Advertising Marketing Corporate Public Affairs Development Media Analysis/Planning Creative Directing Writing/Editing Audience Analysis Public Opinion Research	Private corporations Public service organizations Public opinion research firms Public relations firms Advertising agencies Public opinion organizations Radio and television companies Sports and entertainment organizations Hospitality and tourism industry Nonprofit organizations Consulting firms Freelance	<ul> <li>Develop excellent writing skills.</li> <li>Gain experience through internships, even if unpaid.</li> <li>Serve as public relations officer of an organization.</li> <li>Take additional courses in marketing, advertising, public relations, or other area of interest.</li> <li>Develop a portfolio of writing samples, ad campaigns, and other relevant work.</li> <li>Join related professional associations.</li> <li>Be willing to move to locations with greater numbers of job opportunities.</li> <li>Be prepared to start at the bottom and work to more desirable</li> </ul>
		positions.
	MEDIA	
Writing Editing Copywriting Publishing Producing Managing/Directing Research Media Sales	Publishing firms including newspaper, magazine and book Internet sites Television and radio stations Film industry NONPROFIT	Develop excellent interpersonal and presentation skills. Take elective courses in journalism, broadcasting, public relations, and advertising. Develop research skills. Work for campus or local newspaper, radio station, or television station. Get related experience through internships, even if unpaid. Learn desktop publishing, webpage design, and other computer skills.
Administration		
Administration Program Coordination Grant Writing Writing/Editing Fundraising Volunteer Coordination	Nonprofit organizations Professional associations Chambers of commerce Community centers Philanthropies Hospitals	<ul> <li>Take courses in psychology, sociology, or social work to broaden perspective.</li> <li>Volunteer with community and campus organizations.</li> <li>Learn to work well with different types of people.</li> <li>Develop a wide array of skills including writing, speaking, budgeting, grant writing, and leadership.</li> </ul>

## Communication Studies/Speech Communication (Continued) http://ubalt.edu/downloads/commstudies.pdf

AREAS	EMPLOYERS	STRATEGIES		
Dublic Information	GOVERNMENT			
Public Information Campaigning Programming Legislative Assistance Research Lobbying Conflict Negotiation	All branches of local, state and federal government Political parties Political action committees	Learn local, state, and federal government job application process. Take courses in conflict management and develop negotiation skills. Volunteer to work on a local political campaign. Join related student organizations and earn leader-ship roles. Find an internship with a government organization to get a foot in the door. Maintain a strong grade point average as many government		
		programs are very competitive.		
	LAW			
Law Assistance Prosecution Defense Contractual Corporate Nonprofit or Public Interest Government Mediation Lobbying	Law firms Government agencies Corporations Public interest organizations Private practice Colleges and universities	<ul> <li>Plan on attending a specialized paralegal training school or law school depending upon area of interest.</li> <li>Participate in a debate or forensic team to hone communication skills.</li> <li>Join pre-law organizations.</li> <li>Obtain a part-time or summer job at a law office.</li> <li>Take courses in and gain experience with mediation and conflict resolution.</li> </ul>		
	EDUCATION	connot resolution.		
Teaching Research Student Support Services including: Admissions Advising Development Student Affairs Recruitment Alumni Affairs	Colleges and universities	<ul> <li>Ph.D. required for teaching and research in colleges and universities.</li> <li>Maintain a high grade point average and secure strong faculty recommendations.</li> <li>Earn a master's degree in college student personnel or a related field for administrative positions.</li> <li>Get involved in campus leadership roles in residence halls, student unions/activities, programming boards, etc.</li> </ul>		

## **National Communication Association**

http://www.natcom.org/discipline/#

#### What is Communication?

The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. The discipline promotes the effective and ethical practice of human communication.

Communication is a diverse discipline which includes inquiry by social scientists, humanists, and critical and cultural studies scholars. A body of scholarship and theory, about all forms of human communication, is presented and explained in textbooks, electronic publications, and academic journals. In the journals, researchers report the results of studies that are the basis for an ever-expanding understanding of how we all communicate.

#### Areas within Communication

Areas of emphasis differ from one institution to another, but listed below are some of the most common areas of study:

- Applied Communication The study of how communication theory, research, and/or best practices help inform knowledge and theory about communication for practical issues.
- Communication Education The study of communication in the classroom and other pedagogical contexts.
- Communication Theory The study of principles that account for the impact of communication in human social interaction.
- Electronic Media The study of radio, television, media technology, and web design with streaming audio and video.
- Health Communication The study of communication as it relates to health professionals and health education, including the study of provider-client interaction, as well as the diffusion of health information through public health campaigns.
- International and Intercultural Communication The study of communication among individuals of different cultural backgrounds, including the study of similarities and differences across cultures.
- Interpersonal Communication The study of communication behaviors in dyads (pairs) and their impact on personal relationships.
- Language and Social Interaction The study of the structure of verbal and nonverbal behaviors occurring in social interaction.
- Legal Communication The study of the role of communication as it relates to the legal system.
- Mass Communication and Media Literacy The study of how mass forms of communication, such as print, radio and television disseminate information and influence society.
- Mediation and Dispute Resolution The study of understanding, management, and resolution of conflict within intrapersonal, interpersonal, and intergroup situations.
- Organizational Communication The study of processes used to analyze communication needs of organizations and social interaction, including how to improve communication between supervisors and employees.
- Performance Studies The study of components such as performer(s), text, audience, and context within the communication discipline.
- Political Communication The study of the role that communication plays in political systems.



## National Communication Association (Continued)

## Areas within Communication (Continued)

Areas of emphasis differ from one institution to another, but listed below are some of the most common areas of study:

- Public Address The study of speakers and speeches, including the historical and social context of platforms, campaigns, and movements.
- Public Relations The study of the management of communication between an organization and its audiences.
- Rhetorical Criticism The process of defining, classifying, analyzing, interpreting, and/or evaluating rhetorical artifacts.
- Semiotics The use of verbal and nonverbal symbols and signs in human communication.
- Small Group Communication The study of communication systems among three or more individuals who interact around a common purpose and who influence one another.
- Speech Communication The study of the nature, processes, and effects of human symbolic interaction. While speech is the most obvious mode of communication, human symbolic interaction includes a variety of verbal and nonverbal codes.
- Theatre and Drama The study and production of dramatic literature.
- Visual Communication The study of visual data, such as architecture, photography, visual art, advertising, film, and television as it relates to communication.

#### What can I do with a Speech Communications Degree?

#### community

Relations Director . Publications Editor • Communication Trainer • Museum Curator • Editor • Publicist • Quality Inspector • Radio News Director • Radio Talk-Show Host • Webmaster • Activities Director (retirement center) • Wedding Consultant • Camp Director • Career and Training Advisor • Recreational Coordinator and Supervisor • Residential Housing Director • Salesperson • Accreditation Specialist • Advertising Executive • Alumni Coordinator • Arts Administrator • Sales Representative • Script Writer • Newspaper Publisher • Special Events Coordinator · Secondary School Speech Teacher · Speechwriter · Sports Announcer • Sports Marketer • Public Affairs Director • Training Specialist • Travel/Conference Manager • Sports Publicist • News Anchor • Paralegal • Student Activities Director • Student Services Director · Symphony Orchestra Media Relations · Human Resources Specialist • Human Rights Officer • Instructional Designer • Tour Guide • Department Administrator • Leasing Consultant • Legal Communication Consultant • Legislative Assistant • Legislative Correspondent • Linguist • Health Services Manager Telecommunications Specialist 
 Telemarketing Manager 
 Television Producer • Television Reporter • National Fraternity Chapter Consultant • National Sorority Chapter Consultant • Account manager • Hotel Manager · Human Resources Manager · Child Welfare Worker · Claims Adjuster · College Admissions Counselor • Private Investigator • Production Assistant Promotional Specialist 
 Motivational Speaker 
 Multicultural Specialist • Patient Rights Advocate • International Students Coordinator • Journalist 

Labor Negotiator 

Labor Relations Consultant 

Language Arts Teacher • Law Firm Recruiter • Maintenance Supervisor Manager • Market Researcher · Media Account Executive · Media Buyer · Media Critic • Mediation Specialist • Hospital Volunteers Membership Coordinator ·

Information Analyst

College Dean · College Recruiter Government Relations Officer · Public Opinion Researcher · Communication Consultant · Communication Statistician Property Manager 
 Administrative Aide 
 Lobbyist Assistant to the President (college) . Broadcasting Floor Manager Public Information Officer 
 Public Relations Coordinator Communication Researcher · Community Affairs Liaison · Proofreader • Community College Speech Instructor • Business Manager • Instructional Development Consultant/Specialist • Arena Director/Manager · Personnel Development Specialist · Conference Leader • Community Outreach Director • Theatre Manager • Company Spokesperson • Consulting Analyst • Copywriter • Counselor • University Administrator • Technical Recruiter • University Information Specialist • University Communication Professor • Volunteer Coordinator • Crisis Manager • Database Analyst • Customer Service Representative • Parliamentarian • Nonprofit Organization Director • Debate Coach Associate Producer • Developmental Officer • Child Language Specialist • Political Activist • Disc Jockey • Mental Health Professional • College Admissions Counselor Director of Admissions (college) 
 Director of Corporate Communication Diversity Consultant • Drug Company Representative • Educational Media Specialist • Systems Administrator • Broadcasting Production Supervisor • Lawyer • Employment Interviewer • Environmental Lobbyist • Editor • Events Planner • Executive Administrative Assistant • Fashion Merchandiser • Political Analyst and Campaign Director • Film Marketing • Film Director • Forensics/Debate Director • Fundraiser • Gallery Manager/Owner • Government Lobby/st • Governmental Press Secretary • Graduate Dean • International Program Coordinator • Intercultural Communication Consultant . Marketing Communication Manager Marketing Product Manager

NATIONAL COMMUNICATION ASSOCIATION 1765 N Street, N.W. Washington, DC, 20036



## **Princeton Review**

http://www.princetonreview.com/Majors.aspx?cip=090101&page=1

#### Major: Communications Studies/Speech Communication and Rhetoric Basic Information

Ratings prove that television audiences prefer laugh tracks over silence. Now and then a new show will go experimental, opting to can the canned laughter, only to be promptly cancelled. So why do we want to laugh on cue? Why are shows funnier when a studio full of people laughs with us? You may soon have the answers as a major in communications studies/speech communication and rhetoric. In this program, students learn how certain messages influence individual and group behavior—and why—as well as how our reactions reflect the underlying values of society. You'll spend a significant amount of time studying different kinds of speaking and writing and the strategies speakers and writers use to make their points and drive them home. You'll take a look at verbal and nonverbal messages, audience reaction, and the varied effects of different communication environments. Communication theory will play a part too, as you delve into monumental speeches, revolutionary political campaigns, radical social movements, and the trends in styles of news reporting.

Rhetoric itself is about putting together good arguments—communication for the means of persuasion. Fiery personalities, quick wits, and the cunning will take pleasure in a major that includes rhetoric—mastering different types of appeals and how to craft those appeals and make them situation-specific, audience-tailored, and sharp as all get out. Your studies will range from classical forms of rhetoric, like great Roman orations, to modern day places where it rears its head, like websites, film, and television.

A major in communications studies/speech communication and rhetoric makes for solid preprofessional training. It will prepare you for a wealth of careers in business, public relations, advertising, human resources, government, education, media, and social services. You won't come away with specific skills—like putting together an ad campaign or producing a television show. It will, however, give you a strong foundation from which to launch any number of careers and aspirations.



## **Degree Directory**

http://degreedirectory.org/articles/Masters\_Degrees\_in\_Speech\_Communication\_Online\_and\_Campus-Based\_Program\_FAQs.html

#### Master's Degrees in Speech Communication: Online & Campus-Based Programs

The multidisciplinary field of speech communications examines both personal and professional communications. Master's degree programs in speech communications will teach you how to understand your audience and use that knowledge to communicate effectively.

