University of Nevada, Reno

DEPARTMENT OF COMMUNICATION STUDIES

Fall 2015 Self-Study

University of Nevada, Reno

Department of Communication Studies

Self-Study Document

Part I: Program History, Mission, and Administrative Structure

I.1 Program History 1

I.2 Mission 1

I.3 Administrative Structure 3

I.4 Analysis 4

Part II: Undergraduate Courses and Degree Programs

II.1 Undergraduate program organization, objectives, and effectiveness 7

II.2 Undergraduate Students 9

II.3 Analysis 11

Part III: Graduate Courses and Degree Program

III.1 Graduate Program Organization, objectives and effectiveness 12

III.2 Graduate Students 14

III.3 Analysis 15

Part IV: Faculty

IV.1 Faculty Composition and Workloads 16

IV.2 Scholarship, Outreach, and Professional Service 16

IV.3 Analysis 17

Part V: Program Resources and Physical Space 19

Part VI: Future Plans 20

Appendix A Curriculum Summary and Report 2014 21

Appendix B Recommended Schedule 43

Appendix C Service Commitment to Other Programs 45

Appendix D COM courses approved for new Core Curriculum 47

Appendix E Faculty Curriculum Vitas 48

Curriculum Vita: Sarah J. Blithe 49

Curriculum Vita: Gwen A. Hullman 65

Curriculum Vita: Amy M. Pason 74

Curriculum Vita: Philip Sharp 85

Curriculum Vita: Anna Wiederhold Wolfe 88

Part I: Program History, Mission, and Administrative Structure

I.1 Program History

In 1956, The Department of Speech and Drama formed. This department included an intercollegiate forensics team and offered a degree in Speech and Drama. Faculty specialized in areas such as play production, speech communication, radio/TV production, and speech pathology. In the early 1970s, faculty created an MA in Speech Communication, speech pathology faculty moved to a different unit, and separate undergraduate degrees were created for speech communication and theatre students. At this time, five tenure lines existed for the speech communication (SPCM) side of the department, and the department had one chair for both the theatre and speech communication programs. Each program operated under separate sets of bylaws.

During the 1990s, the speech communication program experienced an increase in student demand. Formerly, full-time instructors taught all speech communication courses. Many part-time instructors were hired to cover the added course demand, and in 1996, part-time instructors taught 65% of the course sections in SPCM.

The Speech Communication BA and MA programs were organized within the Department of Speech Communication & Theatre and the School of the Arts and until July 1, 2010. At that time, the Speech Communication Program became the Division of Communication Studies, and three years later, the Department of Communication Studies. In 2014, a new set of Department of Communication Studies Bylaws replaced the former bylaws, which were decades old.

This new department moved to the School of Social Research and Justice Studies, which includes The Departments of Sociology and Criminal Justice, and the Grant Sawyer Center for Justice Studies. Many faculty from the School of Social Research and Justice Studies also participate in the Interdisciplinary Social Psychology Ph.D. Program. This new organizational structure transitioned Communication Studies to a social science program focused on studying the process of communication in addition to teaching communication skills.

1.2 Mission

At the time of the department split in 2010, our mission statement was:

> *For 2500 years, the discipline of speech communication has functioned as an integral part of the humanities and the performing arts. Since about 1900, speech communication has also identified with important developments in the emerging social-behavioral sciences. Today, academic programs in communication studies are "interdisciplinary" in nature; they are based on knowledge that has evolved out of all three of these areas. This knowledge focuses on human communication "processes," "cultural practices," and "ethical and aesthetic preferences."*
>
> *The academic program in communication studies at the University of Nevada, Reno, emphasizes training in oral communication skills and the cognitive principles and strategies that support them. The refinement of communication skills in public, interpersonal, small group, and*

organizational contexts is central to both personal and professional growth. It is expected that over the course of their lives, most speech communication majors will change vocations as many as five to 10 times in order to adapt to fast-moving changes in our business and professional communities. Basic and advanced communication competencies are central to current as well as future vocational opportunities.

Communication training can also contribute to one's responsible and effective participation in important community activities. In recent years we have seen an increase in the use of inconsiderate and dysfunctional communication practices and a corresponding decrease in more reflective, cooperative ones. The refinement of communication skills and concepts as well as the development of standards of ethical and thoughtful communication can contribute significantly to the building of a more mutually responsible community and a more civil and humane world.

The former mission statement serves as illustration about where we were 7 years ago. The identification of the relational dynamics and public advocacy and civic engagement areas served as a springboard for a major curricular overhaul. A new mission statement was written and department goals for curriculum were established.

During the time the Speech Communication Program was in a joint department with theatre; both programs shared one administrative assistant. After the programs split, The Division of Communication Studies hired a .53 administrative assistant, whose FTE changed to .75 in July, 2015.

Communication Studies is a discipline that addresses communication processes at work in virtually all human activities. The UNR program focuses on these processes as they occur in: a) public advocacy and civic engagement, and b) relational dynamics.

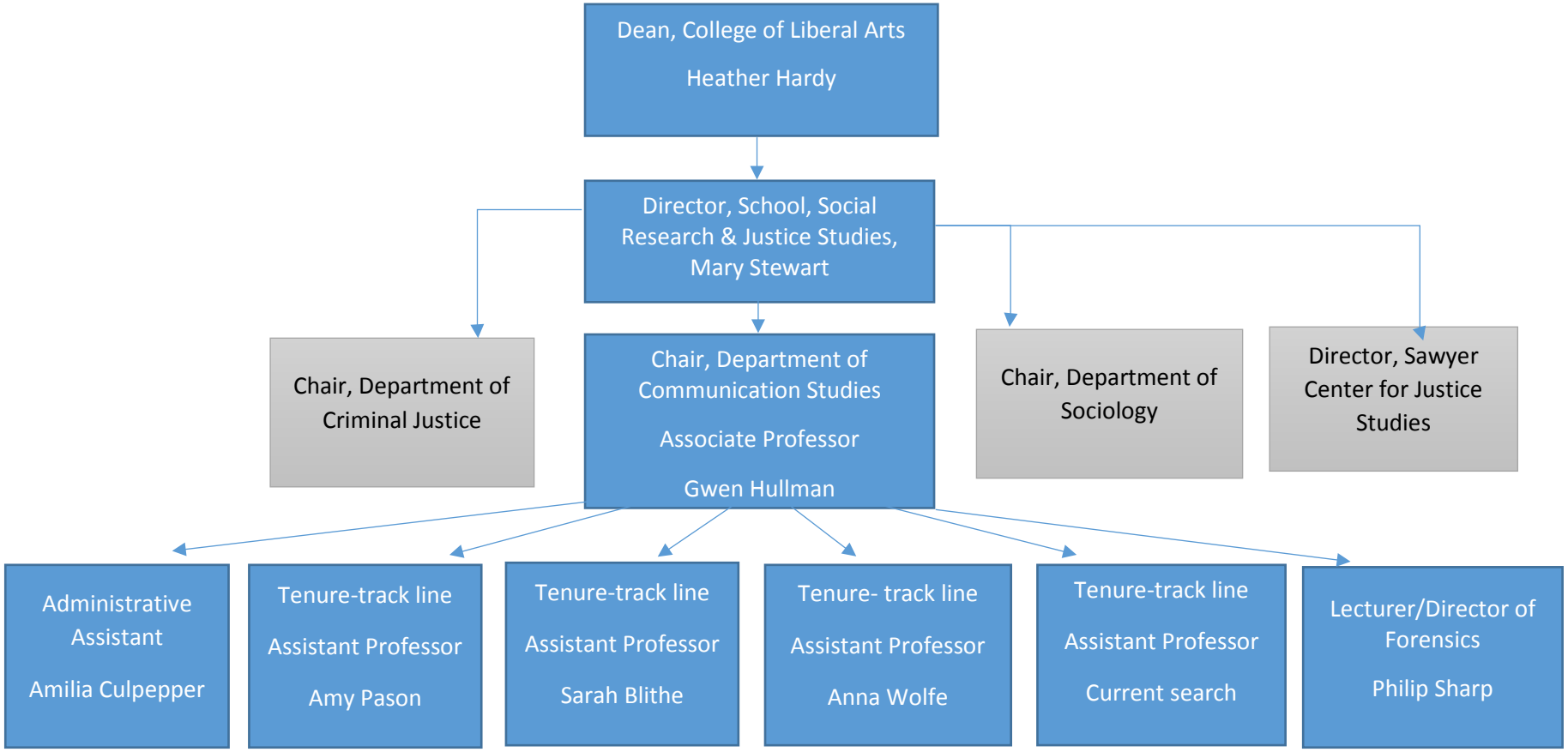
A balance of contemporary social science and critical-cultural perspectives on human communication guide our teaching and research efforts. Accordingly, we emphasize a breadth of research methodologies. Our mission embraces the importance of contributing new knowledge while maintaining high standards of teaching and advising. We see research, teaching, and professional service activities as mutually reinforcing.

We view the refinement of communication skills as central to achieving civility and effectiveness in personal and professional activities. The power of communication inspires our commitment to students and the greater Nevada community.

I.3 Administrative Structure and Objectives

Department of Communication Studies

Permanent Positions (we are hiring one more lecturer for fall, 2016)



Communication Studies is a department in the School of Social Research and Justice Studies, which is situated within the College of Liberal Arts. We have 6 continuing positions, one lecturer and 5 tenure lines. During any given semester, we have approximately 10-14 LOA (Letters of Appointment, known in other places as part-time or adjunct faculty) instructors who teach between 1 and 4 classes per semester. One long standing part-time LOA receives a stipend to handle half of the department undergraduate advising, and one other longstanding LOA teaches large sections of the basic course with supplemental funding. We are authorized to hire a new lecturer in Spring 2016 to help manage the teaching load displaced by graduate faculty re-activating the M. A. in Communication Studies starting Fall, 2016.

Main service commitments are distributed among the continuing faculty. For example, the following service commitments currently exist: half of the undergraduate advising load, chair of the department, chair of the personnel committee, director of curriculum, assessment coordinator, debate coach, curriculum committee, parliamentarian, student awards coordinator, Lambda Pi Eta advisor, listserv manager, website coordinator, and director of graduate studies (starting spring, 2016). Additional recent ad hoc service duties include search committees, core curriculum coordinator, and Communication Studies representatives on our school committees.

One .75FTE administrative assistant handles the office management duties for the department and debate team. This position includes, but is not limited to account reconciliation, inputting semester schedules, key requests, travel requests and reimbursements, receiving visitors and phone calls, and record keeping.

LOAs teach approximately 60% of our courses. All have at least a Master's Degree in Communication Studies or a related area. Two have terminal degrees; one of which is in Communication and another in Political Science. Our part-time instructors have only teaching duties, except for one. A part-time instructor for 12 years handles half of the undergraduate advising load.[1] Many of our part-time instructors are graduates of our former MA in Speech Communication. Typically, our MA graduates would teach part-time for us as they searched for full-time employment. In recent years since the MA in Speech Communication was placed on hiatus, challenges arose in finding people willing to teach who have the appropriate credentials.

I.4 Analysis

The department is young in terms of rank. We have no full professors and the only associate level professor is chairing the department. The current continuing positions are between 1 and 6 years away from tenure and promotion evaluation, so there is variability in the experience of probationary faculty, but not in ranks.

A major challenge we face is in mentoring faculty. Probationary faculty, who greatly outnumber the only person with tenure and whose areas of research in some cases are much different

[1] Today, we have 233 majors and 104 minors. The advising load is split between two people.

from that of the mentor's, would benefit from more personalized attention from professors with longer career histories in various areas of communication studies. In addition, probationary faculty also would benefit from mentoring and guidance from more than one person in the department. Furthermore, the associate professor also needs guidance on earning full professor, and this task is difficult given the current configuration of the department.

Our reliance on part-time faculty is another concern we have. Please note that our current LOA faculty are committed teachers and very integral to the success of the department. The following discussion of our concerns should be understood from the perspective of the department's needs and with the understanding of the nature of LOA contracts. Main concerns surrounding heavy use of LOA instructors are availability, recruitment of faculty, and student access to research faculty.

Many of our LOAs have other responsibilities besides their teaching contracts with the Communication Studies Department. Because there is a shortage of LOAs for Communication Studies in the Reno area, some of our course scheduling options are limited by the necessity to work around the constraints of LOA's other responsibilities when planning schedules. The short-term nature and limited scope of the 5 month LOA contract prohibits the department and the individual from making long-term commitments. Our semester schedules, however, are planned about one year in advance. These limitations result in tentative planning and multiple last minute changes for our department's and instructors' schedules.

In addition, recruiting LOAs with the terminal degree in Communication Studies is near to impossible in the local area population. Most of our LOAs have the Master's degree. We have been successful in retaining many qualified LOAs over the past 7 years, however, our department is growing and we are constantly challenged in finding qualified LOAs to assist in teaching our classes.

Another concern is the over-reliance on LOAs.[2] Majors in Communication Studies sometimes have no classes with continuing faculty for the first three years of their study. Minors may also earn their credits without instruction from continuing faculty. Our full-time faculty participate in research, attend conventions and present at conferences, as required by their role statements. Some of our LOAs also present at conferences without financial support from the department. Our students benefit from these faculty and LOAs who are continually engaged with the discipline. Students can accompany faculty to conferences, network through faculty contacts about graduate school choices, work with faculty on research projects, and learn from someone who is required to contribute new knowledge to the field of study. Our students'

[2] It is with this point especially that we wish to emphasize the problem is within the temporary nature of the contract and the limitations that follow; not in any way with the teaching skills or commitment of our current LOA faculty.

educational experience is enriched by this participation, and many of our students expect this type of experience from a research intensive university.

Like some other institutions and departments, the idea that instructional needs can be met by hiring only a few LOAs to teach courses each semester is not a viable option for our department-we cannot function without a large number of LOA contracts. By no means are we advocating for the elimination of the LOA contracts since LOAs provide the department with some scheduling flexibility. However, we recognize that the ratio of part-time to full-time faculty is too high.[3]

There is recent growth of our continuing faculty lines and administrative support, which is appropriate and appreciated given our increase of majors, minors, and service commitments. We cannot predict exactly what hourly impact the re-activation of the Master's program in fall, 2016 will have on departmental administrative tasks. This additional load will be monitored closely over the next year. Additional full-time faculty lines would allow us to rotate major departmental service commitments so that faculty could take on college-level or university-level commitments without compromising our department's needs. Additional lines ideally would be more advanced positions. Currently, the department chair also is the chair of the personnel committee and our director of Graduate Studies will most likely be a probationary faculty member. Adding more senior positions would allow for a better disbursement of the tasks normally handled by advanced career faculty.

[3] The Department will have two teaching assistants with the MA program re-activation for fall, 2016. We have reformatted the basic public speaking course (COM 101) to a lecture/lab component structure using one TA and one LOA as speech graders and a continuing faculty member as the lecturer and trainer for the graders. This arrangement will put more students in a continuing faculty member's course, and eliminate 4 LOA contracts per semester. This idea is an experiment and results will be assessed next year. An additional TA will assist with the basic writing and research class (COM 212) required for both Communication Studies majors and minors. The TA allows enrollment capacity to increase in this course.

Part II: Undergraduate Courses and Degree Programs

II.1 Undergraduate program organization, objectives, and effectiveness

We have an undergraduate B.A. degree in Communication Studies and an undergraduate minor in Communication Studies.

The 33 credit major in Communication Studies requires the following 12 credits:

COM 113 Fundamentals of Speech Communication (3)

COM 101 Oral Communications OR COM 217 Argumentation and Debate (3)

COM 212 Introduction to Communication Research Methods (this is mainly a writing course) (3)

COM 311 Communication Research Methods (3)

21 additional elective credits also are required, 18 credits must be at the 300-400 level[4]

The 18 credit minor in Communication Studies requires the following 9 credits:

COM 113 Fundamentals of Speech Communication (3)

COM 101 Oral Communications OR COM 217 Argumentation and Debate (3)

COM 212 Introduction to Communication Research Methods (this is mainly a writing course) (3)

9 additional credits are required at the 300-400 level

Two general areas of emphasis now exist in the undergraduate curriculum; relational dynamics and public advocacy and civic engagement. These areas are described below.

Relational Dynamics

> *This focus emphasizes the role of communication in the development and maintenance of relationships, and centers on the ways communication creates, defines, influences, and reflects the nature and quality of relationships (friendship, family, personal, romantic, organizational, workplace, intercultural and community). The ability to effectively convey one's intentions, interpret and perceive other's intentions, and develop a repertoire of skills to manage relational interactions is integral to competent communication. In this focus, analysis of communication events pertinent to relational interactions focuses students' knowledge and skills in listening, conversational management, conflict management, and social influence. Students will apply theory and analysis to an array of situations to foster understanding of ethical, inclusive, outcome-oriented, healthy relational communication patterns.*

Public Advocacy and Civic Engagement

> *This focus emphasizes the role of communication and agency in social and political contexts as a means of exerting influence through speaking, argument, and forms of dissent. A major area in the study of communication relates to understanding how communication affects public and*

[4] A four-year plan is found in Appendix B. Elective courses can be located in Appendix A.

political processes, how reasoned civic public discourse and deliberation is cultivated (or impeded), in an effort to revitalize the political system through building political literacy and renewing civic responsibility. Analysis of contemporary events and speaking situations in this track focus on persuasive strategies as well as ethical and philosophical issues underpinning rhetorical action. Students apply theory and analysis in creating and understanding how advocacy campaigns, policy, speeches, and mediated communication shape and influence the public.

Each course in the curriculum was subjected to a review based on its relationship to one of the areas and its relationship to the university mission. Courses that did not contribute uniquely to the departmental areas of emphasis or our service mission were deleted from the curriculum; gaps and new faculty hires generated new course development in a variety of areas. In 2007, pre-requisites were not required for our upper-division courses.

Assessment

Our assessment process has developed more precision over the past seven years. The assessment process is more than a formality each year; it has become a more time-intensive, retrospective planning process that influences future decisions. In 2010, we hired a new faculty member with experience in assessment. Highlights from the past seven years include: (a) a curriculum map with newly created program descriptions, goals, and objectives in 2011-2013 (See Appendix A), (b) mapping current service obligations to other departments (See Appendix C), (c) refining our areas of emphasis, (d) determining by looking at current syllabi what instructors were teaching in each section of each course, (e) developing standard internship and independent study forms, (f) program description and department goals (2011), (g) developing standard student learning outcomes for each in our curriculum in 2013 (See Appendix A), and (h) determining and submitting proposals for the new core curriculum in 2014-15 (See Appendix D). All of these initiatives required much effort and collaboration among current faculty. According to our annual assessments, students are improving their skills, even in the more rigorous courses such as COM 212.

II.2 Undergraduate Students

Advising

The department of Communication Studies currently hosts 232 majors and 107 minors. We have grown substantially in recent years, and are committed to helping these students move through our program quickly and efficiently. Our department advisors consider advising as an opportunity to foster positive relationships with our undergraduate students. We divided students between two advisors, so that students will see the same advisor while in our department. This arrangement helps us to know student histories and develop effective advisor-student relationships. Typical advising appoints include information about registration, course selection, declaring majors or minors, career discussions, graduate school discussions, course substitutions, and transfer reports. Our advisors work with the college of liberal arts advisors to make sure students get proper advising for their entire academic portfolio, including core classes and their major or minor communication classes. Our advisors hold face-to-face advising hours weekly, as well as advising by phone, email, and private appointment. Our advisors are active in communication curriculum changes and in scheduling discussions, based on feedback from students.

In previous years, the advising load was distributed among all full-time faculty. The result was that all faculty were expected to attend the training and information sessions, orientations, and advising software sessions. Problems arose with this model. Sometimes, faculty advisors who present more often ended up advising other faculty's students in addition to their own in ways that caused inequitable workloads. Some faculty's skill sets did not lend themselves to succeeding as academic advisors. All faculty needed to attend all advising meetings or a second meeting to fill everyone in had to be scheduled. The current arrangement with two academic advisors seems to work well. No longer is everyone required to go to all advising functions, and there is departmental coverage when one advisor is away (e.g., attending a conference).