#### What Will I Learn in a Master's Degree Program in Speech Communications?

Master's degree programs in speech communications, which are generally conferred in the Master of Arts (M.A.) format, will educate you in numerous aspects of interpersonal and rhetorical communication. You'll learn to communicate with colleagues and customers in a variety of professional settings. You will also become educated in all aspects of interpersonal communication, with required courses investigating such linguistic issues as the effect of culture and social roles upon verbal and nonverbal interaction.

In addition, you'll learn how to use communicative speech as a persuasive tool; several courses in rhetorical speaking will likely be required. Finally, as with most advanced degree programs, relevant research will also prominently figure into your plan of study, with curricula typically including at least a few mandatory courses in communications research and theory. What Is the Curriculum Like?

Some institutions offer master's degree programs specifically in speech communications, while others have general communications M.A. programs with speech communications concentrations. Typically, master's degree programs in speech communications may require more courses in the topics described above than general programs with speech concentrations. However, all curricula leave considerable room for electives, so you can take a full load of speech-related courses even in a broad communications program.



## **Master Degree Online**

http://master-degree-online.com/masters-in-rhetoric/

#### Masters in Rhetoric

Within the field of communications, a Masters in Rhetoric has become a popular option for students who wish to study the way that communication can affect others. This includes an emphasis on speeches, and the techniques of delivery and persuasion. Some topics that could be included in this type of course include verbal and nonverbal interaction, media studies, intercultural communication, and international studies. This all combines with coursework that is more field-oriented, and could include an internship or thesis project to finish the program and prepare students to deliver what they have learned out in the workforce.

Potential students of Rhetoric Master's programs may wish to investigate the option of taking this coursework from a remote location. Online degrees have grown in popularity in recent years, as the technological advances online have allowed for a stimulating learning environment that can include video conferences, virtual discussions, and all the other same features that a student might expect within a traditional classroom setting. That has led to an explosion of the online course offerings, from specific colleges that only offer their lectures online, to larger institutions that have branched out into virtual academic programs to better suit student needs.

With a background in communications, graduates may manage to find employment in any number of positions. Rhetoric training can be extremely useful for a career in public relations or the media, for example. Some will choose to stay in the academic world and teach rhetoric to others, or be a speech and debate coach at a high school or college level. According to the latest figures from the US Bureau of Labor Statistics, graduates can expect to make an average salary of \$54,976 for those who enter the academic side of this career range.



## Wikipedia

http://en.wikipedia.org/wiki/Communication\_studies

Communication studies is an academic field that deals with processes of human communication, commonly defined as the sharing of symbols to create meaning. The discipline encompasses a range of topics, from face-to-face conversation to mass media outlets such as television broadcasting. Communication studies also examines how messages are interpreted through the political, cultural, economic, semiotic, hermeneutic, and social dimensions of their contexts.

Communication studies integrates aspects of both social sciences and the humanities. Much of the work being done in the field is academic in nature. As a social science, the discipline often overlaps with sociology, psychology, anthropology, biology, political science, economics, and public policy, among others. From a humanities perspective, communication is concerned with rhetoric and persuasion (traditional graduate programs in communication studies trace their history to the rhetoricians of Ancient Greece).

A focus on research development sets communication studies apart from general communication degrees. Many of the students that chose the field do so in order to pursue doctoral level ambitions. Requirements for undergraduate degrees focus on preparing students to ask questions concerning the nature of communication in society and the development of communication as a specific field. University of Southern California, University of Pennsylvania, University of Kansas and Temple University have led the way, offering undergraduate and graduate degrees that prepare students to ask critical questions in this research driven context.

In the United States, the National Communication Association (NCA) recognizes nine distinct but often overlapping sub-disciplines within the broader communication discipline: technology, critical-cultural, health, intercultural, interpersonal-small group, mass communication, and organizational, political, rhetorical, and environmental communication. Students take courses in these subject areas. Other programs and courses often integrated in communication programs include journalism, film criticism, theatre, public relations, political science (e.g., political campaign strategies, public speaking, effects of media on elections), as well as radio, television and film production. More recently, computer-mediated communication and the implications of new media for communication have drawn new research and courses.

Part of what makes communication studies popular is its reputation for being flexible. Graduates of formal communication programs take many different career paths, including university professors, marketing researchers, media editors and designers, journalists, advertising executives, actors, human resources managers, corporate trainers, public relations practitioners, and media managers and consultants.



Professional associations Association for Business Communication (ABC) Association for Education in Journalism and Mass Communication Association for Teachers of Technical Writing (ATTW) European Association for the Teaching of Academic Writing (EATAW) European Communication Research and Education Association (ECREA) IEEE Professional Communication Society (PCS) International Association for Media and Communications Research (IAMCR) International Association of Business Communicators (IABC) International Communication Association National Communication Association (NCA) Public Relations Society of America (PRSA) Society for Cinema and Media Studies Society for Technical Communication (STC) University Film and Video Association



## **Online Adjunct Instructor - Speech Communication**

https://cci.taleo.net/careersection/2/jobdetail.ftl?job=142319&src=JB-10022

If you're looking for an exciting opportunity with a robust company committed to changing students' lives and doing the right thing, Corinthian Colleges, Inc. is the place for you. As one of the largest post-secondary education companies in North America, we are at the forefront of the industry and passionately focused on student success.

#### Job Summary

You're a leader and champion for the people who need you most—your students! You rise to the occasion every time you interact with a student by planning, preparing, and delivering topnotch course instruction. In this role you will provide a quality student experience by effectively delivering the course content of your assigned program in compliance with curricular expectations. You will utilize a variety of instructional methods when teaching approved course objectives to ensure that students with all types of learning styles have 'Aha' moments. You'll help evaluate and resolve student inquiries, issues, and problems, and ensure appropriate action is taken to the satisfaction of the student, company, and regulatory agencies in compliance with policies, procedures, and legal requirements. Most importantly, you will have an opportunity to successfully engage, guide, advice, support, and coach individual students to success in their programs of study and make a difference in the lives of many.

#### Job Responsibilities

- Work with the Program Director / Academic Dean to maintain an acceptable retention rate of students in accordance with institution, accreditation, and company guidelines
- Work with the Program Director to address and resolve student concerns and issues quickly and effectively
- Interact with students in accordance with course outcomes and objectives to engage them in the learning process
- Inform students about course outcomes, assessment procedures, and attendance policies
- Provide students with academic support-tutoring, advising, and coaching-and give referrals for additional assistance as required
- Monitor, evaluate, and document individual student progress using monitoring, interaction, and ongoing assessment
- Ensure each student receives individual attention as warranted to promote academic integrity, customer satisfaction, and student retention
- Support student retention by utilizing a variety of communication methods to contact students and acting to remediate at-risk students
- Apply an appropriate amount of time teaching each class, which includes: planning, development of engaging learning activities, maintaining an active and accessible instructor presence, and assessing student understanding
- Select and utilize a variety of approved materials and teaching methods within the assignment and assessment sections of courses to ensure the needs of individual students are met

## Online Adjunct Instructor - Speech Communication (Continued)

Job Responsibilities (Continued)

- Teach assigned courses in a professional manner based upon the standardized syllabus provided to assure that course content and objectives are met
- Keep the prescribed number of office hours each week for both student-facing and administrative duties
- Submit requested changes to assignments and assessments in course syllabi (leaving outcomes and objectives unchanged) to Program Director / Academic Dean for approval
- Assist in providing student appreciation, morale maintenance, and awards in coordination with Student Services and the Academics Department
- Work as a team with all campus departments to ensure that overall student satisfaction levels are at 85% or higher as appropriate to the campus
- Meet all faculty credentialing, certification, and accreditation requirements
- Ensure that all educational activity is conducted in a legal and ethical manner

Job Requirements

- Academic credentials appropriate and necessary to warrant the employment including a graduate Degree from an accredited college or university in one of the following specific areas of study: Speech or Communication
- Experience in the field of instruction, post-secondary required, online preferred
- Demonstrate effective organizational skills and the ability to work independently with minimum supervision
- Computer skills, including Microsoft Office Suite Must own a reliable computer running Windows 7, 8, Vista, XP or Mac OS 10.6 or higher and Java 7 compatible
- Exceptional communication and interpersonal skills, including the ability to communicate via email, texting, phone, and other virtual modalities
- Online teaching experience preferred, including familiarity with online delivery platforms such as eCollege or Blackboard
- Commitment to student retention, including strong problem solving skills
- Demonstrated strong desire to support student success via connection and support activities

## **Communication Specialist**

http://vacature.monsterboard.nl/Communication-Specialist-Vacature-Dallas-Verenigde-Staten-131431598.aspx

## Job Description

Kemper Corporation is a diversified insurance holding company. We are currently looking for an Internal Communication Specialist (My Kemper, Events, Projects).

As part of the Internal Communications team supporting the Kemper Property & Casualty segment and Corporate HR function, this role will have responsibility for managing and maintaining the P&C MyKemper Intranet site. In addition, the role will support events such as Town Hall meetings and other special programs/campaigns. The candidate will need to possess business acumen, interpersonal and relationship-building skills as well as having experience in dealing with employees at all levels across the business. The specialist will support the delivery of internal communication through established channels by writing, editing, developing, posting or publishing content. The position reports to the Internal Communications Manager.

## Areas of Responsibility

- Supports the development of the internal communications strategy and tactical plans to ensure alignment among employees and corporate/P&C mission, brand, and values.
- Maintains relevant content for Intranet in support of employee engagement and all audiences and stakeholders.
- Posts content on Intranet and functions as an expert in the content management system.
- Liaises across the company and businesses to support internal communication needs and achievement of employee engagement objectives.
- Supports the tracking of appropriate measurements to ensure the effectiveness of internal communications including MyKemper site.
- Supports events and meetings to ensure high quality execution and meeting of internal communications objectives.
- Supports special programs/campaigns through content development, design and execution.

## Job Requirements:

- Bachelor degree in communications, marketing, journalism, or related field.
- 3-5 years of experience in communication.
- Excellent writing and editing skills.
- Excellent skills with Microsoft Office-Word and PowerPoint.
- Able to interact at all levels within the organization with ability to build strong working relationships as a trusted business partner.
- Ability to work collaboratively with tact at all times and with confidentiality as required.
- Strong knowledge of employee communications techniques, vehicles and workplace culture through writing and delivering communications.
- Experience in project management.

## Desired Qualifications:

- Familiar with creative design/development programs such as Photoshop, etc. a plus.
- Skills with Intranet content management programs and SharePoint or ability to learn.
- Experience in the insurance industry is a plus.
- Ability to work with visual media such as video shooting and editing.
- Event planning experience.
- Experience with Website analytics and measurement.

## Account Manager

http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?sc\_cmp1=js\_jrp\_jobclick&APath=2.21.0.0.0&job\_did=J3F60W6035DQC67B6V X&showNewJDP=yes&IPath=ILKTV0G

#### Position Summary

The Account Manager is responsible for devising effective marketing strategies to attract/recruit qualified candidates for client's job vacancies; maintaining a regular presence at client work sites to quickly address all client needs; and coordinating an efficient and productive relationship between Aquarius and its client.

Essential Functions and Responsibilities

- Serving as the primary liaison between the client and Aquarius.
- Acting as an extension of Aquarius management by presenting a professional, courteous, and collaborative demeanor at all times with client representatives.
- Recruiting qualified candidates for client job vacancies through a variety of means, such as utilizing job searching websites, social media sites, attending job fairs, and fostering relationships with local community and professional organizations.
- Travelling to client work sites within assigned geographic area to address client questions/concerns, assist with on-going training efforts for location managers, and complete all tasks necessary to attract qualified talent to the client.
- Building and maintaining strong working relationships with client's location managers and executives.
- In collaboration with Account Director, acts as an escalation point for any client, candidate or recruiter issues.
- Communicating time sensitive information to Aquarius management and all necessary parties in a timely manner.
- Adhering to standard recruiting process methodology for all client/candidate facing interactions.
- Responsible for in-depth understanding of the Client's HR Policies and Procedures to ensure compliance with Aquarius processes.
- Ability to quickly become proficient with applicant tracking software and navigate through the candidate pipeline.
- Demonstrate knowledge of both ATS and Manager Portal and ability to effectively train client on the Manager Portal when necessary.
- Understanding and execution of marketing strategies for designated positions.
- Utilizing extensive knowledge of multiple recruiting sources with on-going revision of alternative sourcing venues.
- Creating and updating operating reports to send to Aquarius President, as needed, in an
  effort to identify ongoing methods to improve client-Aquarius relationship.
- Collaborate with Aquarius management to introduce new ideas on process improvement.
- Assist in resolution of any invoicing discrepancies.

## Success Factors/Job Competencies

Sales skills, negotiation skills, conflict resolution skills, time management, relationship building, networking with location managers, commitment to company values, problem solving skills, interpersonal/communication skills, and teamwork.

**Required Qualifications** 

- Bachelor's degree in Business Management, Marketing, Communications, or related field
- 2 years of prior experience in account management
- 2 years of outside and/or inside sales experience
- Proven track record of success in a sales/commission environment
- Clean Driving record with valid proof of insurance

## Preferred Qualifications

- Prior experience with applicant tracking/recruiting software
- Strong understanding of transportation industry basics, client needs, and position details in order to accurately and efficiently recruit on positions

## Copywriter

http://www.careerbuilder.com/JobSeeker/Jobs/JobDetails.aspx?APath=2.21.0.0.0&job\_did=J3G674630R86FYVS1KN&sc\_cmp1=js\_jrp\_jobclick&IPath=ILKTV0A

## Job Description

Paladin's Phoenix, Arizona office is actively recruiting for a Copywriter for one of our nationally recognized clients. If you are a mid-senior level professional that is enthusiastic and eager to join an industry leading organization then we're interested in hearing from you!

## **Responsibilities**

- The Copywriter will be responsible for writing, editing and proofing all marketing materials and product descriptions for print and web, multimedia, mobile, and speech/presentations.
- Must be able to interpret incredibly detailed/complex terminology and translate into simple copy and terms that allow customers to properly understand products and services.
- Provide creative and strategic insight regarding copy approaches, calls to action, followup strategies and promotional strategies.
- Needs to have a well-rounded understanding of the web and familiarity with leading trends in usability, online marketing, and search engine optimization. Knowledge of writing keyword rich web content and SEO is a bonus!
- Research and analyze competitor strategies and materials (print and online).
- Mastering corporate voice in messaging while advancing the consistency and influence.
- Ensure compliance and consistency with corporate brand guidelines.
- Focus on accuracy and quality is crucial and mandatory for this role.
- Must be able to adjust to an ever-changing environment that is deadline driven.

## **Qualifications**

- Bachelor's Degree in Communication, Marketing, Journalism, Finance and/or related field of study.
- 4 years minimum experience in a professional environment (corporate or agency)
- Must have samples of work to prove outstanding writing, proofreading and presentation skills.
- Expert in copywriting process and grammar.
- Proficient in Microsoft products.
- Understanding of the financial industry is a bonus



## Association Database

http://associationdatabase.com/aws/RSA/pt/sp/resources\_gradprograms

## Bowling Green State University

Rhetoric & Writing PhD Program: Since its founding in 1980, this program has been committed to preparing students for faculty careers in rhetoric and composition. Students and faculty in the Rhetoric & Writing PhD Program utilize the range of approaches--rhetorical, cultural, empirical, and technological--that characterize the field of rhetoric and composition in the twenty-first century. While some courses emphasize writing instruction and writing administration, students have varied scholarly interests and do research on a wide range of dissertation topics. The program has a very strong placement record into tenure-line faculty positions at universities and colleges.

<u>Carnegie Mellon University</u> The Doctor of Philosophy in Rhetoric at Carnegie Mellon University focuses on how people produce and understand discourse across a variety of social, cultural, and material contexts, in schools, workplaces, and communities. The program familiarizes students with the history and theory of rhetoric and language study and with a variety of methods, qualitative and quantitative, for systematically exploring their interests in research projects and dissertation work. The program prepares students for academic careers centered on the history and theory of rhetoric, research about the writing process and communication design more generally, or rhetorical approaches to discourse and cultural studies.

## **Clemson University**

The Rhetorics, Communication, and Information Design (RCID) PhD program seeks an overall balance of ecologies in rhetorics and communications and, thereby, features a cross-cultural, transdisciplinary curriculum with a conceptual emphasis on Aristotle's triad of knowing, doing, and making, that is, on theoretical, practical-pedagogical, and productive approaches to knowledge. Communications is not simply speaking and writing. The RCID curriculum emphasizes, in addition, the study and multimodal production of language-communication apparatuses such as pictographic and alphabetic rhetorics, or more specifically, gestural, silent, oral, aural, temporal-spatial, visual, written and digital rhetorics.

The first word of the name of the program, "Rhetorics," is in plural form. It may be peculiar in this form for some readers, but it acknowledges that there is more than one rhetoric for there is more than one culture. Rhetoric(s)-in its singular-plural possibilities-establishes the conditions for How we discover not only the available means but also innovative forms of living, working, and playing together, across a multitude of cultures, with others. Through rhetoric(s) we not only build cultures but also construct multiple linkages among them.

## Colorado State University

Graduate Students in the Department of Communication Studies undertake a specialized study of human communication from its classical antecedents to contemporary areas. The central focus is the pragmatic communication in which human beings engage when they are making decisions, solving problems, managing conflict, or participating in public discussions. Graduate course work, in combination with the thesis, enables students to develop expertise in one or a combination of three areas of emphasis: (1) media and visual culture, (2) relational and organizational communication, or (3) rhetoric and civic engagement. Graduate students also have the opportunity to apply for the Deliberative Practices specialization and work with our nationally recognized Center for Public Deliberation.

## Indiana University Purdue University - Indianapolis (IUPUI)

The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words - in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems. Within the M.A. program, we have a Certificate in Teaching Writing.

## Iowa State University

Ph.D. program in Rhetoric & Professional Communication: Our Ph.D. program in Rhetoric & Professional Communication focuses on the rhetoric of science and technology, visual communication, and multimodal communication pedagogy across the disciplines. Graduates are qualified for academic positions in rhetoric and professional communication as well as work in the private sector as writing specialists, editors, and communication production managers. Our graduates enjoy 100% placement in academia and industry.

## Kent State University

"Literacy, Rhetoric, and Social Practice," our doctoral program in R/C embraces theoretical foundations for the study of writing and rhetoric in postsecondary disciplinary and workplace contexts.

## Miami University

Since 1981 we at Miami have had the pleasure of collaborating with hundreds of MA and PhD students to promote diverse and equitable scholarly inquiry, professional development, and pedagogical creativity. Please visit our web site for more information.

## Ohio University

We emphasize rhetoric and composition theory, history, and research, and the ways these underlie the teaching of writing. Situated within the English department, the rhetoric and composition concentration maintains conceptual connections with the department's literary, cultural and creative writing concentrations. Because most of our students are also teaching associates, the combination of coursework, teaching experiences, and administrative opportunities has resulted in our graduates consistently earning tenure track positions at a variety of colleges and universities.

## Old Dominion University

The PhD in English, now in its first year, is an innovative program that integrates writing, rhetoric, discourse, technology, and textual studies. Offering opportunities for creative reinterpretation of these fields within the discipline of English, we emphasize research that examines texts in a variety of overlapping and sometimes competing language-based worlds. Our focus is on how the creation and reception of texts and media are affected by the form, purpose, technology of composition, audience, cultural location, and communities of discourse. All students take 15 hours of core courses, 9 hours of electives, a 3-hour Dissertation Seminar, and 12 hours of specialized courses in one of two fields:

Rhetoric and Textual Studies. Designed for those interested in applying the analytic tools provided by rhetoric, linguistics, and critical/literary theory to the study of verbal, graphic, and visual texts, this track prepares students for placement and advancement in academic and nonacademic careers related to the study and teaching of rhetorical theories/practices, composition instruction and administration, as well as rhetorical approaches to composition, discourse, literature and culture.

Professional Writing and New Media. Designed for those in education and industry who wish to study the connections between discourse and technology and involving both theoretical exploration and experiential learning, this track prepares graduates for leadership roles in technical and professional communication, composition instruction and administration, and software development.

Students may pursue full- or part-time study through a combination of on-campus and distance learning courses. At present, we offer one to two distance learning courses per semester, and distance students will visit the campus to take six to nine additional hours through our Doctoral Summer Institute program, which offers intensive study of major issues in English Studies in the company of nationally-known specialists.

## Penn State University, Dept. of Communication Arts and Sciences

Penn State offers courses in Rhetoric and Public Discourse, Social Movements, Rhetoric of the Media, Rhetorical Criticism, Rhetorical Theory, and the History of Public Address. Graduate students enjoy extensive opportunities for interdisciplinary study within the community of rhetoricians in CAS and English and a chance to work with and learn from rhetorically minded colleagues in African-American studies, education, history, linguistics, philosophy, women's studies, and other fields.

## Purdue University

Purdue's graduate program in rhetoric and composition dates to 1980 and has 264 graduates (183 PhD and 81 MA). Our graduates hold positions as writing teachers, program and writing center administrators, graduate program faculty, department heads, editors, usability testers, and professional and technical writers/managers.

## Saint Cloud State University

The graduate program in Rhetoric and Writing at St. Cloud State University builds on our B.A. program by further equipping students with knowledge of how language shapes our perceptions of the world as well as instruction in written and digital communication skills that enable greater facility to write and communicate in a diversity of workplace, organizational, and everyday contexts. The M.A. emphasis in Rhetoric and Writing provides two tracks of courses from which students can choose: professional communication courses and the teaching of writing/literacy courses. Some of our graduates have gone on to become professional writers (freelance writers, editors, grant writers, publishers, etc.). Others have gone on to teach at community and technical colleges. A third group of our graduates have gone on to pursue their doctoral work (recent graduates have pursued doctoral degrees in Technical Communication at Illinois State University; Rhetoric and Composition at Purdue University; Rhetoric and Composition at Texas Christian University; and Rhetoric and Writing at Bowling Green University).

## San Diego State University

The M.A. program in Rhetoric and Writing Studies prepares students for advanced study in rhetoric, composition, communication, and related fields, as well as for careers in areas requiring advanced skills in writing and rhetorical analysis. Students from a variety of educational and professional backgrounds will have an opportunity for intensive examination of the nature of written discourse and its relationship to knowledge, culture, and professional practice.

## University of Arizona

The RCTE program was officially created in 1988. Its progenitor was a program in English Education founded at UA in the 1960s. It is one of four graduate programs in the Department of English. The others are Literature, Creative Writing, and English Language and Linguistics. RCTE offers the MA and PhD degrees.

At the University of Arizona, we view rhetoric and composition as arts that must be studied and practiced in the context of broad cultural and public interests. These commitments are reflected in the array of research published by our faculty and graduate students and by our efforts to improve the teaching of writing at the undergraduate and graduate levels. Our work on writing program administration and curriculum development is informed by our commitment to addressing issues of difference in equality and our outreach to the community. Our outreach efforts have taken us to local schools, reservations, community literacy centers, and advocacy groups. Because of these commitments, students and faculty look for opportunities within our institution and the Southwest region to relate the study of rhetoric to the cultural and technological changes that are redefining what it means to teach writing in the twenty-first century.

## University of Colorado at Boulder

The Communication Department at the University of Colorado at Boulder offers advanced work leading to the MA and Ph.D. in Communication. Students emphasizing rhetoric will study in an environment that brings rhetoric into dialogue with interpretive social sciences. Themes of emphasis include the rhetoric of science, rhetoric and social theory, and vernacular rhetoric.