Lambda Pi Eta

The University of Nevada, Reno's Sigma Mu chapter of Lambda Pi Eta was established on September 16, 2004. The current advisor began in fall of 2013. At that time, the honor society had gotten into a routine of inducting members a couple weeks before graduation and, since students must be juniors or seniors to be eligible for induction, we would graduate more than half of our membership immediately following inductions. To provide more time for active membership and society activities, we have moved the induction ceremony to early fall each year. In so doing, we went from inducting six members in 2012 to inducting 21 members in 2013, 25 members in 2014, and 16 members in 2015. We currently have 30 active members. In 2014, Lambda Pi Eta became an officially-recognized ASUN (Associated Students of the University of Nevada) organization, hosted social events for club members, designed and sold club t-shirts, and raised over $500 through club activities. In the fall of 2015, five Lambda Pi Eta members represented the organization at the annual meeting of NCA in Las Vegas. The Sigma

Mu chapter of Lambda Pi Eta is a growing organization with a vision toward building traditions, departmental culture, and camaraderie between Communication Studies students and faculty.

Debate team

In 2008 the team returned 3 students and added 5 new members. Those returning students went on to win the 2009 NPDA and NPTE Championships, the 2009 NPTE Top Speaker, the 2010 LDOC Top Speaker, and the 2011 NPDA Top Speaker. The second generation of debaters won the 2013-14 NPDA Season Sweepstakes Championship and one team finished 2nd in the NPTE season-long rankings. The team has maintained 18-24 students over the past 5 years. With some students briefly participating on the team and some staying on multiple years, the program has served nearly 100 students in the last 8 years. Over that time, the team has had 3 NPDA National Student Presidents (1 per year), 5 NPDA "All-American" Award Recipients (6-8 per year), and 4 NPDA National Team members (3 per year). All of these honors recognize a debater's academic, service, and debate accolades. The team's continued success resulted in the President's Office using it in a national marketing campaign.

In addition to competition, the team also hosts an annual tournament on campus which invites 15-20 Colleges and Universities from 4-5 states to visit the campus. The team also hosts an annual public debate in which it tackles a pressing environmental justice issue on the week of Earth Day. Last year, the debate was a cornerstone of the University's annual Earth Day celebration. The team performs community outreach by volunteering at 6 local High School events each year, donating around 1000 hours of time annually. As a result of its contributions on campus, the club was awarded ASUN Club of the Year and Student Leaders of the Year for 2013-14 and Advisor of the Year in 2014-15.

Service Learning

Students, as part of the service learning courses are required to learn by application and service. The application is done through building relationships with organizations in the community. 12 partnerships with community organizations were created over the past two years. These organizations include: Park Place Assisted Living, Sierra Association of Foster Families, Girl Scouts of Northern Nevada, ESL In Home, Project Solution, Urban Roots, Ridge House, Catholic Charities Immigration Assistance Program, Reno-Sparks Indian Colony, We Care Volunteers, Youth and Families with Promise, and the UNR Cultural Diversity Committee. For example, in one course, students worked with their faculty advisor and a UNR librarian to create digital storytelling projects that reflected students' experiences with their community service partners and were shared at a campus engagement showcase. Students felt fulfilled after completing the projects, as evidenced by comments such as, "I was more prepared and marketable after taking these courses." A standard calculation of service hours uses a state-specific value for each hour the students serve. Based on this calculation for Nevada, COM students have contributed $52K in service over the past 2.5 years to our community, calculated

by the value of Nevada volunteer hours of $19.05 multiplied by the total contributed student hours; currently 2,760 (http://www.volunteeringinamerica.gov).

11.3 Analysis

Our current program is the result of a thoughtful and systematic process. The process started with defining the department's identity and its areas of focus. New faculty were recruited based on their abilities to contribute to the overall new mission of our department. Our new hires immediately made contributions to our department by developing new courses to meet departmental objectives and student needs. Other departments are seeing our curricular work as a model to follow. We are no longer viewed as just "speech teachers," but a faculty that contributes to the body of research for our discipline, other departments, and the community. Other faculty do ask for assistance in oral communication pedagogy and communication processes in specific contexts. Based on the increased enrollment numbers, students also seem to appreciate the re-envisioned program. We will continue to conduct meaningful assessments annually.

Our student organizations and service learning courses enhance course offerings by providing additional opportunities for professional development. Students participate in fundraising and outreach-in collaboration and competition. Membership in student organizations are long term. The relationships developed become a form of social and educational support for the students involved.

Debate, in particular, extends our reach across campus. The majority of debaters are not Communication Studies majors or minors, however, they are afforded the opportunity to practice the concepts associated with argumentation, ethical communication, and oral communication.

Our advising program seems to be working for our majors and minors. However, we should extend the work we have done with assessment to our advising program as well. Knowledge of the curriculum, proficiency in reading audit reports and transcripts, and the use of technology can be places to start.

Part III. Graduate Course and Degree program

III.1 Graduate Program Organization and Objectives[5]

Mission:

The mission of the master's program in communication studies is to provide a foundation of theoretical and applied knowledge for those interested in or tasked with preventing, managing or resolving conflict. Communication takes a central role in conflict and conflict resolution; thus, this program is uniquely suited to prepare students to understand and respond to a number of activities that intersect with conflict and conflict resolution. Such activities include, for example, public campaigning, social agitation, advocacy, deliberation, mediation, facilitation, and collaboration. The program will teach students to identify and manage conflict in a variety of contexts, including interpersonal, organizational, societal, and global. Important concepts threaded through the curriculum include diversity, inclusion, tolerance, ethics, understanding, assertiveness, and responsibility--all values inherent in successful management of these communication events. The program focuses on the process and nature of communication as a means to create social meaning and change in order to prepare students to help create a just world.

Description:

The Communication Studies MA in conflict Analysis and Management for Social Action was designed following the discipline's inherently interdisciplinary nature, and allows students to develop foundational theories and skills (including research methods) in major areas of Communication Studies, while being able to specialize in particular context areas of their research interest (and utilize the expertise found in related disciplines on campus). Our MA coordinates with other departments in the School of Social Research and Justice Studies (SSRJS) to share methods and theory courses. Many top Communication Studies graduate programs (similar to Journalism programs) require students to take cognate courses outside of the discipline to develop expertise in the contexts in which communication occurs. This interdisciplinary approach would prepare students for continued graduate studies in Communication PhD programs (or related disciplines) as well as allow professionals from a variety of areas enhance their skills through studies from multiple disciplines. Students will be able to choose their cognate paths following either 1) Relational/Interpersonal; 2) Organizational; 3) Public/Societal and choose electives particular to their research/professional interest area.

Employment:

Many venues exist for employment in these areas. First, nonprofit organizations are rich with opportunities for those trained in public advocacy. For example, health-related causes, human

[5] Our graduate program is re-activated for fall, 2016

rights, education, and protecting the environment are examples of causes for which advocacy and public relations are especially important. Associated activities include: organizing and directing activist groups for virtually any type of cause, managing public campaigns and lobbyist activities, and advocating for specific individuals (patients, juveniles, etc.)

Second, mediation and peacemaking skills contribute to successful labor relations and human resource management. These areas offer ample careers in which managing human communication becomes a central component of job-related activities. Mediating among stakeholders, resolving conflicts within organizations, dealing with grievances/appeals, serving as a liaison, and serving as an ombudsman are a few examples of related communication events and careers.

Third, governmental justice agencies and other dispute handling groups are using mediation and dispute resolution services more often than in the past. Court systems rely on mediators to hear some cases from small claims courts and family courts (i.e., divorce and custody). Others find employment in offering private mediation services for issues of business to business disputes, neighborhood disputes, family/elder care disputes, and public policy disputes (e.g., water rights, real estate contracts).

For a Program of Study plan to be approved, the following Program and University criteria must be met:

- *A minimum of 32 graduate level credits (courses at the 600-700 level) must be taken. A 400/600-level course that was taken at the 400-level as an undergraduate may not be repeated at the 600-level.*
- *At least 18 of the 32 credits must be in COM.*
- *A maximum of 9 credits can be transferred into the degree program through Graduate Special Status or transfer credit.*
- *At least 15 of the 32 credits must be at the 700-level. COM 700-level seminars are required.*
- *At least 1 credit of comprehensive exam must be taken by all students. 3 credits may be taken by those exiting through comprehensive exam option. For those completing the thesis option, the comprehensive exam is 1 credit.*
- *All graduate courses must be completed with a grade of "C" or better in order to satisfy graduate program requirements. Grades of a "C-" or below are considered failing grades in graduate school and will not count in a student's program of study.*
- *GRE scores (or other standardized tests scores) should be submitted and are considered in conjunction with undergraduate GPA for admission.*

Graduate Program of Study (two year plan)	
Fall Even	Spring Odd
COM 760: Peace and Conflict Theory (3) **required**	COM 720: Interpersonal Communication (3)
COM 607: Gender & Communication (3) OR	COM 634: Conflict (3) OR
COM 612: Intercultural Communication (3) OR	COM 668: Facilitation (3) OR
COM 654: Alternative Dispute Resolution (3) OR	*Outside elective*
Outside elective	
GRAD 701: (no credit for degree)	
9 credits total	9 credits total
Fall Odd	Spring Even
COM 700: Research Methods (3) **required**	COM 740: Public Communication (3)
COM 730: Organizational Communication (3)	COM 795: Comps (1-3 credits) **required**
COM 604: Persuasion (3) OR	COM 641: Rhetoric of Dissent (3) OR
Outside elective	COM 664: Leadership (3) OR
	Outside elective
9 credits total	At least 7 credits total (two courses plus comps)
	COM 797: Thesis (1-6 credits) optional

III.2 Graduate Students

We anticipate a mix of students in our MA Program. One group of students who seem particularly interested in applying are undergraduate students from our BA Program. Although we are encouraging our undergraduate students to apply to multiple programs for their study, we would appreciate the opportunity to retain our top students for the program. Some of our undergraduate students are location-bound by employment or family obligations, or have assistance promised by family members such as housing. Staying local for graduate study is a viable option for them. A second group of students exists in the surrounding conflict management community. Several local people who already work in areas such as advocacy and conflict resolution are eager to continue their education in these areas. Finally, the program we are offering is unique. We will be able to recruit those out of the local area who are interested in this particular area of communication study.