## University of Findlay

The MA program in Rhetoric and Writing at The University of Findlay assumes that today's communication practices are multimodal in nature and all of our core courses, from composition pedagogy to research methods, read and develop both print and multimodal texts. Students gain firsthand experience with writing not only sustained print pieces, typical of graduate programs in rhetoric and writing, such as scholarly articles and white papers, but also develop videos, podcasts, websites, and electronic portfolios as part of their education. Both print and digital theses options are available to accommodate student interests. Our program prepares students for a variety of writing-focused careers, including teaching writing at the college level (including at community colleges and in dual enrollment courses), editing and publishing, law, grant writing, public relations, marketing, and technical communication. Because publication and presentation skills are emphasized throughout the program, graduates are also well poised to pursue PhD work in rhetoric and composition or other English or communication fields. Because UF is one of only two private schools in Ohio that offers this program, we focus on one-on-one course and career advising. Students in the program are offered a variety of classes and times to meet program requirements, and the night class and summer schedule is flexible for working students. Teaching, research and administrative full and part time assistantships are available.

## University of Houston - Downtown

UHD offers an M.A. degree in Rhetoric and Composition (MARC). Students complete all of their course work in writing and rhetoric on our urban campus in the heart of downtown Houston. The program is especially focused on pedagogical strategies for the multicultural composition classroom. The MARC degree qualifies students for the teaching of college-level writing. It also serves as an excellent foundation for doctoral study in rhetoric and composition.

## University of Kansas

The Department of Communication Studies at the University of Kansas offers graduate courses in public address, rhetorical criticism, critical theory, publics' theory, the rhetorical tradition from classical through contemporary times, new media, and argumentation. Graduate students enjoy extensive opportunities for interdisciplinary study within the community of rhetoricians at KU. Beyond the Communication Studies Department—which boasts nine full-time faculty devoted to the study of rhetoric and three faculty members who approach rhetorical artifacts using qualitative methods—students will find a thriving group of rhetorical scholars in the English Department and they will have the chance to learn from rhetorically minded colleagues in African and African-American studies, Sociology, American Studies, Political Science, Women's Studies, and other fields.

## University of Maryland, College Park

The University of Maryland offers an MA Program with a Minor in Rhetoric and Composition and a flexible PhD Program that may encompass a specialty in Rhetoric and Composition.

The MA Program combines requirements in literature, theory, and rhetoric and composition. Within requirements, the student may choose courses to focus on a particular professional or academic interest: editing and professional writing, for example, or the teaching of writing, or rhetorical analysis of texts, or history of rhetoric and composition. While MA students are not funded, once admitted, students may apply for GA positions on campus, or take ENGL 611, "Approaches to College Composition," and apply to teach the first-year writing course.

The PhD program also combines requirements in literature, theory, and rhetoric and composition, but with a great deal of flexibility to develop an individualized program of study: feminist history of rhetoric for example, or composition and digital studies. Admission is highly competitive, but all admitted students receive a five-year funded package.

Faculty at the University of Maryland provide students with opportunities to study rhetorical theory, composition theory and pedagogy, digital media, history of rhetoric, literacy studies, cognitive linguistics, discourse analysis, technical and professional writing, and writing program administration. Graduate courses available prepare students for long-term careers in academia or bolster their professional development in the workforce. Many faculty offer students the possibility of independent study in highly specialized areas not covered by the curriculum.

The Language, Writing, and Rhetoric discipline group at UMD includes faculty and students who are interested in the power of language and writing to shape an audience's view of the world and persuade them to certain beliefs or actions. They host speakers, put on symposia, meet to discuss research topics, and discuss the latest research in a reading group.

## University of Nebraska-Lincoln

Faculty and students in the Rhetoric and Public Culture area focus on understanding communicative sites of citizenship as they are transformed by globalization, digital mediation, and an accelerating cultural pluralism. Scholars explore the tensions created by these paradigmatic changes through the study of cultural myth and civic identity, networked public spheres and deliberation, and relationships between social identity and public argument. Graduate students will have the opportunity to take a variety of graduate seminars including Classical Rhetorical Theory, Contemporary Rhetorical Theory, Rhetorical Criticism, Public Argument and Deliberation, Gender and Communication, Political Communication, and Cultural Criticism.

## University of Pittsburgh

The graduate program in Communication at the University of Pittsburgh aims to train rigorous researchers, insightful theorists, and excellent teachers for placement in tenure-stream positions at either major research universities or quality four-year colleges. To this end, the program offers philosophical, theoretical, critical, historical, and cultural approaches to the study of communication. The curriculum includes traditional and innovative course work from four areas of emphasis:

- History, Theory and Criticism of Rhetoric
- Media and Culture
- Public Address and Argument
- Rhetoric of Science

## University of Utah

The University Writing Program offers the PhD in Rhetoric and Composition through its affiliated departments. Students take courses with faculty in the Program while individualizing their curriculum through English; Communication; Linguistics: or Education, Culture, and Society. Students pursue varied projects in writing and rhetoric working with leading researchers in a collaborative, interdisciplinary environment.

## University of Washington

M.A. and Ph.D. in Communication. Rhetoric is a thriving area of study in the department, with research emphases on the rhetoric of science, rhetorics of the marketplace, and critical/cultural studies of multiracial media representations. All graduate students in the program are funded, with most getting the opportunity to teach classes like rhetorical criticism, argumentation, and public speaking. Job placement upon graduation has been very good.

## University of Waterloo

The English department at Waterloo offers four graduate degrees: a Master of Arts in Rhetoric and Communication Design (RCD); a Master of Arts in Literary Studies (LIT); a Master of Arts in Experimental Digital Media (XDM) and a Doctor of Philosophy in English Language and Literature. In all programs, students gain core expertise in critical theory and research techniques. The MA-Literary Studies draws on the strengths of our department in all major areas of British, American, Canadian and postcolonial literatures in English. The MA-RCD is led by our faculty whose research and expertise lies in rhetoric, multimedia design and critique, discourse and text analysis, and professional writing. Our unique doctoral program allows students to develop research projects that integrate literary studies with fields of study related to professional writing and communication.

## University of Wisconsin, Madison

The Program in Composition and Rhetoric in the English department at the University of Wisconsin-Madison offers an interdisciplinary Ph.D. with special emphasis in empirical research, the study of literacy, and the theory and practice of rhetoric. Coursework is available in, among other areas, composition theory and practice, rhetoric, discourse analysis, and research methods in all areas of composition and rhetoric.

## University of Wisconsin-Madison, Communication Arts

Graduate work in Rhetoric focuses on three interrelated areas: public discourse, rhetorical theory, and critical method. Research in public discourse explores significant themes, trajectories, and transformations in American public address, as well as consideration of particular rhetors, cultures, eras, genres, and topics. Special attention is given to political discourse, to the intersection of rhetoric and technology, and to the rhetoric of social movements from the American Revolution to the ongoing campaign for women's rights. Theoretical studies deal with the cultural development, intellectual content, and practical implications of rhetorical perspectives from the classical period to the present--including contemporary rhetorical theory, argumentation theory, and public sphere theory. In addition to studying a wide range of theorists, students are encouraged to engage in the process of theory construction. Study of critical method focuses primarily on approaches to rhetorical criticism, as well as on other methods of inquiry that are productive for explicating the complex dynamics of rhetorical texts and contexts. Students develop a comparative knowledge of critical methods, an ability to assess the strengths and weaknesses of various methods, and the capacity to apply those methods in their own research. All three areas of study are united by a common commitment to understanding the role of public discourse in social coordination and change, in the construction and practice of citizenship, and in the process of civic engagement in general. Students are encouraged to investigate a wide range of contemporary and historical phenomena so as to develop the kind of expertise that will allow for significant research and scholarly achievement.

## Virginia Tech

The PhD program in Rhetoric and Writing at Virginia Tech focuses on rhetoric in society. We study language use and rhetorical activity in public, academic, corporate, and governmental settings, in a collective effort to engage pressing social and cultural issues from the perspective of rhetorical and writing studies.

## Washington State University

The MA and PhD programs in Rhetoric and Composition Studies at the Washington State University offer training in the history of rhetoric, rhetorical theory, composition theory and pedagogy, technical communication, and writing program administration. With a strong commitment to preparing new faculty in the field, the department supplements theoretical coursework with practical experience in Washington State's award-winning writing center. The department also offers significant classroom training for new instructors, as well as opportunities to work on one of the journals associated with the English department.

## California State University – Fullerton

http://communications.fullerton.edu/commbackup/graduate/maspeech.html

## M.A. in Speech Communication

The Master of Arts Program in Speech Communication at Cal State Fullerton allows students to develop a broad understanding of speech communication as a discipline and an in-depth emphasis in an area of concentration, such as argumentation and persuasion, interpersonal, intercultural and organizational communication. Our graduate students reflect the community of diversity at Cal State Fullerton, including international students and students of various ethnic backgrounds. There are more than a dozen faculty members in the Department of Human Communication Studies. Many have national or international reputations in their areas of research. Each is committed to helping students learn to apply theory and research in practical settings, such as training and development and conflict mediation. The department also offers excellent training for students who want to teach at the college level, including hands-on experience in teaching their own classes.

The Master of Arts in Speech Communication is designed for students who have an interest in and background for the study of communication theory and process. The degree is designed to give students broad exposure to the discipline and, at the same time, allow them to specialize in one area (i.e., argumentation and persuasion, intercultural communication, interpersonal communication, organizational communication, rhetorical theory and criticism). The Master of Arts is an advanced degree and all students are expected to complete comprehensive examinations, or write a thesis or research project as part of completing their degrees. The objectives of the Masters program include improving students' academic and professional competence in speech communication, developing students' research capabilities, increasing students' knowledge in their chosen area of specialization, preparing students for advanced work toward the doctoral degree, and for those students planning teaching careers, to improve their teaching skills.

Students in the program are expected to demonstrate a high degree of intellectual competence and scholarly discipline; to develop the ability to evaluate concepts, research, and theories critically; and to demonstrate mastery of an area of concentration. These goals are met through a variety of experiences. Similar to undergraduate work, graduate students are expected to complete a series of courses. Graduate education, however, is not limited to course work. Graduate students are expected to read widely in their area of concentration (beyond their course work), and discuss their ideas with other graduate students and faculty (particularly their supervisory committee; discussed below) outside the classroom context. A large portion of the learning in a graduate program comes from this informal inter-action outside the classroom. The level of achievement required of graduate students is considerably higher than in undergraduate work. Students are expected to demonstrate qualities of self-reliance, creativity, accuracy, scholarly integrity, and ethical conduct.

## Career in Speech Communication

Our students have diverse goals when they enter the Master's Program in Speech Communication. After completing their degree, some students pursue a Ph.D. Many Cal State Fullerton graduates currently are teaching at nationally ranked universities, others teach speech communication at the community college level. Our graduates also pursue rewarding careers as trainers in organizational settings, policy analysts, organizational development specialists, directors for state political parties, professional mediators, and directors of forensics programs. These are only a few of the positions graduates currently hold.

## Hofstra University

http://www.hofstra.edu/Academics/Colleges/SOC/SCRPS/index.html

Hofstra University's Department of Rhetoric offers a liberal arts education that is designed to transform students into informed, skillful, and ethical communicators who will become leaders in their careers and their communities. Course offerings include speechwriting, debate, performance history, and intercultural communication, and blend theory, critical practice, and analysis to explore how meaning is created and shared in the social world. Students also have access to hundreds of internships on Long Island and in nearby New York City, and go on to successful careers in fields such as media, business, politics, government, and education. They become clear, sharp thinkers and eloquent orators for the things that matter to them most - personally, professionally, and politically.