III.3 Analysis

The re-activation of the MA Program has been challenging given the timeline. Fortunately, we used the hiatus as an opportunity to really consider what possibilities existed for a master's program in Communication Studies. We then hired the last 4 faculty based not only on their contribution to our undergraduate program, but also to their potential contribution to our graduate program. Therefore, most details for the MA were in order when the re-activation was announced. The news of the re-activation raised morale of department faculty and facilitated a sense of equity with other faculty on campus. We plan to continue to make hiring decisions that will not only support the existing undergraduate program, but also enhance the graduate program as we move forward.

Part IV: Faculty

IV.1 Faculty Composition and Workloads

Currently, we are on a base 3/3 load. Due to service commitments with course releases and a large probationary contingent, the typical faculty load is less than 3/3. Starting with hires in 2010, the CLA Dean made it possible for probationary faculty on 3/3 loads to have a one course per year release until they reached tenured status.

Three of the four probationary faculty lines currently have a 3/2 load. The fourth line has a 2/2 load, which accounts for probationary status (one course release) and half of the advising load for the department's majors and minors (one course release). The associate line has a course release (one per semester) for chairing the department, so that line has a 2/2 teaching load. The lecturer position is also the director of forensics. This line is responsible for a 2/2 load in addition to coaching debate, traveling with the team, and administering the program. The base load will reduce to 2/3 next fall with the re-activation of the MA. Course reductions for service-related obligations are expected to remain. The aforementioned course work load is typically increased by independent studies, internships, guest lecturing for graduate level colloquia, and serving on graduate committees for related programs.

Our limited faculty carry typical service loads of other larger departments. Part of the challenge is meeting the student demand with a small percentage of continuing faculty. The class coverage is made possible only with the support of the LOA faculty, but the service load is difficult to share beyond the current continuing faculty. In recent years, the School of Social Justice and Research developed independent study, internship, and colloquium courses at the undergraduate and graduate levels. Our undergraduates now have an opportunity to register for the school-level course and alleviate the paperwork and lecture portion of the internship from the department. The graduate level colloquium also will provide elective credit for our MA students.

IV.2 Scholarship, Outreach and Professional Service (See Appendix E for faculty CVs)

Department faculty scholarship output has increased over the last seven years. The cover sheet indicates growth in publications, and individual publications are located in Appendix E. Our current faculty all have active research programs in the following areas:

Sarah Blithe	organizational communication, difference in communication, communication and identity
Gwen Hullman	interpersonal communication, mediation, conversational goals, request messages
Amy Pason	social movements, agitation, activism, rhetorical dissent, advocacy
Anna Wolfe	negotiating shared meanings in public, deliberation, anti-war protest rhetoric

A combination of peer-reviewed articles, book chapters, academic books, and professional publications represent the gamut of scholarly outputs. Each of our faculty have published in top journals of communication (e.g., *International Journal of Communication, Communication Monographs, and Journal of Public Deliberation, Management Communication Quarterly*). All faculty regularly present research at national and regional conferences.

Professional Service

Our faculty are active in professional service to their discipline of communication studies. We all are members of the National Communication Association, and many of us have affiliations to other regional or context-specific professional communication organizations.

Typical service activities include reviewing papers for conferences, service on editorial boards, guest lecturers to community and private organizations, committee work on campus, and consultant services for the UNR campus, community and private industry. Individual service accomplishments are found in Appendix E, Faculty Curriculum Vitas. Highlights include the following:

- Our Department hosted The Western States Communication Association's Annual Conference at Nugget Hotel and Casino in February, 2013. The conference was 4 days long, and over 600 people registered. Two department faculty hosted the conference with the assistance of 11 undergraduate students and a handful of volunteers. Our main contributions included preparing the registration packets, running the registration table, AV support, planning the sock-hop, and preparing information for local dining, activities, and transportation.
- Our debate program hosted the Western States Communication Association's Debate tournaments on the UNR campus in February, 2013, The 2013 NPTE National Championships, and created the annual Biggest Little City Classic beginning October, 2014, 2015.
- Students and their faculty advisor participated in the Re-imagine Reno project (2015) for the city of Reno. Students were trained in facilitation and were subsequently hired to facilitate focus groups for the city of Reno's Master planning process.

IV. Analysis

Compared to 7 years ago, our current faculty are more engaged in research and publication. These publication types vary from academic journals to trade publications. They illustrate both the social science value of our research and also the practical application of such research.

Our faculty is successful in receiving internal and external grants. We have applied for larger federal grants, which were unfunded (Please see Appendix E, Faculty Curriculum Vitas). As a department, we recognize the importance of pursuing federal funding and believe our

contributions could merit such funding. We are engaged in the communication studies discipline in a variety of ways in addition to teaching and research. Our service commitments to the university, department, communities, and discipline are valuable learning experiences for us. As faculty in a land grant institution, we are committed to utilize our talents to better the communities that surround us.

Part V: Program Resources and Physical Space

V.1 Program Resources

Our annual operating budget for the department is 10,742.00. This amount covers all administrative costs related to the operation of the department (e.g., phone lines, office equipment, copier contract, copy paper, office supplies, keys, door name plates).

Our department has an extensive summer course offering. This offering generates funds for the department, which are deposited into our summer incentive account. These funds have been used to pay for faculty travel to conferences, half-time graduate student assistantships, undergraduate travel to conferences, hosting the undergraduate honor society induction ceremony, promotional materials, supplemental debate funding, and an advising stipend for an LOA. The amount generated depends on course enrollment, but it is a resource we need and appreciate each year.

We have two state supported TA positions, which will be utilized to double enrollment in sections of COM 212 and change the format of COM 101 to include a lecture and lab component. This lecture/lab format will allow a greater number of students to enroll with a continuing faculty member as the instructor of record. It also saves 4 LOA contracts per year. With additional TA funding, and the emergence of our MA program, we see out-of-state recruitment as a strong possibility.

Lambda Pi Eta applied and was successful in activating their status as an ASUN recognized organization. As a result, they have the opportunity to apply for funding in the following areas: hosting on campus events and guest speakers, conference travel, strengthening club infrastructure, and community engagement. Funding is competitive and limited, and typically requires matching funds of 75%.

Debate funding for travel is limited each year. Although we can dedicate some of the summer incentive funding to help supplement this, some students on the team do not travel to all debates because the funding simply is not there. Our debate club has application privileges to the same funding resources as the Lambda Pi Eta organization, although the funding is not guaranteed. The team relies upon 5-6 volunteers, mostly former team members, to help with judging obligations and coaching at tournaments. The team spends roughly 1/3 of its budget on rental vehicles, 1/3 of its budget on hotels, and 1/3 of its budget on tournament entry fees. An endowment exists for the debate team. The interest from this endowment is used for the following team needs: hosting the annual awards banquet, trophies for award winners, one student scholarship of $1000 and debate team travel. Roughly $2000 of additional student scholarships are available each year through other endowed sources.

The Communication Studies Department is moving to the third floor of Lincoln Hall in August, 2016. The renovated and remodeled space will be the quintessential college campus building. The configuration will work well for the department. We will have ample space for faculty (full and part-time), teaching assistants, administrative function, research, and our debate team, plus room for anticipated future growth.

Part VI: Future Plans

We have discussed future plans throughout this document in various places. Below are some ideas that we need to develop plans for:

- Assessment/Curriculum
    - New courses need to be documented in our Program Objectives.
    - A plan for assessing department academic advising should be developed.
    - A plan for evaluating the outcomes of the graduate program should be developed in anticipation of its re-activation.
    - We considered the possibility of establishing tracks (as opposed to our areas of emphasis) in the undergraduate curriculum with the major. We need to make decisions about whether that is a goal and how we could achieve it.
    - Develop an exit interview process to track undergraduate employment plans and job titles. Currently, we have only anecdotal evidence collected from Linked In and personal contacts with faculty.
    - Figure out what our minors are majoring in. Our current university tracking software seems to have problems extracting this information, but we could do this as an assessment project through My Nevada.
    - Explore further the idea of developing a debate minor. This minor may be possible with existing courses.
- Funding Opportunities
    - Pursuing funding for TA support is a priority goal for our faculty. Grant funding, on campus requests for funding (RFPs), and community support are avenues we need to examine.
    - We plan to continually evaluate our faculty needs and take advantage of a variety of opportunities to assist us in recruiting good teachers for our students. These opportunities include making recommendations during regular personnel evaluations, providing professional development support when possible, and requesting appropriate positions to support our programs by responding to FRPs on campus.
    - We are committed to continued support of our undergraduate students. Additional travel for debate team support and undergraduate travel to conferences are goals we have. Graduate student travel also will be important in future years.

Appendix A

Department of Communication Studies:

Curriculum Summary and Report

July 2014

CONTENTS:

- Program Learning Objectives Summary
- Individual Program Learning Objectives and How Our Courses Meet Them
    - Description of Objective
    - Specific Knowledge/Skills addressing Specific Courses

Program Learning Objectives Summary

The Department of Communication Studies adopted the current program learning objectives in spring 2014. These program objectives encompass all the skills and knowledge sets students earning a degree in communication studies should expect to learn and demonstrate. These program objectives were modeled following National Communication Association assessment standards as well as developed to specifically address our department's focus in Relational Dynamics (RD) (especially related to conflict management and negotiating difficult group discussion) and Public Advocacy and Civic Engagement (PACE). Also, given these foci, our department has a strong focus in communication ethics and issues related to diversity, which are also outlined in these program objectives.

These program learning objectives were then matched to individual courses with student learning outcomes (SLOs) for each individual course to match the program objectives. As a department, we will hold all instructors teaching a particular course accountable to those SLOs, and provide this information to all LOA instructors to maintain consistency across courses in focusing and meeting SLOs related to our overall program outcomes. This information is maintained in a "Curriculum Map" document on a shared server.