Highlights of our program include

- A concentration in Political Communication for students interested in positions of leadership in civic life or advanced study in law, communications or public affairs.
- A distinguished faculty of award-winning scholars of national and international repute who have ongoing research interests in political and intercultural communication, performance studies, cultural studies and popular culture, social movements, persuasion, and rhetoric.
- Enriching experiences beyond the classroom walls including the student-run club P.O.I.S.E. (Professional Organization in Speech Education), oratory competitions in persuasive speaking, and "Spotlight Performances" that highlight excellent student work at the end of each semester.

## Career Potential

Graduates of the Hofstra University <u>Department of Rhetoric</u> are skillful communicators pursuing successful careers in a wide range of fields including media, law, education, government and politics, and business. Of those 2011-12 graduates of the Lawrence Herbert School of Communication who responded to an alumni survey, 96 percent reported being employed or pursuing graduate studies. They reported an average annual income of \$35,067. Graduates of our program hold positions such as:

- Digital Media Training, Inc. Business Development Strategist
- Hunter College Manager of IT Services Support Desk
- Ovando Events Coordinator
- Adrenaline Entertainment Owner
- Lynch Development Associates Finance Manager

Many of our recent graduates are also currently enrolled in graduate programs at New York University, Hofstra University, Queens College, and George Washington University.

According to the National Communication Association, in addition to jobs in journalism, public relations, and television/film, graduates with a communication degree are qualified for career opportunities in areas including:

- Advertising (advertising or marketing specialist, cop writer, account executive, media planner, media buyer, creative director, public opinion researcher)
- Education (elementary or secondary school language arts coordinator, high school speech teacher, forensic/debate coach, drama director; also school/university information specialist, director of college news, educational tester, development officer, educational fundraiser, alumni officer, college placement officer, admissions director or recruiter)
- Theatre/Performing Arts/Dramatic Arts (performing artist, script writer, producer, director, performing arts educator, theatre critic, stage manager, casting director, arts administrator)
- Business (public information officer, negotiator, director of corporate communications, newsletter editor)
- Government/Politics (speech writer, public information officer, legislative assistant, campaign director, research specialist, lobbyist, press secretary, elected official)
- Social and Human Services (public administrator, human rights officer, community affairs liaison, public relations specialist, philanthropic representative)

## Master of Arts in Speech Communication and Rhetorical Studies

The philosophy of the Department of Rhetoric is based on the recognition that our society is enmeshed in an all-encompassing, interdependent, and ever-expanding web of human and technological communication. Students who major in or take courses in this department learn how the communication process works in interpersonal and group settings, in formal organizations, and in public communication situations. The primary goals of the curriculum are to develop competencies in observing, analyzing, and evaluating communication practices; to develop knowledge about human communication theory; and to develop communication skills in a variety of settings.

The Department of Rhetoric offers a Master of Arts degree both for those students intending to pursue doctoral work and for those for whom an M.A. will be the final degree. The program provides a strong liberal arts background that can be applied to a variety of professional fields such as business, education, and government. Examples of specific career applications include communication training and development, conflict management and resolution, law, corporate and public advocacy, and public performance. Students receive a great deal of individual attention from faculty and have considerable flexibility in tailoring a course of studies to fit their individual needs. Part-time students are welcome and most classes are scheduled in the evening to accommodate those with daytime employment.

Students may concentrate either in rhetorical studies or in performance studies. In addition, students may, with the permission of the program director, choose a cognate area outside the School of Communication, such as political science, history, English or comparative literature. Students may choose either a final project or a traditional thesis.

## North Dakota State University

http://www.ndsu.edu/dce/degrees/graduate/ms\_ma\_speech

#### M.S. or M.A. in Speech Communication

Prepare yourself for a management-level position, advancement within your current career, teaching, or advanced graduate work. The online M.S. or M.A. in Speech Communication provides students with advanced knowledge in rhetoric, argumentation, risk communication, and crisis communication. Communication programs are useful to professionals in a variety of careers. The Communication Department tailors student research projects and academic programs to individual needs and interests.

Currently, sufficient classes to complete the master's degree are online and available for students. Additional courses are in the planning stages. Online courses are equivalent to face-to-face or on-campus classes, with similar rigor and expectations regarding student performance. However, the time frame for completing online courses is student-driven, enabling participants to control the rate at which they move through the program.

## Southern Illinois University Edwardsville

http://www.siue.edu/artsandsciences/spc/graduate/

#### Graduate Program Description

The Department of Speech Communication offers a program leading to the degree, Master of Arts, in speech communication with a specialization in organizational, health or interpersonal communication.

The goals of the Speech Communication graduate program are to deepen students' understanding of communication theory and to prepare them to analyze, generate, and apply communication research. Students are encouraged to clarify and focus their professional goals and are then assisted in selecting courses in theoretical and applied communication areas that will complement those goals.

Graduates in this specialization often enter careers in applied communication and education (especially at the community college and secondary levels). Some graduates have chosen to pursue PhD degrees in communication. In addition, opportunities for speech communication graduates in business, industry, and other non-teaching professions are expanding. Mastery of communication theory, research methods, and application strategies is particularly relevant for those seeking careers in fields such as management, training and development, sales, advertising, public relations, community relations, intra-and inter-organizational communication, consulting, government service, fundraising, and human resources.

# Syracuse University

http://vpa.syr.edu/crs/graduate

The graduate program in communication and rhetorical studies (CRS) provides a vibrant and dynamic environment for students hoping to pursue further study in communication studies. Our program has a strong academic research focus and is ideal if you plan to go on to pursue doctoral-level education.

One of the unique advantages of our Master of Arts or Master of Science (M.A.), (M.S.) degree program is that these students are our main focus. Graduates of this program have gone on to great success at the nation's top communication studies doctoral programs, including those at Pittsburgh, Iowa, Arizona State, and the University of Texas.

Another great advantage to graduate study at Syracuse University is the high-quality programs surrounding CRS. You can take up to three courses outside the department, which allows you to experience such other great SU programs as philosophy, women's studies, and composition and cultural rhetoric. These strong interdisciplinary ties allow you to pursue highly specialized topics of study across a number of disciplinary perspectives.

Finally, the CRS program maintains a vibrant and active scholarly life. In addition to regular departmental colloquia, the department hosts numerous conferences, symposiums, and guest speakers. The department's <u>Public Memory Project</u> for instance, has hosted three major, international conferences. Recent guest speakers hosted by the department include: Cara Finnegan (Illinois), Phaedra Pezzullo (Indiana), Gordon Mitchell (Pittsburgh), Karlyn Kohrs Campbell (Minnesota), and Robert Hariman (Northwestern).

#### <u>About</u>

The graduate program in communication and rhetorical studies is a highly special program, stressing innovation, application, and theoretical and methodological diversity. It represents a bold and innovative approach to communication and rhetorical studies—the kind that explores important threads and the kind that allows for piercing insights and specialization. Our program is specifically designed for persons who value the importance of theoretical rigor in the making of good praxis, who wish to do important scholarly work, and who appreciate the demands of excellence. We offer three areas of study:

#### 1. Communication theory and research

This area focuses on the study of human communication as symbolic interaction. Its goal is to explain communication processes in many facets of human communication and interaction, such as interpersonal, family, intercultural, language and social interaction. Through a variety of theoretical and methodological approaches this area focuses on such topics as sexual communication, intra/interracial and ethnic relationships, and social cognition.

#### 2. Cosmopolitan studies

This area uses a variety of critical, feminist, postmodern, and post-colonial perspectives to examine organizing as a communication phenomenon. Its goal is to identify problems, practices, and systems that undermine the full expression of organizational and public life. It also focuses on such problems as representation, identity and difference, non-hierarchical organizing processes, organizational spirituality, emergent organizational models, alternative forms of public dialogue, community activism and organizing, and other social justice issues.

#### 3. Rhetorical theory and criticism

This area focuses on the study of rhetoric from antiquities to contemporary theories. Its goal is to explore the persuasive elements in social, political, economic, and artistic processes. It also focuses on the relationship between theory and criticism and explores through a survey of theoretical threads and critical tools such issues as the construction of rhetorical texts, popular culture, public sphere, identity, and public memory.

These three areas provide a comprehensive view of the discipline and allow graduate students to select a path for further study at the Ph.D. level. In short, we believe that our graduate program ensures an updated and even cutting-edge study of communication and rhetorical studies. We rely on outstanding <u>faculty</u> whose research and scholarly successes are paramount to the success of our program.

#### The mission

Students and faculty in the discipline of communication and rhetorical studies (CRS) focus on communicative discourse and its interactional consequences.

Our collective goals are to articulate the variety and complexity of communication phenomena and the co-creation of social realities that grow out of this process. As researchers of this process, we use social scientific and humanistic methods in order to describe, explain, or critique communication practices.

The roots of our discipline extend back to the classical study of rhetoric, most notably Aristotle. Two of the earliest known rhetoricians, Corax and Tisias, residents of the ancient city of Syracuse, were the first to theorize on the practice of persuasion. While the study of rhetoric and oratory continue to be a central feature of the discipline, researchers have extended the purview to examine other forms of communication, such as interpersonal, group, and organizational communication; argumentation; and political and mediated discourse.

The study and practice of communication is a prominent feature of the educational mission at Syracuse University. In conjunction with this mission, the mission of the Department of Communication and Rhetorical Studies is to engage with colleagues, graduate, and undergraduate students in innovative, inclusive, and collaborative inquiry into the various theories, perspectives, and methods constituting human communication, rhetorical, and cosmopolitan processes.

The department's mission blends a traditional liberal arts education with discipline-based knowledge, critical thinking, and the development of communication and rhetorical skills. The approach of communication and rhetorical studies seeks to inform the practice, understanding, and critique of communication primarily with the spoken word, but also with nonverbal, written, or electronic formats.

The department's curriculum integrates theory and practice. Students assess communication theories, perform theoretically-grounded critiques of communication practices and situations, evaluate and employ research methods, engage in supervised performance-driven experiences, and assess issues of ethics and social justice thereof.

## **Texas Christian University**

http://www.commstudies.tcu.edu/

#### <u>Graduate</u>

This is an exciting time in our College. Not only do we have a well established and widely recognized graduate program in Communication Studies (formerly Speech Communication), but we now offer two additional exciting programs in the School of Journalism and Strategic Communication.

#### Graduate Student Opportunities

Within the Bob Schieffer College of Communication, however, there are more specific opportunities. The College operates an interest group for the American Society for Training and Development, of which both graduate and undergraduate students are members. It is a good chance to network and make connections for current or future jobs. Many grad students write research papers in cooperation with faculty. Research is an integral part of the curriculum, and many papers are presented at national conferences and published nationwide.

TCU has an association for students in any graduate program. This organization, the Graduate Student Senate, represents all graduate students campus wide. GSS sends out a quarterly newsletter about events and opportunities of interest to grad students. This is an excellent way to adjust to life at TCU.

#### Careers After a TCU Graduate Degree

TCU graduates enter the working world in a variety of careers. Fields such as journalism, public relations, dramatic arts, advertising, electronic media, broadcasting, and more. A communications graduate degree is also useful in related fields like business, education, government, health careers, law, social services, technology, and anything with an international connection.

#### Furthering Your Education

What do people do with a graduate degree in communications from TCU? Many choose to continue their education at a PhD program. Graduate students in communication are often interested in pursuing a career in college teaching and research. A number of graduates go on to prominent PhD programs at other universities.

We offer a Master of Science degree in Communication Studies, with emphases in interpersonal and family communication, organizational communication, and instructional communication. We are committed to the integration of these areas of study, and our students develop both the content knowledge and the research tools necessary for conducting independent research projects (e.g., a publishable academic study, a well-designed corporate attitude survey, or a communication audit).

The Department of Communication Studies offers a Master of Science degree in Communication Studies. This program combines the fields of interpersonal and organizational communication to create a unique academic focus. In our rapidly changing electronic age, there is a tremendous need for technically competent professionals with expertise in communication related to social and professional relationships. Graduates are qualified to pursue further study toward advanced academic and professional degrees; or to take advantage of a wide variety of professional opportunities in business and industry, including human resources, training and development, communication, and managerial positions.

## Texas Christian University (Continued)

The School of Journalism and Strategic Communication offers two Masters programs: Master of Science in Journalism and Master of Science in Strategic Communication (formerly Advertising/Public Relations). These programs offer professionals a unique opportunity to advance their knowledge by studying and interacting with journalism scholars and media professionals in a dynamic learning environment. This program is designed to give graduates the distinctive advantage that is necessary to meet the challenges of 21st century media and succeed in today's changing media climate.

The M.S. in Journalism degree is designed for journalists working in digital, television, or print news media. Coursework and research broaden the degree candidates' perspective by introducing them to the history, theories, and concepts that underlie mass communication systems, as well as the issues facing working journalists. Students take courses that study and analyze different fields of mass communication to enable critical and creative thinking about today's media.

The M.S. in Strategic Communication degree is designed for working strategic communication professionals seeking to broaden their understanding of strategic communication theories and processes and skills in strategy, research, storytelling, digital media, and leadership. Students will take a blend of advertising and public relations courses that enable them to compete in today's digital and global world.



# University of Arkansas at Little Rock

http://ualr.edu/speechcomm/index.php/home/graduate-program/

Speaking and Writing Well. Forming Meaningful Relationships. Managing Diversity. Engagement in Community. Transforming Social Life. Personal Growth. Deep Learning.

These words capture the vision of the founding members of the department, Dr. John Gray and Dr. Jerry Butler, who began the department in 1970 and continue to define the Department of Speech Communication at the University of Arkansas at Little Rock. Today, our mission is clear: to foster the co-creation of better social worlds through positive communication.

Whether you are at work or at home, interacting in romantic relationships or across cultures, managing or leading others, communication lies at the heart of your professional and personal life. This department will prepare you to communicate more competently. Our on campus and on line courses range from public speaking, intercultural and interpersonal communication to health communication and organizational communication. In each, you will learn the skills that will equip you to create a better world through positive communication.

Named the Department of Excellence by the University, the Department of Speech Communication brings together award-winning faculty in teaching and research. At the undergraduate level, we offer a major in Speech Communication. At the graduate level, we offer a master's degree in Applied Communication and Health Communication. The department also houses the Communication Skill Center, a place where students and professionals can learn to improve their communication skills.

#### Masters of Arts: Applied Communication Studies

The Master of Arts in Applied Communication Studies provides graduate students with a solid theoretical and practical understanding of how communication practices operate in everyday life. In line with our department's mission, *to foster the co-construction of better social worlds through positive communication*, students develop communicative skills that are necessary to function effectively in all areas of today's business and professional world. The primary objective of the program is to guide students in the application of communication theory to a variety of interpersonal, institutional, public and organizational contexts. We achieve this objective by focusing on five major application models: (a) communication and culture, (b) communication; and transformation/change; (c) positive communication; (d) crisis and renewal communication; and (e) experiential learning.

Our curriculum fosters a strong knowledge base grounded in communication theory and its various applications, such as management, consulting, human resources, training, organization development, relational communication, health care, education, and public relations. An undergraduate background in speech is helpful, but not required.

## **University of South Carolina**

http://artsandsciences.sc.edu/speech/graduatestudy.html

#### Graduate Study in Speech Communication & Rhetoric

Successful applicants may come from a variety of fields, including rhetoric, speech, communication studies, cultural studies, political theory, philosophy and religious studies. While working toward their degree, students have the chance to be part of a program that provides an excellent faculty–student ratio, generous assistantships, and a diversity of teaching opportunities.

Located in Columbia and recognized by the Carnegie Foundation as an institution of "very high research activity," the University of South Carolina features outstanding facilities, a diverse student body, and an internationally recognized faculty.

#### Engaging Theory and Practice

The Master of Arts program in Communication & Rhetoric offers students an opportunity to undertake inquiry in the areas of rhetorical theory, textual interpretation and criticism, argumentation, critical social theory, visual, performance and cultural studies, and the philosophy of rhetoric. Throughout its curriculum, the program places particular emphasis on how the close reading of rhetorical practice yields theoretical insight and the ways in which rhetorical theory supports the capacity of speech to invent the terms of everyday life, energize public debate, and foster new forms of political and social engagement.

These concerns are reflected in the questions that focus the program's research and teaching. Working both nationally and internationally, the faculty at USC devotes substantial attention to problems such as: How do violent and transitional societies create the basis for understanding and reinventing vocabularies for politics? What are the performative dimensions of human expression? With respect to questions of race, class, gender and sexuality, how does the power of language depend on and contribute to the formation of identity and subjectivity? How is speech embodied and how does this embodiment shape culture? What are the kinds of rhetorical practices that compose and divide communities? How do new forms of technology contribute to and complicate public discourse and debate?

#### An Interdisciplinary Edge

Rooted in a rich tradition of scholarship, the University of South Carolina program in Communication & Rhetoric is committed to interdisciplinary inquiry that advances critical understanding of human discourse and expression.

Self-consciously and critically aligned with the Rhetoric and Composition program in the Department of English, the South Carolina program is one of the few in the nation that seeks to build substantive bridges between different disciplinary interpretations of rhetorical and communicative inquiry. Working together, the core and affiliated faculty undertakes research and teaching that draws from a variety of fields, including literary studies, critical social theory, cultural and performance studies, social anthropology, feminism, philosophy, and political theory.

For graduate students, the program's core curriculum is comprised of courses that that provide foundational training in rhetorical and social/cultural theory, critical analysis and hermeneutics, and the history of public discourse and rhetorical practice. Together, these seminars provide students with a basis to undertake advanced study and research that sheds new light on the potential of rhetoric and communication.

## **University of Texas – Austin**

http://www.utexas.edu/student/registrar/catalogs/gradcat/ch4/com/spch.ch.html

#### Facilities for Graduate Work

Facilities available in the Department of Speech Communication include two state-of-the-art audio laboratories; a library of more than two thousand audiotapes; a conversation library of about two hundred hours of interpersonal interaction, both audiotaped and transcribed; and an editing center equipped for making master recordings and for dubbing to and from audio cassettes, reel-to-reel tape, and videotape. Additional facilities for training and research include Academic Computing and Instructional Technology Services, specialized libraries such as the Wasserman Public Affairs Library, an extensive collection of manuscripts of twentieth-century writers, and a major oral history collection.

#### Areas of Study

The master's and doctoral degree programs in speech communication provide training in the following areas of communication studies: interpersonal communication, language and culture, organizational communication, rhetorical studies, and performance studies. The Doctor of Philosophy degree with a major in speech communication is a research degree; doctoral students can expect opportunities to work closely with the faculty on research and to participate in the publication of research findings. All doctoral students are expected to achieve mastery of research design principles and methods appropriate to their program of study.

#### Interpersonal Communication

Interpersonal Communication involves the study of both the processes and effects of social interaction, usually in face-to-face situations. Both verbal and nonverbal behaviors are studied in laboratory and naturalistic contexts. Cognitions, emotions, and discourse patterns occurring during conflict, lying, and persuasion are some of the factors commonly studied. Communication in health-related contexts as well as personal and family relationships is two important contexts in which theories are applied.

#### Organizational Communication and Technology

Organizational Communication is the study of human interaction within complex organizations, and the management of organizational behavior. Course work in organizational communication offers both qualitative approaches to data analysis (category development and descriptive observation techniques) and quantitative approaches (measurement, psychological categories, and behavioral science research designs).

#### Rhetoric and Language

Rhetorical and Language Studies area focuses on how human symbols affect social and political change. Although rhetoric has been a popular area of study since antiquity, the Department focuses on such contemporary matters as political campaigning, culture and communication, social movement rhetoric, ethics and persuasion, the nature of public argument, discourse and knowledge, the formation of language communities, cognitive linguistics, etc. These matters are treated in three distinct sub-areas: (1) Rhetorical Theory and Criticism, focusing on how public discourse is conceived and executed, with special attention to the analysis of persuasive and cultural texts; (2) Political Communication, examination of how political leaders and the mass media change public opinion and fashion legislative policy; and (3) Semiotic Studies offers training in the naturalistic study of human symbol systems and consideration of how linguistic and gestural behaviors affect everyday social interaction.

## Valdosta State University

https://www.valdosta.edu/academics/majors-degrees/speech-communication.php

#### About Speech Communication

Speech communication, a discipline with roots predating ancient Greece, has been one of the fastest-growing fields of study in the United States for nearly two decades. Effective communication is crucial to the success of organizations and businesses today and is central to several fields including public relations and politics. The speech communication program at Valdosta State University provides a balance of theory and practice, and students learn about communication in a variety of contexts.

#### Speech Communication at Valdosta State University

Students in the speech communication program at Valdosta State become proficient in the discipline both in and out of the classroom. Students can earn credit for internships completed during their junior and senior years and are encouraged to complete at least one prior to graduation. Several organizations on campus give students additional opportunities to hone their skills, network and learn about the discipline, including the Public Relations Student Society of America, the Forensics (speech and debate) Team and the Student Society of Communication Scholars. Exceptional students may be invited to join Lambda Pi, a communication honor society.

#### Master of Art (M.A.) in Communication

The graduate program in communication combines advanced theoretical knowledge and applied skills, enabling graduates to assume leadership positions in their field or continue their studies at the doctoral level. Students may select an emphasis in mass media or speech communication and have the option of following a thesis or non-thesis course of study.

#### **Careers**

- Account manager
- Advertising manager
- Advertising specialist
- Affirmative action specialist
- Communication consultant
- Community affairs administrator
- Copywriter
- Corporate trainer
- Development officer
- Diversity trainer
- Employee relations manager
- Event planner
- Forensics/debate coach
- Fundraiser
- Human resources manager

Master of Arts (M.A.) in Communication Arts

Lobbyist

- Media analyst
- Media buyer
- Media planner
- Media production assistant
- Mediator
- Personnel manager
- Press secretary
- Public information officer
- Public opinion researcher
- Public relations professional
- Public relations specialist
- Publicity manager
- Sales manager
- Secondary school teacher
- Speechwriter

Valdosta State University offers a graduate program with emphases in Mass Media and Speech Communication. The mission of the program's faculty is to provide a graduate-level curriculum that combines advanced theoretical knowledge and applied skills that will allow students to assume positions of leadership in their chosen professions and prepare them for study at the doctoral level. Thesis and non-thesis options are available.

After careful consideration of the program, faculty, needs, and resources, the External Review Committee strongly supports the creation of the MA/MS in Speech Communication at Oregon State University.

#### 1. Program

The proposed MA/MS in Speech Communication addresses critical scholarly, social, and cultural needs. The main goal of the proposed program is to train students in Speech Communication scholarship drawing on the diversity of scholarly traditions within the field. The program is especially strong in its integration of both interpersonal communication and rhetorical traditions. Students completing the degree will be well prepared to pursue the PhD in Speech Communication or Communication Studies at major programs across the nation. The skills and ways of thinking will also prepare students for leadership in corporate, non-profit, and civic organizations in Oregon, the Pacific Northwest, and elsewhere. As such, the program aligns with OSU's mission of serving the state, the region, and the world.

The program's curriculum draws on the Speech Communication department's strengths in humanistic and social scientific approaches to the study of human communication and is a particular strength of the proposed program. Students will take core methods and elective courses in both areas while specializing in either area with additional course work. Students will further hone their abilities by completing a thesis. Blending critical, qualitative, and quantitative approaches to knowledge is increasingly important in the academy and across a wide variety of jobs. The curriculum is based primarily on existing classes and will draw on currently available resources. Plans to add additional courses (and the faculty to teach these courses) will create additional opportunities for students. The program's required MA/MS thesis creates an outstanding capstone experience that will set the graduates apart from many other students who have earned MA/MS degrees in communication at other institutions.