Overall, all of our program objectives are being met through direct or primary instruction in the required courses and that students will take as electives. All of our program objectives are being reinforced or included as a secondary focus in courses students would take as elective or through upper-division work. There is enough overlap in courses meeting various objectives that a student will be exposed to the program objective regardless of what electives s/he chooses to fulfill the major, although some students might have more concentration with some objectives than others as minors or if the student focuses more of their electives in RD or PACE courses.

Key Issues or Areas of "Gaps"

Specific trends will be summarized with each program objective below, however, here are some key trends and areas where the curriculum might be developed further.

Engagement and Service Learning:

We have established department goals related to contributing to UNR's mission to serve the Nevada community and to promote critical awareness and appreciation of diversity in our teaching, research, and service practices. It has been our intention to incorporate more experiential and service learning into our courses, and have made progress on these goals. Dr. Blithe's COM 412 has been taught and recognized as a service learning course, COM 315 instructors have partnered with community organizations on group projects, and many of our instructors bring in guest speakers to introduce students to how course concepts relate to the "real world." We want to continue these outreach and engagement efforts by having more service learning courses as part of our regular course offerings (for example with COM 101/217, COM 468, or COM 441) as well as coming up with other ways to take our courses "Public" (for example hosting a "Great Debate" or Town Hall speaking events following the example of colleagues at California State University, Chico).

Objective #1: Communication Studies Knowledge

Incorporate more knowledge about the communication studies discipline into required courses (such as COM 101, 113, and COM 212). We have found that most on campus and our students are not clear about our discipline as a whole (confusion with CommunicationS and Communication Studies), and we would like to make our students more literate in our academic field. Related to Objective #6, PACE courses have breadth, but might be lacking in foundational or introductory courses (at 300 level) to prepare students for 400-level courses that are more context specific.

Objective #2: Research Process

Although we introduce and reinforce research skills and where to find sources to students, anecdotally, we find students struggle with conducting research for different projects in different classes. More direct instruction with each class assignment on appropriate research strategies might be needed.

Objective #3: Public Speaking

One required public speaking course might not be enough for some students to obtain competency, so for courses that include speaking assignments, more reinforced instruction might be necessary. Similarly, incorporating more direct instruction on group speaking, visual aid use, or other types of speaking formats might be necessary in courses requiring those assignments.

Objective #4: Writing

Although we reinforce academic writing and directly instruct on APA writing and citation for our students, previous assessment has found our students are not consistently utilizing or practicing these skills. Including APA citation/grammar as part of assignment grading could help in this, as well as continued writing instruction in courses requiring those assignments. Upper-division courses (especially COM 441, COM 474, and COM 484) focus on writing instruction more, so students taking other electives might not have as much writing practice. Although 400-level courses utilize group research paper assignments, students overall are not writing lengthy research papers (over 10 pages) or are completing individual, independent research (such as a senior thesis). We might look to other ways to incorporate writing, especially for students interested in graduate school.

Objective #5: RD Track Knowledge and Skills

More tracking of students should be done to see if students are choosing electives in one track or the other, or if students are getting exposed to knowledge and skills specific to both tracks.

Objective #6: PACE Track Knowledge and Skills

Courses in this track tend to encompass breadth of methodologies and contexts, making it difficult to have students learn content/theory as well as provide courses for students to produce messages. Additional 300-level or introductory courses might be necessary if we look to have students specialize in this track.

Objective #7: Diversity and Ethics

More analysis can be done on how we incorporate ethics and diversity learning content in all our courses, and look to build diversity into lower-division courses (to prepare students for the current Capstone course of 412—and future 422) that directly addresses diversity issues.

Curriculum Change Proposals/Ideas

Below summarizes some key ideas to be explored further as we continue to review the curriculum. These are at the "idea" stage at this point, and have not been decided on (to take action) as of yet.

Changes to Course Names or Pre-Requisites

After reviewing all our courses and reviewing what is currently listed in the UNR Online course catalog, there are a few changes we could make in regards to the course catalog.

- ***Pre-Requisite updates***: Most upper-division courses include COM 113 and 212 as pre-requisites. With the change of COM 212 to be more communication studies/APA writing focused, we should review courses that might also require COM 311 (Research Methods) more specifically. There were a few suggestions to add other courses as recommended or pre-requisites given the knowledge and skills built in one class to another. Those include:
    - COM 441: Add pre-reqs of 101/217, 113, 212, and recommend 404
    - COM 484: Recommend COM 404
    - COM 454: Recommend 434
    - COM 422: Add COM 407 as pre-req
    - COM 434: Revisiting if CRJ 301 still counts for COM 212
- ***Courses to Rename/Update Description:*** It was proposed to explore (coordinating with UNLV) to update:
    - Course name for COM 407
    - Catalog description from COM 412
    - Catalog description for COM 490 to reflect RD/PACE as topics

Courses to Add to Develop Areas in Curriculum

- ***New Capstones/Aligning with New Core:*** Currently, our main capstone course is COM 412, which will go through review with the revised Core Curriculum (and which could meet Objectives 10, 11 (Diversity and Global Contexts), and possibly Objective 12 (Ethics). Also proposed was to include COM 422 as a Capstone course (fulfilling Core Objective 10 and 12).

- ***New Courses to Develop Service Learning/Engaged Scholarship for RD and PACE:*** To compliment COM 317, a possible course that could include service learning would be a course on Nonprofits. To complement and further COM 412 (which is mostly introductory), we could offer an advanced Intercultural Communication course (that could also enable service learning more readily than an introductory course). To pick up on recent trends in the discipline related to engaged pedagogy, we could develop a "Social Justice" communication course related to Applied Communication (see recent work by Larry Frey).

- ***Senior Capstone Course:*** Unlike some majors or communication departments, we do not offer a general senior capstone course (where students might put together portfolios demonstrating how their coursework meets Program Objectives or where they engage in semester research projects). This type of course might better address Core Objectives 13/14 (the "Capstone" Objectives of Integration/Synthesis and Application). This course would also better prepare students for graduate study or produce career-ready materials to demonstrate their communication skill set for potential employers.

- ***300-Level PACE courses:*** Our current courses do not include 300-level PACE specific courses (or courses that would act as a better stepping stone to courses such as COM 441, COM 474, or COM 484. Although we did not identify one specific course that would be most useful, some ideas were for courses that introduced students to Rhetorical Criticism/Rhetorical Theory (which might also be to cross-list with English on some of their argumentation theory courses), an "Introduction to PACE" course to introduce theory and methods specific to Public Advocacy, or an Introduction to Internet type course to focus more on new media forms.

- ***Additional Upper-Division Courses:*** As our department grows, we can continue to expand our course offerings for students wishing to specialize[6] in one track or another. Some ideas for those courses include: Negotiation; Political Campaigns; Storytelling and Narrative; Qualitative Methods.

[6] In the future it might be possible for us to develop "specializations" instead of the current model of "suggested emphasis" through elective choices. Specialization would allow students to indicate on their transcript the area of specialization (attached to the BA degree) and would require students to take specific courses to show how they specialized.

Program Learning Objective #1

1. **Demonstrate knowledge of the communication studies discipline including its theories, concepts, and how the study of communication is applied to academic and non-academic settings. This includes:**

    a. Evaluation and application of theories to specific communication events.

    b. Mastery of theories specific to specialized track of study chosen (relational or public advocacy).

Objective Description

We understand this objective to be focused on the cognitive or content knowledge developed through our courses. Students are expected to be exposed to and learn about the communication studies discipline, key theories and research conducted by communication studies scholars, and theories from other disciplines utilized by communication scholars to understand specific communication contexts and events.

Objective Summary

All courses inherently teach communication theories and concepts (below describes specific content/theories developed), and our required courses do provide introductory theory and concepts that should enable students to understand more specialized theory used in 400-level courses. Exceptions to this are with COM 315, COM 404, and COM 412 providing broader introductory theory in those areas (thus we might suggest these courses as recommended or advise students to take these courses specifically). Intuitively, 400-level courses are more focused on 1b (theories specialized for a particular track). Most courses either primarily or secondarily include evaluation and application of theories to events. **Some key areas to note/develop**:

- We have noticed that our students (even majors) do not know much about the discipline (or the difference between communications and communication). There is a general lack of understanding about our department across campus (evidenced by other advisors telling students it's OK to just list speech or communications on their major declaration form instead of our proper name of "Communication Studies." Therefore, we want to build in more instruction of our discipline. We have identified a few areas to do this:
    - COM 113 can show differences between communication studies and other related disciplines and where application include disciplinary history into teaching about different areas.
    - COM 212 can focus more on sub-disciplines in communication studies and type of research that distinguishes these areas. This course can also teach about professional organizations and journals and what constitutes an academic discipline.
    - COM 101/217: This course can also include some history of discipline (especially related to rhetoric/Ancient Greek theories).
- In light of the theory (and understanding how theory works) covered in our required courses and developed in upper-division courses, we have decided that we no longer need COM 400:

Theory as part of our curriculum as students are getting similar theories in other courses. We have also noted in places where students are encountering similar theories in different courses (such as Compliance Gaining in both COM 404 and COM 302), but recognize some overlap is helpful for students to learn and see how theories can be applicable in different contexts.

- As is inherent in our discipline, we also bring in theories from other disciplines to supplement research by communication scholars (for example, gender theory for COM 422 or sociological theory on movements for COM 441). We see this as a strength, and it should be noted that this is helpful in meeting Core Objectives (such as showing our connection to CO6: Culture, Society, and Individuals) as well as for CO 13 (Integration/Synthesis/Capstone) that requires students to make connections between courses/disciplines.
- **Gaps:** Students may not have adequate foundational theory in preparation for upper-division PACE courses (for example, lacking development of argumentation theory or rhetorical criticism that would be useful for COM 404 or 441; lacking introductory courses to better prepare students for COM 474 or 484). Development of 300-level courses in PACE could remedy or have instructors adapt 400-level courses knowing this gap.

Knowledge about the Communication Studies Discipline

- COM 101, 217, 113, and 212 are where students receive direct instruction related to the history of the discipline, sub-discipline areas, and research specific to different sub-discipline areas. We recognized that to build affective learning and motivation to pursue the major, introducing this material should also make connections to real-world and career applications to help guide students to areas they might also specialize or tailor their electives to.

Foundational Theory that Builds Knowledge Encountered in Upper-Division Courses

COM 113 is designed to introduce students to key areas of the discipline including interpersonal, group, public speaking/persuasion, and intercultural/different communication. Foundations in these areas are developed in the following courses:

- Public Speaking/Persuasion Theory: Theories that encompass persuasive appeals (ethos, logos, pathos), argument construction (claims/evidence), organization of ideas for particular speaking goals, audience adaptation, and persuasion related to nonverbal and delivery presentation. Visual persuasion and other language-based theories of persuasion (framing, metaphor, naming) are also introduced. Social science based theories of persuasion (ELM Model, Compliance Gaining, Image Repair, etc.) are also introduced.
    - ***Foundational Courses:*** COM 101, COM 217, COM 329, COM 404
    - ***Related Courses Building from Foundational:*** COM 395, COM 441, COM 484 (and other courses using speaking assignments or visual aid presentations. Most courses utilize some form of speech or presentation as part of the assignments given).
- Interpersonal Theory and Listening: Foundational interpersonal theories (uncertainty reduction, etc.), focused on different kinds of relational dynamics (friendships, romantic, family, etc.), and listening theory.

- ***Foundational Courses:*** COM 202, COM 302
- ***Related Courses/Building From Foundational:*** COM 434/454 (and other courses using listening or conversational skills including 315, 329, 468).

- Group and Organizational Theory: Introduction to knowledge and skills related to facilitating and managing groups including group formation, managing discussion, group presentation, group problem-solving, power dynamics, and conflict management. Organizational theory and structure, management models.
  - ***Foundational Courses:*** COM 315, COM 317
  - ***Related Courses/Building From Foundational:*** COM 434/454, COM 468, COM 464 (and other courses utilizing group projects/group discussion which includes a majority of 400-level courses).
- Research Methods and Theory: This includes understanding what theory is (ontology, epistemology issues), research paradigms, qual/quant methods, and steps to conducting research (writing research questions, ethical issues, data analysis, and writing research reports with appropriate citation).
  - ***Foundational Courses:*** COM 212, COM 311
  - ***Related Courses/Building from Foundational:*** Most upper-division require 212 (because of academic writing/APA citation component), upper-division courses incorporate reading academic literature, have students evaluate research, construct literature reviews or conduct research, so understanding foundation is essential academic literacy for most courses in the major.
- Intercultural Theory: Foundational theories and history of intercultural research, understanding different categories of difference.
  - ***Foundational Courses:*** COM 412 (although some intercultural theories also introduced in other courses such as COM 315, COM 302).
  - ***Related Courses/Building from Foundational:*** COM 422, COM 407 (but also related to other courses where difference affects communication such as group contexts, conflict management, or social movements).

Upper-Division Specialized Theory:

Given the focus of the RD and PACE tracks, students electing to take courses in these areas will develop knowledge about the particular context or skill area. These include:

- Managing Difficult Conversations and Conflict Management
  - Courses: COM 464, COM 434, COM 454
  - Related to: COM 302, COM 315, COM 395, COM 412

- Leadership
    - Course: 468
    - Related to: COM 315/317; also linked to COM 441 for leading different types of groups/creating change, using narrative in groups
- New Media
    - Course: COM 474
    - Related to: Other courses exploring online identity/media use (COM 484, 464, 317)
- Political Communication
    - Course: COM 484
    - Related to: COM 404 (language use, visuals, campaign steps)
- Social Movements
    - Course: COM 441
    - Related to: COM 404 (for language and persuasion rhetorical theory); COM 468 (utilizing similar theory on narrative and storytelling for change/framing situations)
- Gender and Feminist Theory
    - Courses: COM 407, COM 422
    - Related to: COM 412; COM 441 (theories influencing identity movements/movement theorization); other courses understanding power dynamics (317, 468, 484).

Program Objective #2

2. **Demonstrate competency in systematic inquiry and research methods including asking questions, finding appropriate resources and/or conducting independent data gathering and analysis, while understanding the limits of research methodologies. This includes:**
    a. Critical thinking and analytic skills as part of the systematic inquiry process.
    b. Ability to use research resources (library, academic databases, Internet, etc.).
    c. Ability to synthesize information from a variety of sources and to evaluate that information including the credibility of sources, research methods, evidence, perspective of researcher(s), and communicative context.
    d. Understanding of multiple research traditions in the discipline of communication studies.
    e. Understanding the ethical dimensions of conducting and reporting academic research.

Objective Description

This Objective is for students to develop critical thinking skills, and especially related to conducting academic research (finding and synthesizing sources, evaluating research conducted by others, etc.). Moreover, students in the program will be expected to understand social science research specific to the discipline including research ethics related to human subject research.

Note: This program objective is directly correlated to Core Objective 3 (Critical thinking and use of information) with our sub-objectives closely aligning with SLOs associated with CO3.

Objective Summary

All courses meet this objective either as primary instruction or as being secondarily reinforced through assignments or application. Required courses all primarily instruct on research. Our department has been strategic in requiring courses that develop academic research skills students are exposed through in the Core requirements, but that develop skills and knowledge specific to the Communication Studies discipline. Most courses incorporate critical thinking as part (in a variety of forms from evaluating research studies to problem-solving in groups), incorporate some external research/reading to utilize different sources, and require students to demonstrate their understanding of research through writing or presentation (for example, synthesizing evidence in the form of a literature review or public speech). The ethics of research is reinforced in all courses through requiring APA citation and checking/reporting for plagiarism.

Key issues or gaps: One major issue we have already corrected for has been to focus COM 212 on just the beginning steps of the research process (finding academic articles, comprehending academic studies, learning APA citation, evaluating research, practicing writing skills) and requiring COM 311 of majors to incorporate more methods and data collection/analysis as we needed to develop and spend more time with students on research/writing skills. Although not directly reflected in this objective (except under the broad "understand different research traditions"), courses do utilize different methods for students to collect or analyze data following different traditions (conducting observations, rhetorical analysis of advertisements, online identity analysis, etc.), but we might look to see how we can expand the types of data collection/analysis students are doing and building those skills more directly. Many students also struggle in upper-division courses in how to do research for different types of assignments or group projects, so more reinforcement of where to find sources appropriate for particular research projects might be needed.

Critical Thinking Skills:

This category is broader, but we recognize most courses incorporate this into assignments and application of course materials or research projects.

Using Library Resources

Students are introduced to communication studies article databases or sources appropriate for particular types of research. Instructors have utilized our reference librarian for classroom sessions to teach these databases as well as constructed Course Guides to link specific research sources for students in particular courses. Specifically, students are utilizing the following resources:

- COM 101/217: Students utilizing variety of sources (academic articles, news articles, websites, etc.) to research their particular social issues for their speeches.
- COM 113: Awareness of communication research sources.
- COM 212: Learning communication studies databases (such as Communication and Mass Media Complete), locating other research tools (International Encyclopedia of Communication), research strategies to find particular academic articles or build search for related articles.
- COM 311: Reinforced of finding academic articles
- 300/400-Level courses: Finding academic articles specific to topic for course assignments (literature reviews, article reviews). Finding variety of sources for research or problem-solving project related to the course.

Synthesizing and Evaluating Research

Different than finding sources, students must evaluate and utilize sources for particular projects, applying what they know about credibility of sources, what constitutes good research methodology, or what makes for stronger evidence (for arguments). Specifically, students are:

- COM 101/217: Evaluating sources for bias or level of expertise/authority, for manipulations of evidence (as with framing of statistics), and evaluating evidence for currency, relevancy, or sufficiency. Students synthesize evidence to formulate arguments for speeches. In debate, students evaluate the evidence/arguments made by other students.
- COM 212: Evaluate research to include in literature review, synthesize sources to construct organized literature review. Learning parts of academic article and how to comprehend academic article. Writing annotated bibliography or article abstracts. ***Note:*** Most 400-level courses require students to read academic articles as main course readings or part of research projects, so COM 212 is essential to build this skill.
- COM 311: Synthesizing literature for research prospectus/paper.
- COM 441/468: Evaluate and synthesize course readings to make original arguments about a given topic or for discussion prompt.
- Most 400-level courses: constructing literature reviews or evaluating research for case study analysis.
- Some courses also utilize annotated bibliography assignments for research projects.

Understanding Research Traditions in Communication Studies and Research Process

- COM 113: Introduction to different sub-disciplines and studies in communication studies.
- COM 212: Introduction to steps of conducting social science communication research and basic methodological traditions (quantitative or qualitative).
- COM 311: Developing steps of communication studies research project.

- 300/400 level courses: Reinforced by situating research/course readings with particular research tradition.

Ethics of Academic Research Including APA citation

- COM 101/217: Verbal citations of sources in speeches, citing (using APA) sources of evidence in speech outlines and constructing reference page for speeches.
- COM 212: Learning APA citation and APA formatting of research articles. General research ethics/humans subject research taught.
- COM 311: Reinforce APA citation/writing, more extensive coverage of research ethics.
- All courses: use of APA for writing assignments.

Research Projects and Data Collection as Part of Courses

- Analysis of texts (rhetorical):
    - COM 404: analyze persuasive messages, campaigns, advertisements
    - COM 441: Analyze social movement discourse for appeals/strategies
- Observation/Field Trips:
    - COM 407, COM 422, COM 412
- Case Studies
    - COM 434, 454
- Community Problem:
    - COM 315, COM 464, 468

Program Objective #3

3. **Demonstrate competency and confidence in oral message development and delivery including determining and focusing message purpose, organizing appropriate information, and effectively presenting a message appropriate to specific audiences and contexts. This includes:**
    a. Understanding of different speech types (impromptu, extemporaneous, manuscript, memorized, group), interactional goals (inform, persuade, entertain, special occasions), and audiences (including demographics, psychographics and orientation to topic).
    b. Organization and presentation of content of speech using clear thesis, organizational patterns, and citation of supporting materials.
    c. The ability to use language skills in delivery including vocal variety, articulation, language choice, and nonverbals.

d. The ability to use technology and visual/presentation aids appropriate to presentational contexts.