The program is housed in the Department of Speech Communication. The Department has a long and storied history in the field and is well prepared to successfully navigate this new degree. In fact, the new program is really an improved version of the current M.A.I.S program. The Speech Communication faculty teach and advise in the current M.A.I.S. program and fund graduate students through that program. Moving the MA/MS into the Department, naming it an MA/MS in Speech Communication, and building a more coherent curriculum around humanistic and social scientific approaches to communication will only strengthen an already impressive program. Students will graduate with a more recognizable degree and one that is carefully constructed in response to current ways of knowing and pressing social needs.

Considering the existing strengths of the Department, the careful planning of the program, and the demonstrated needs, the external review committee is impressed with this program. We believe that it will be successful, that it will enrich the OSU community and its students, that it will strengthen the Department of Speech Communication at OSU, and enhance the discipline.

#### 2. Faculty

The proposed MA/MS in Communication will initially be managed by an existing group of tenured and tenure-track faculty in Speech Communication and in the New Media Communications program. These faculty members associated with the program maintain very active research agendas with an average of 17 publications and consistent graduate committee activity. What is more, a review of the various research agendas strongly supports the integration of communication and rhetoric at the heart of the proposed program.

Between these two programs, six faculty have earned a PhD and are well situated to engage in graduate teaching, advising, and mentoring. The existing faculty are already serving on thesis committees in the existing MAIS program and across the University, and maintain scholarly activity that is represented at both the regional and national level in both conference participation and in peer-reviewed publication.

The Department Speech Communication has maintained a robust group of instructors who have developed experience in teaching many courses at the undergraduate level. These instructors are well poised to take on some of the additional online teaching outlined in the current budget proposal. These courses will help to offset costs to fund additional library holdings and other services and supplies required to support the new MA/MS program, alleviating any increased load on tenured/tenure-track faculty associated with teaching and mentorship at the graduate level. As an external review committee, we support the initiation of this program with the current faculty.

As a committee, we also strongly support the proposed hire of two additional tenure-track research faculty within the next few years. As the program enrolls to the expected approximately 25 students by the fifth year, an increase in faculty will better support a faculty-student ratio that allows for quality supervision and guidance through the program. Additionally, the eventual addition of more faculty will also allow for more breadth in coursework and expertise offered within the program.

#### 3. Need

As a committee of scholars engaged in the discipline of communication studies, we find that this program, specifically, fills a critical need. Within the academy, communication programs are growing. Undergraduate students find in communication a discipline that expresses the very finest of liberal arts ways of thinking while also offering immediately applicable skills. Because communication programs are growing, the need for well-trained junior faculty is strong. In the most recent data from the National Communication Association, there were more junior-level academic job offerings than PhDs graduating from graduate programs.

At the same time, MA/MS graduates offer extraordinary skills to organizations outside of the academy. Surveys consistently reveal that communication skills are at the center of success in nearly every organization and students who have earned the MA/MS in communication are

particularly skilled communicators. In fact, because nearly all of the OSU graduates will have completed rigorous studies as well as experience teaching communication to undergraduates, they will offer nearly unmatched skills and experience to employers.

Finally, careful, rigorous, thoughtful communication matters more than ever for the health of communities, organizations, and nations. These students will be on the vanguard of creating this kind of communication. Because of these significant opportunities within and outside of universities and because no other program like this exists in Oregon, we believe there is substantial need for this degree program.

#### 4. Resources

Given the Department of Speech Communication's current responsibilities for and engagement within the MAIS program there is little in the way of additional resources required to reconfigure this program to include the specific MA/MS in Speech Communication. We believe the most substantive immediate resource needs to be in the area of library holdings in Communication Studies. Several of the most-frequently cited journals in rhetoric and interpersonal communication (such as *Journal of Communication* and *Communication Theory*) are not currently a part of the Oregon State University library holdings. Given the rising costs of journal subscriptions and the need to continue building a monographs collection of books published within the discipline we support the plan outlined in the Communication MA/MS proposal to increase Instructor teaching of online courses to build library resources that will support graduate learning and research.

With the reported encouragement from the Graduate School and the Dean of the College of Liberal Arts to begin this Master's program we have confidence that the other current and expected resources outlined in the proposal for support staff, fellowships/scholarships, and tuition remission support will be met at a level that is adequate to support the program. As the program grows, we expect that an increase from .25 FTE for support staff will may be useful in meeting the many administrative needs of a thriving graduate program. Additionally, although current resources are adequate to initiate and develop the MA/MS in Communication, future resources may be considered for the Director of Graduate Studies. Additional funding for vigorous recruitment of new graduate students, as well as increased compensation for the eventual increased administrative aspects of overseeing a vibrant graduate program may assist in fully supporting and maintaining faculty in the Director of Graduate Studies role.

# Response to Comments from the External Review of the Proposed MA/MS Degree in Speech Communication

The faculty of the area of Speech Communication, along with the director of the School of Arts & Communication, wish to thank the members of the external review committee for their support of the proposal. Overall, the review is quite positive, noting several strengths of the proposal. These strengths include the need of the program in the state of Oregon, the graduate curriculum, and the ability of the faculty to appropriately handle the program. They do highlight a couple of concerns dealing with resources that we wish to address in this response.

#### **Resources Already in Proposal**

There were several remarks for resources highlighted by the external review committee that we wanted to note are already in the current proposal. Under the category of faculty, the committee states that they strongly support the proposed hire of two tenure-track faculty members to serve the program. This hiring language is found on page 4 of the current MA/MS proposal document. Our area and school director both expect these faculty lines to arrive in the next 2-3 years. The dean has confirmed this expectation as well, as stated in the liaison letter written by Lee Ann Garrison. We are confident that our current plans for faculty, including both current and future hires, are enough to develop a strong MA/MS program.

In terms of support staff, our budget narrative calls for one .25 FTE given to an OS I staff member. The external review committee thought that this was prudent, and we are glad that they highlighted this as a need for the new program. Finally, they remarked on the need for more communication journals to be found in the library, including key journals such as *Journal of Communication*. This is also found in the recurring budget for the new program.

#### **Resources Not in Proposal**

There were two resources highlighted by the external review committee that they felt would be helpful for the program to be successful. This involved some future resources for the Director of Graduate Studies (moving from a 1 course release to a 2 course release per year) and some additional funding for recruitment of new graduate students. The extra course release for the DGS would roughly add an additional \$4000 per year to the proposal. The additional funding for recruitment would likely need a little more in the first 1-2 years of the proposal, settling at a lower number afterwards. The School of Arts & Communication is supportive of these ideas, but we will need to talk through how both would be funded in the general budget (likely through new eCampus courses). We appreciate the ideas from the committee, but want to note that the committee was highly supportive of the proposal even without these two extra resources.



**Capital Planning and Development** 

Oregon State University 3015 SW Western Blvd 106 Oak Creek Building Corvallis, Oregon 97331

**P** 541-737-5412 **F** 541-737-4810 cpd.oregonstate.edu

9/12/2018

Colin Hesse School of Arts and Communication Shepard Hall Oregon State University Corvallis, OR 97331

Dear Colin,

We appreciate the opportunity to review the College of Liberal Arts proposal to offer a new instructional program leading to a M.A./M.S. in Communication. Per our review of the documentation provided and discussion, we understand that the program will require no immediate additional space to accommodate new faculty, instructional, research, student support and administrative functions.

From the Cat 1 proposal the additional space that is needed for this program will be found in the School of Arts and Communication space. Existing faculty will be used to teach the courses need to attain this M.A./M.S. in Communication.

Given that your proposal outlines a strategy for accommodating all of the current space needs within existing space assigned to the School of Arts and sCommunication, Capital Planning and Development supports this proposal.

Sincerely,

Libby Raminz University Architect/Manager, Capital Resources Oregon State University

ne tota

Eric Smith Management Analyst / Space Management Oregon State University

	Exhibit an appropriate level of knowledge in communication	Manage communication problems in civic contexts	Employ ethical practices in all communication contexts
Measures/methods /instruments used to assess the outcome: direct (D) or indirect (I).	<ul> <li>THESIS DEFENSE: (1) Student defends the completed thesis before the graduate committee.</li> <li>(D)</li> <li>(2) Student defends their level of knowledge in the field before the graduate committee. (D)</li> </ul>	(1) COURSE ASSIGNMENTS: Student successfully completes course papers around topics surrounding civic contexts (papers will be consistent across years) (D)	(1) ETHICS MODULE IN RESEARCH COURSES: Student successfully completes the research ethics case study sections in the research methods courses (D). (2) THESIS DEFENSE: Student answers questions regarding ethical behavior as part of the thesis defense (D)
Benchmarks/ milestones used to determine if the outcome has been satisfactorily met by the students	<ul> <li>(1) 90% of graduate students pass their thesis defense</li> <li>(2) 90% of graduate students pass on testing level of knowledge of communication</li> <li>(3) Rubric will be used to determine student success at both (1) and (2) in the defense</li> </ul>	<ul> <li>(1) 90% of graduate students get a B or higher grade on the course paper</li> <li>(2) Student achieves a grade of B or higher on the paper</li> </ul>	<ul> <li>(1) 90% of graduate students pass the CITI ethics modules</li> <li>(2) 90% of graduate students pass the ethics portion of the thesis defense</li> <li>(3) Rubric will be used to determine student success in the ethics portion of the defense</li> </ul>

Program Level: Outo	comes,					
Measures and						
Benchmarks or Mile Measures/methods /instruments used to assess the outcome: direct (D) or indirect (I).	Exhibit an appropriate level of knowledge in communication THESIS DEFENSE: (1) Student defends the completed thesis before the graduate committee.	Manage communication problems in civic contexts (1) COURSE ASSIGNMENTS: Student successfully completes course papers around topics surrounding civic contexts (papers will be consistent across years) (D)	Employ ethical practices in all communication contexts (1) ETHICS MODULE IN RESEARCH COURSES: Student successfully completes the research ethics case study sections in the research methods courses (D). (2) THESIS DEFENSE: Student answers questions regarding ethical behavior as part of the thesis defense (D)	Demonstrate an appropriate level of knowledge regarding research methods (1) RESEARCH METHODS COURSES: Student completes four courses specializing in teaching research methods (D) (2) THESIS DEFENSE: Student defends their level of knowledge regarding research methods before the graduate committee (D)		
Benchmarks/ milestones used to determine if the outcome has been satisfactorily met by the students	<ul> <li>(1) 90% of graduate students pass their thesis defense</li> <li>(2) 90% of graduate students pass on testing level of knowledge of communication</li> <li>(3) Rubric will be used to determine student success at both (1) and (2) in the defense</li> </ul>	<ul> <li>(1) 90% of graduate students get a B or higher grade on the course paper</li> <li>(2) Student achieves a grade of B or higher on the paper</li> </ul>	<ul> <li>(1) 90% of graduate students pass the CITI ethics modules</li> <li>(2) 90% of graduate students pass the ethics portion of the thesis defense</li> <li>(3) Rubric will be used to determine student success in the ethics portion of the defense</li> </ul>	<ul> <li>(1) 90% of graduate students receive an average grade of B or higher in the four classes</li> <li>(2) Rubric will be used to determine student success in the research methods portion of the defense</li> </ul>		



School of Arts and Communication Oregon State University Main Office, 307 Fairbanks Hall Corvallis, Oregon 97331

April 24, 2018

To Whom It May Concern,

As the current Coordinator for the Speech Communication unit within the School of Arts and Communication, I am in full support of the Master of Science/Master of Arts (M.S./M.A.) in Communication degree. This program offers graduate students the opportunity to receive a discipline-based degree which provides strong theory and methodological foundations in both rhetoric and relational communication. Currently, Speech Communication faculty mentor and guide students through their participation in the Master of Arts in Interdisciplinary Studies, demonstrating both the interest and potential from both students and faculty to develop a discipline-based graduate program.