Objective Description

This objective is primarily related to public speaking skill development, but also understands cognitive and theories related to effective speaking is also essential to being a competent speaker.

Note: Core Objective #1 (Effective Composition and Communication) explicitly includes "oral communication" and "multi-media communication" (including constructing effective visual aids) as part. Our SLOs in classes related to this program objective mirror SLOs suggested in the Core description of CO 1.

Objective Summary

As a primary skills for any communication major, we require one public speaking course (COM 101 or COM 217), and offer opportunities for students to continue practicing speaking skills for different contexts by including speech assignments as part of most other courses. Students practice extemporaneous speaking (as the main delivery style) but might also have practice in other delivery styles given assignments in upper-division courses.

Key issues or gaps: One public speaking course might not be enough for students to obtain competency in presenting speeches, or students might not translate what they learned in COM 101/217 to other courses requiring speeches. More instruction or reinforcement on speaking skills might be needed in courses utilizing speaking assignments (for example, teaching group speech technique in small group communication). Including advanced public speaking courses might be developed in the future. Constructing visual aids also does not receive much direct instruction in courses (it should be included in COM 101, it is directly used in COM 329, but does not get used in COM 217 although students read about using visuals).

Learning Directly Related to Presenting a Public Speech

- COM 101: Students learn to organize and present individual extemporaneous informative and persuasive speeches. Students might also present a special occasion speech (usually delivered in manuscript form). Students should incorporate one visual aid in one speech. Course does not get into much argumentation theory or logic (as COM 217 does).
- COM 217: Students learn to organize and present individual extemporaneous persuasive speeches usually on policy topics. Students learn to debate (individual or in teams) on a policy topic to utilize basic argument construction/analysis in new context. Students can use visuals, but are not required (course focuses more on argumentation and logic learning).
- COM 329: Students present informative/persuasive speeches for business context (reports or proposals). Students utilize visual aids in speeches.

Learning Directly Related to Other Public Presentation Contexts

- COM 315: Students learn about group presentation formats.
- COM 317: Boardroom speech
- COM 329: Students learn about interviewing, "elevator" speeches, or other speeches typical for business contexts.
- COM 404: Students learn about campaign speeches, image events, or speaking adapted to mediated environments (electronic eloquence).

Visual Aid Use and Construction

- COM 101 and COM 329: Students required visual aids in speeches.
- COM 404: Visual argument and image event content covered in course (not directly related to making speeches or using visual aids in speeches).
- Visual aids expected in presentations given to present group projects or research in other courses.

Courses Utilizing Speaking Assignments to Reinforce Skills

- Group Presentations on Projects or Course Content:
    - COM 202, COM 311, COM 404, COM 412, COM 468, COM 474, COM 484, COM 422, COM 434, COM 454
- Other Presentation Types:
    - COM 302 (Presentation on literature); COM 464 (Public Narrative/Video); COM 407 (Talking about perspectives)

Program Objective #4

4. **Demonstrate competency and confidence in written message development including adapting message to specific contexts, mediums, and audiences. This includes:**

    a. The ability to choose appropriate written format(s) and message content based on communication goals, audience needs, and context.

    b. The ability to format manuscripts using APA style.

    c. The ability to construct and edit written work using appropriate academic writing style, grammar, and punctuation.

    d. The ability to write and sustain coherent argument supported by clear, accurate evidence.

Objective Description

This objective is directly related to building writing competencies. As is suggested with the new Core (Objective #1 in particular), students will be introduced to writing in required ENG 102, but that specific writing skills are developed within majors/disciplines.[7] This objective is mainly to build the skills of writing academic manuscripts (formatted for APA), but other writing styles are practiced and the cognitive knowledge of knowing what writing styles are appropriate for given audiences are enforced.

Objective Summary

All communication students are required to take COM 212 that includes direct instruction on writing for academic audiences (including grammar, writing style), and APA citation requirements. Students also learn norms of different types of research (quantitative or qualitative). Students practice writing in a variety of forms in other courses (personal reflection papers, business reports, portfolios, short analysis papers, and outlining).

Key Issues or Gaps: Although majors will be writing a full research paper in COM 311, minors may not get exposure to writing full research papers (depending on electives). Few courses include individual research papers of substantial length (15+ pages), and most courses requiring research papers are done as part of group projects. We consistently hear from students that they have not been required to write more than 10 page papers in any other class, and many students have not done much research writing since their ENG 102 course until they take 400 level classes. We find students are often unprepared to write research papers in upper-division courses, and might need to include more instruction about how to structure and write different types of research papers as part of primary instruction in these courses. Only PACE 400-level courses (in particular COM 441, 474, and 478) include this program objective as primary, thus students taking more RD courses might have less reinforcement of writing skills as part of instruction. As all courses use APA for writing assignments, we can also better reinforce this by

[7] Our department is ahead of the curve in this regard as some other colleges and majors still assume that ENG 102 should prepare all students for any writing they encounter in their academic careers. [This is from Amy's work in developing CO 1 as part of the advisory committee]

including APA/grammar as part of grading criteria for papers.[8] Finally, as we do not currently require a senior thesis/paper or have a senior capstone to include this, some students will not have writing or preparation if they choose to go to graduate school or want to submit to conferences. If we would like to do more to prepare students for graduate study, more writing/research should be included as part of the curriculum.

Outlining and Organizing Related to Writing Research

- COM 101/217: Students learn to outline to organize speeches, and outlining can be useful for organizing for written papers. Students learn to write thesis and argument claims (again, this can be translated to paper writing). Students learn different organizational patterns (which is reinforced from what they should learn in ENG 102). Students learn to construct arguments and logic.
- COM 212: Students learn strategies to organize literature reviews and how to use information from journal articles to construct parts of an academic manuscript.

Learning and Formatting APA Manuscripts

- COM 212 and 311: Students learn parts of academic research manuscript and learn how to format in APA (abstracts, reference list, etc.).
- Most courses required APA formatting for major writing assignments.

Writing To Summarize and Demonstrate Comprehension

- COM 202: Students summarize articles
- COM 212: Students write annotated bibliographies and article abstracts

Writing Literature Reviews/Synthesizing Research

- COM 212, COM 311, COM 302
- COM 464, COM 474: Theory papers
- Other courses requiring research papers would have literature reviews/synthesis as part

Writing Academic Research (Direct instruction of skill)

- COM 311: Course focuses on steps and writing full research paper
- COM 441 and COM 468: Students write synthesis essays based on course readings (learning to engage and evaluate research).

Writing for Professional Contexts

- COM 329: Suggested to add in writing resume/cover letter

[8] Our 2013 Assessment focused on this objective, and although we found students were satisfactory in using APA and general writing, this was still a skill that was not consistently achieved by all students and could use more reinforcement.

- COM 315: Skill analysis
- COM 317: Resume writing, online presence analysis, analysis of organization
- COM 484: Communication portfolio, Assessment paper
- COM 302, COM 454, COM 434: Case study

Writing for Personal Reflection/Informal Audiences

- COM 101/217: Reflection papers on speeches
- COM 202: Reflection on listening skills
- COM 315: Reflection on group project work
- COM 464: Narrative/Storytelling
- COM 412, COM 474, COM 434: Reflection

Independent Research Projects/Assignments for writing sustained arguments

- COM 311: Social science research paper
- COM 404: Group research on persuasive campaigns, analysis of persuasive texts
- COM 407, COM 422: Research Paper
- COM 454: Research paper

Program Objective #5

5. **Demonstrate competency in communication in relational settings (interpersonal, intercultural, group, and organizational environments). This includes:**

    a. Communication skills including listening, conversational management, appropriate expression, assertiveness, and appreciation of diverse communication styles.

    b. Ability to manage difficult conversations competently, including those that require the management of multiple goals, such as negotiation, misunderstandings, and conflict resolution.

    c. Ability to successfully work on collaborative projects with others, understand different methods for building consensus and group cohesion, and understand the role of communication in building relationships within a variety of social systems.

    d. Ability to adapt across a variety of contexts, such as interpersonal, intercultural, small group, organizational, family, and mediated settings.

Objective Description

This objective summarizes the particular cognitive and skill learning students encounter in courses within the RD track. Some courses in the RD track or that meet these skills are found in our general/service electives (those most majors/minors take or that other programs require such as small group communication), or that are utilized in other courses where students are working in groups or engaged in course discussion. Courses included in the RD track include:

- General/Service: COM 202, COM 302, COM 315, COM 317, COM 395, COM 412
- Upper-Division Electives: COM 407, COM 422, COM 434, COM 454, COM 468, COM 464

Objective Summary

Direct instruction of these skills is largely found in upper-division courses designated in our RD track. Upper-division courses in the PACE track do not address these objectives, although students would be introduced to them in lower-level or general elective courses. This indicates students who choose more RD electives will be more competent in these skills and knowledge of these skills.

Key issues/Gaps: Although we have not completed an analysis to see if students are choosing electives across both RD or PACE or if some students are being more selective in their electives, as many of upper-division courses are new, we expect students currently are taking courses across tracks and being exposed to these objectives overall. At this time, we believe our current course offerings are adequate to meet these objectives, but should continue to track majors to see if students are specializing in one area or another.

Listening

- Skill directly taught in COM 202, 302
- Skill as part of other communication processes (like conflict): COM 315, COM 434, COM 454, COM 468
- Skill indirectly included (as audience): COM 113, COM 101, COM 217

Conversational Management and Facilitating Groups

- Directly taught: COM 302, COM 315, COM 468
- COM 329: Suggested to include interviewing
- COM 412: Group discussion in class

Conflict Management

- Directly taught: COM 315, COM 434, COM 454, COM 468
- COM 434, COM 454: Role playing mediation and other strategies

Courses Utilizing Group Work (Reinforce/Practice Skills)

- COM 113: Group problem-solving project
- COM 315: Primary instruction on group dynamics

- COM 434: Group work
- COM 412: Group service projects
- COM 311, COM 404, COM 407, COM 422, COM COM 474, COM 484: Group research or portfolio work

Program Objective #6

6. **Demonstrate competency in communication for public advocacy contexts. This includes:**
    a. Ability to design, implement, and evaluate messages for public advocacy in a variety of contexts (i.e. political, social movement, or business campaigns), for a variety of audiences, and through a variety of mediated channels.
    b. Ability to employ and/or evaluate persuasive message strategies including reasoned argument, visual imagery, strategic language (i.e. narrative, framing, etc.), or forms of dissent.
    c. Understanding public advocacy contexts including how communication enables and excludes participation in the public sphere; creates social change; constitutes subjectivities; and drives dominant social institutions (i.e. legal, government, education systems).