As outlined in the executive summary for this proposal, the objectives stated for this program complement OSU's Strategic Plan by training graduate students in critical thinking and problem solving, by fostering effective interpersonal communication skills grounded in theory, by guiding students to articulate effective, persuasive arguments, and, ultimately, by producing strong leaders. This degree program will prepare students who wish to further their education in doctoral programs, but will also allow for practical application of communication theory for those who wish to pursue occupations in such areas as facilitation, training and development, human resources, politics, law, consulting, and community college or university instruction.

Sincerely,

Clizabeth Root

Elizabeth Root Associate Professor, Coordinator, Speech Communication School of Arts and Communication Elizabeth.Root@oregonstate.edu 541-737-5390



Lee Ann Garrison, Director School of Arts and Communication Oregon State University 309 Fairbanks Hall Corvallis, Oregon 97331

P 541-737-5090 LeeAnn.Garrison@oregonstate.edu

5/4/18

To Whom It May concern,

I am the Director of the School of Arts and Communication (SAC) at Oregon State University.

I, along with the SAC faculty, fully support the new Master of Communication degree proposal. The new master's degree is an important part of the nearly complete SAC Strategic Plan. The SAC Advisory Council, comprising 15 donors (several of them OSU alumni), supports this degree and sees it as needed for the growth and improvement of the School of Arts and Communication.

The external reviewers for the Speech Communication 10-Year Program Review, completed in 2016, talked to us about a need for a terminal master's degree program in the Northwest. They pointed out that our proposal includes both communication and rhetoric in an overarching combination.

The faculty members in Speech Communication have fully participated in the OSU Graduate School's MAIS degree, supporting 5-9 GTA positions each year. A graduate coordinator in Speech Communication has run this MAIS program like a Communication degree. I view the MAIS as an intermediate step that has laid the groundwork for the new graduate program. Because of it, the new master's degree will not cause disruptive change in Speech Communication. The transition will be smooth.

Oregon State University clearly has charged all of us in the College of Liberal Arts to create graduate programs. Such programs are a stated goal of the reorganization of the CLA, which merged many former departments into six schools. The CLA Strategic Plan has charged each of the schools with creating at least one nationally ranked graduate program.

Those of us in SAC decided that the Master's in Communication is our first priority. Nationally, the field of Communication is in a growth mode. Communication skills are seen as key elements in almost every field. OSU's School of Arts and Communication faculty and students want to participate fully in that growth. In SAC, this new master's degree will also include faculty in the New Media Communications program.

A Master of Communication degree is a better degree than MAIS for students planning to go on to PhD programs in Communication. Other students will choose to enter

careers after the master's degree. Studies have shown that expertise in communication is among the top skills employers seek across the country and across industries.

Larry Rodgers, Dean of the College of Liberal Arts, also supports this new degree proposal. Dean Rodgers has placed a hold on hiring new faculty in Speech Communication until this master's degree is approved, so that we can strategically align new hires with the research direction of the program. (The Dean gave permission to share that information in this letter.)

The Speech Communication faculty members have agreed to focus their master's program on health and environmental communication. They want to align Speech Communication research with the OSU Strategic Plan mission and vision. The new graduate program will allow Speech Communications faculty to reach out to and partner with other vital research and teaching units in the university.

Please let me know if you have any further questions.

Sincerely,

Lee Cenn Garrison

Lee Ann Garrison Director, School of Arts and Communication Oregon State University (541) 737-5090



College of Liberal Arts, Office of the Dean Oregon State University, 200 Bexell Hall, Corvallis, Oregon 97331 Phone 541-737-4582 | Fax 541-737-2434 | www.oregonstate.edu/cla

17 May 2018

RE: MA/MS in Communication CPS# 99706

**Dear Readers:** 

Speaking as a longtime member of the Speech Communication faculty and the former director of the School of Arts and Communication (SAC), as well as a current Associate Dean in the College of Liberal Arts (CLA), I fully and wholeheartedly support the proposal for a new discipline-based master's degree in Communication. As CPS# 99706 clearly demonstrates there is a sizeable and growing need for trained communication professionals with advanced background in the theories and practices that help to augment and improve communicative human interactions. This proposal effectively brings together essential elements of rhetorical theory/practice with communication concepts/functions in a viable and exciting program that will distinguish CLA while helping Oregon State meet its strategic goals. The proposal reflects a sustained effort by the Speech Communication faculty and the SAC to adapt to and to meet the needs of students, the public, and the changing landscape of speech communication education. The establishment of an MA/MS in Communication at Oregon State University is a vital step forward in bettering the institution, the state, the region, and the nation. The ways in which we effectively teach communication professionals and leaders resonate across society and the world as they in turn work with, educate, and interact with their communities and colleagues. This is a very good proposal and a great step for Oregon State.

Sincerely, mp. M.Z

Marion O. Rossi Associate Dean College of Liberal Arts

mrossi@oregonstate.edu 541-737-4917



School of Writing, Literature, and Film

Oregon State University 238 Moreland Hall Corvallis, Oregon 97331

P 541-737-3244 F 541-737-3589 liberalarts.oregonstate.edu/wlf

August 2, 2018

Dear Program Assessors:

The School of Writing, Literature, and Film strongly endorses the MA/MS in Communication, as proposed via CPS # 99706.

In addition to the obvious demand for this program and the benefits it will bring to its graduate (those two desiderata being the primary ones that should drive new program creation), I would like to highlight the important potential synergies between the bacc-core elements of the Communications curriculum and the presence of a Master's-level program in the area. Communications holds an entire bacc core category to itself, with all OSU students required to take COMM 111, COMM 114, COMM 211, or COMM 218; only three other units in the University (Writing, Health, and Math) have this responsibility. In Writing, our bacc core WR classes benefit enormously from, and provide benefit to, the two Master's programs (an MA in English and an MFA in Creative Writing) housed here. This benefit is twofold: (a) the bacc core offers GTA opportunities for students within the Master's program to teach directly in areas that they are studying; (b) the large bacc core exposure ensures that a certain amount of research being conducted in the unit, at faculty and graduate levels, will either orient explicitly to pedagogy or, at a minimum, will inform best practices. Running a robust graduate program alongside a robust bacc core operation in the area serves both the advanced learners, the graduate students, and the early learners, the undergrad bacc core students. I simply cannot imagine how we could deliver high quality (and up-to-date) instruction in basic writing without a graduate-level operation running alongside, and I am simply delighted that Communications will finally have a graduate program to provide similar support.

With appreciation,

At By

Peter Betjemann Director, School of Writing, Literature, and Film

## OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any. If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE: MA/MS in Communication

**BUDGET PERIOD:** 

From FY

ASBC

2019

2022

to FY

**Business Center** Name and Title of Reviewer Date 10-2017

Penny Pinard

	One-Time			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track				
Faculty, fixed-term				
Sub-total, Faculty	-	-	-	-
Graduate Assistants				
Support Staff				
Fellowship/Scholarship				
OPE				
Personnel Subtotal	-	-	-	-
Other Expenses				
Library, Printed				
Library, Electronic				
Services & Supplies	400			
Capital Equipment				
Other Resources Subtotal	400	-	-	-
Physical Facilities				
Construction				
Major Renovation				
Other Expenses				
Physical Facilities Subtotal	-	-	-	-
<b>Total Cost of Program</b>	400	-	-	-
Resources				
Current Budget, unit	400			
Tuition ( e campus, differential )				
Institutional Reallocation from other b	udgetary units			
Special State Appropriation				
Federal Funds and other Grants				
Fees/Sales				
Foundation Endowment				
Tuition remission (GA support)				
Other, describe:				
Total Resources	400	-	-	-

Note: Please include budget narrative describing items listed above.

### **OSU Internal Budget Outline Form**

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any. If no change in resources is required, the budgetary impact should be reported as zero.

From FY

ASBC

PROGRAM TITLE: MA/MS in Communication

BUDGET PERIOD:

2019

to FY

2022

**Business Center** Name and Title of Reviewer Penny Pinard Date 10-2017

-				
	Recurring			
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4
Personnel				
Faculty, Tenured/Tenure-track*	4,174	4,258	4,343	4,430
Faculty, fixed-term				
Sub-total, Faculty	4,174	4,258	4,343	4,430
Graduate Assistants**	119,580	123,167	130,668	134,588
Support Staff***	6,441	6,654	6,891	7,148
Fellowship/Scholarship	6,000	6,000	6,000	6,000
OPE	136,910	143,554	150,492	157,784
Personnel Subtotal	273,105	283,633	298,394	309,950
Other Expenses				
Library, Printed ^	8,038	8,440	8,862	8,862
Library, Electronic				
Services & Supplies	1,400	1,428	1,457	1,487
Capital Equipment				
Other Resources Subtotal	9,438	9,868	10,319	10,349
Physical Facilities				
Construction	-	-	-	
Major Renovation				
Other Expenses	-	-	-	
Physical Facilities Subtotal	-	-	-	
Total Cost of Program	282,543	293,501	308,713	320,299
Resources				
Current Budget, unit	127,721	131,915	139,581	143,669
Tuition ( e campus, differential )	22,399	22,845	23,758	24,290
Institutional Reallocation from other				
budgetary units	-	-	-	-
Special State Appropriation	-	-	-	-
Federal Funds and other Grants ++	6,000	6,000	6,000	6,000
Fees/Sales	-	-	-	-
Foundation Endowment	-	-	-	-
Tuition remission (GA support)	126,423	132,741	139,374	146,340
Other, describe:	-	-	-	-

Note: Please include budget narrative describing items listed above.

**Total Resources** 

293,501

308,713

320,299

282,543

# OSU Internal Budget Outline Form

Estimated Costs and Sources of Funds for Proposed Program

Total new resources allocated to the Proposed Program, if any. If no change in resources is required, the budgetary impact should be reported as zero.

PROGRAM TITLE:	MA/MS in Comm	unication			
BUDGET PERIOD:	From FY	2019	to FY	2022	
Business Center Name and Title of Reviewer	ASBC Penny Pinard		Date 10-2017 Signature of Reviev	ver	
	Total				
	Fiscal Year 1	Fiscal Year 2	Fiscal Year 3	Fiscal Year 4	
Personnel					
Faculty, Tenured/Tenure-track	4,174	4,258	4,343	4,430	
Faculty, fixed-term	-	-	-	-	
Sub-total, Faculty	4,174	4,258	4,343	4,430	
Graduate Assistants	119,580	123,167	130,668	134,588	
Support Staff	6,441	6,654	6,891	7,148	
Fellowship/Scholarship	6,000	6,000	6,000	6,000	
OPE	136,910	143,554	150,492	157,784	
Personnel Subtotal	273,105	283,633	298,394	309,950	
Other Expenses					
Library, Printed	8,038	8,440	8,862	8,862	
Library, Electronic	-	-	-	-	
Services & Supplies	1,800	1,428	1,457	1,487	
Capital Equipment	-	-	-	-	
<b>Other Resources Subtotal</b>	9,838	9,868	10,319	10,349	
Physical Facilities	-	-	-	-	
Construction	-	-	-	-	
Major Renovation	-	-	-	-	
Other Expenses	-	-	-	-	
Physical Facilities Subtotal	-	-	-	-	
Check math	-	-	-	-	
Total Cost of Program	282,943	293,501	308,713	320,299	
Decourace					
Resources	120 121	121.015	120 591	142.660	
Current Budget, unit Tuition ( e campus, differential )	128,121	131,915	139,581	143,669	
Institutional Reallocation from other b	22,399	22,845	23,758	24,290	
	-	-	-	-	
Special State Appropriation Federal Funds and other Grants	-	-	-	-	
	6,000	6,000	6,000	6,000	
Fees/Sales	-	-	-	-	
Foundation Endowment Tuition remission ( GA support)	-	-	-	-	
· · · · · ·	126,423	132,741	139,374	146,340	
Other, describe:					
Total Resources	282,943	293,501	308,713	320,299	
check math	282,943	293,501	308,713	32	

Note: Please include budget narrative describing items listed above.