Objective Description

This objective is directly related to cognitive and skill knowledge related to the PACE track of courses. Some required courses (COM 101/217) in particular develop basic advocacy skills, with courses across our curriculum developing and addressing the various contexts included in advocacy. Importantly, this track is both for students to be able to construct advocacy messages, but also to be able to evaluate and analyze messages to understand how and why those messages worked (or not) for a particular context.

Courses in the PACE track include:

- Required/General Elective: COM 101/217, COM 329, COM 395
- Upper-Division: COM 404, COM 441, COM 464, COM 468, COM 474, COM 484

Objective Summary

Upper-division courses in PACE directly meet these objectives. We currently have PACE courses that encompass major contexts for advocacy campaigns (business, politics, and social movements) as well as courses that address “everyday” advocacy (such as with Leadership and Facilitation). The courses in this track span different methodological approaches (rhetorical, qualitative, and quantitative), so students are exposed to a breadth of approaches to understand advocacy. There are courses that overlap between the RD and PACE tracks (COM 395, COM 464, COM 468) and other courses in RD that are

complimentary to PACE (COM 407 and COM 422) that develop an understanding of different contexts where advocacy occurs. All total, students will encounter these objectives regardless of their electives.

Key Areas or Gaps: The breadth of contexts and methodological approaches has its benefits, but does not allow for students to develop in-depth knowledge in any of these areas. The breadth also limits ability for courses to both focus on message production as well as message analysis (or having the theory/method background necessary to evaluate messages). As noted previously, the PACE track currently lacks 300-level or introductory courses that could introduce concepts, theory, and method, reserving 400-level courses for producing messages. For example, it would be useful to have an intro to political communication course to focus on understanding context and theory, with a separate political campaign course for students to develop and apply that learning to creating campaigns. As the program develops and as students might want to specialize their study, these are areas for us to consider.

Advocacy Contexts

- Business: COM 329, COM 395 (COM 464); COM 404 (advertising)
- Political: COM 484 (COM 404: some examples)
- Community/Social Movement: COM 441, COM 468, COM 464
- Mediated: COM 474, COM 404

Creating Advocacy or Persuasive Messages

- COM 101, COM 217, COM 329: Informative and persuasive public speeches
- COM 404: Creating persuasive/advertising campaign
- COM 464: Public narrative campaign

Analyzing/Evaluating Advocacy Messages

- COM 217: Evaluating arguments/evidence (for debate)
- COM 404: Learning rhetorical and language theory, analyzing texts with rhetorical criticism
- COM 441: Evaluating dissent strategies by movement cases
- COM 464: Analyze leadership on social issues
- COM 474: Analyze online/media
- COM 484: Analyze political communication

Understanding Advocacy Theory (public sphere, power, etc.)

- COM 395: Crisis communication
- COM 404: Language theory (argument, framing, narrative), persuasive strategies, propaganda strategies

- COM 441: social movement theory, public sphere, free speech, language theory (framing, narrative)
- COM 464: Leadership, narrative, social change/collective action
- COM 468: Deliberation/public sphere, group power
- COM 474: media theory
- COM 484: Political theory, campaigns

Program Objective #7

7. **Demonstrate competency in being an ethical communicator in for our increasingly diverse and globalized world. This includes:**

    a. Demonstrate self-awareness of one's own language choices and behaviors as a means to produce messages without intention to manipulate or mislead audiences/receivers.

    b. Recognize the ways communication influences subjectivities, creates systems of power and oppression, and can challenge dominant meaning systems.

    c. Recognize and appreciate diversity of language and cultures including the ability to adapt communication to specific contexts (international, intercultural, between genders, etc.).

    d. Ability to recognize, appreciate, and honor multiple communication preferences and identify how social categories such as gender, ethnicity, race, sexuality, (dis)ability, class, and other underrepresented groups influence communicative practice.

    e. Ability to engage with others as a competent listener and engaged audience member.

Objective Description

This objective encompasses being an ethical communicator and recognizing the ways communication is connected to how we create and enforce difference through communication. Ethics is built into all courses, with some courses directly engaged with categories of different affecting how others are perceived, interacted with, and allowed to speak. This objective covers the cognitive learning (how language and communication is part of difference) as well as skill learning (being aware of one's own communication and producing messages to ethically engage with others in a globalized world.

Note: This objective is closely related to Core Objectives 10 (Diversity), 11 (Global Contexts) and 12 (Ethics).

Objective Summary

General communication ethics (plagiarism, research methods ethics, citation, etc.) are covered in lower-division courses, while the main sub-objectives are the focus of upper-division course (especially COM 412, COM 407, COM 422, COM 468, and COM 434/454). Topics (especially related to gender and race) are brought up in the context of other courses (such as COM 441, COM 404, COM 484). COM 412 is

currently a Core Capstone (and we are looking to add COM 422 as another Capstone), which means most if not all of our majors would take a course directly related to communication and diversity as part of their coursework. **Key Issues and Gaps:** More analysis of the content of our courses would be useful to identify particular diversity and ethics topics faculty engage with in each class and whether some instructors might avoid some of these "difficult conversation" issues in their courses. More work can be done to see how we develop and introduce different diversity/ethics topics in courses to build to upper-division courses.

Ethics Related to Plagiarism/Citation

- COM 101/217: Citing sources for speeches
- COM 212/311: APA citation and writing practices for academic research

Ethical Audience/Listener

- COM 101/217: Audience for public speeches
- COM 202: Listening types
- COM 434/454: Listening related to mediating conflict

Ethics Related to Human Research

- COM 212/311: Understanding IRB, Human research ethics

Ethics Related to Different Perspectives on Controversial Social Issues

- COM 101/217: Students giving speeches on social issues, debating issues
- COM 468: Students managing discussion on social topic with diverse others

Ethics Related to Manipulation of Audiences/Creation of Messages

- COM 101/217: Understanding persuasive appeal strategies, underlining this is not meant to manipulate (use of evidence to manipulate)
- COM 404: Theory of persuasion/propaganda techniques (psychology of audiences), underlining that some effective practices are not ethical practices; media types and manipulation of audiences
- COM 434/454: No manipulation in conflict management process
- COM 484: Ethics of political campaigns
- COM 464, COM 468: these need to be added

Ethics Related to Related to Diverse Others

- COM 407, 412, 422 (these need to be added)

Knowledge of Communication Differences/Communication Constituting Power

- COM 317: Power dynamics in organizations
- COM 412: Global diversity
- COM 407, 422 (these need to be added)
- COM 404: Constitution of dominant meaning systems/hegemony/social norms influence persuasion
- COM 441 (Social movements, who has right to speak/who excluded from legitimate democratic channels, hierarchy/power of social groups, control of minority groups by those in power; history of identity movements)

Student Reflection on their Own Communication Practices

- COM 101/217: Self-reflection on effectiveness of speeches
- COM 315: Reflection on group work/member of group
- COM 407: Gender portfolio
- COM 412, COM 434, COM 474, COM 464, COM 468 (these need to be added)

Appendix B

Recommended Schedule for Communication Studies B.A.

(This schedule will be updated after new core implementation in fall, 2016)

A. First Year

Fall Semester (16 units)

- Core Curriculum English (3 units) *
- Core Curriculum Math (3 units) *
- Foreign Language 111 (4 units)
- Core Curriculum Social Science (3 units)
- COM 113 - Fundamentals of Speech Communication (3 units)
- *English and Math course placement is based on test scores. Please consult the Core Curriculum chapter in this catalog.

Spring Semester (16-17 units)

- ENG 102 - Composition II (3 units)
- Core Curriculum Natural Science (3-4 units)
- Foreign Language 112 (4 units)
- Core Curriculum Fine Arts (3 units)
- General Elective (100 level) (3 units)

B. Second Year

Fall Semester (15-16 units)

- CH 201 - Ancient and Medieval Cultures (3 units)
- Core Curriculum Natural Science A (3-4 units)
- Foreign Language 211 (3 units)
- College Breadth Requirement (100-200 level) (3 units)
- COM 212 - Introduction to Communication Research (3 units)

Spring Semester (15 units)

- CH 202 - The Modern World (3 units)
- Foreign Language 212 (3 units)

- COM 101 - Oral Communication (3 units) **OR**
- COM 217 - Argumentation and Debate (3 units)
- Minor (100-200 level) (3 units)
- Core Curriculum Diversity (3 units)

C. Third Year

Fall Semester (15 units)

- CH 203 - American Experiences and Constitutional Change (3 units)
- COM Elective (300-400 level) (6 units)
- Minor (3 units)
- College Breadth Requirement (3 units)

Spring Semester (15 units)

- COM Elective (300-400 level) (6 units)
- Minor (300-400 level) (6 units)
- General Elective (3 units)

D. Fourth Year

Fall Semester (15 units)

- COM 311 Research Methods (3 units)
- COM Elective (300-400 level) (3 units)
- Minor (300-400 level) (3 units)
- Core Curriculum Capstone (3 units)
- General Elective (3 units)

Spring Semester (12-13 units)

- COM Elective (300-400 level) (3 units)
- COM Elective (300-400 level) (3 units)
- Minor (300-400 level) (3 units)
- Core Curriculum Capstone (3 units)
- General Elective (0-1 unit)

Appendix C

Service Commitments to Other Programs

Major	**Requirement or Recommendation**
Nutrition	COM 113 or COM 329
School of Veterinary Medicine	COM 113
Wildlife and Ecology and Conservation	COM 101 recommended for those wanting certification with Wildlife Society
General Business	One of the following: COM 101, 113, 217, or 329
International Business	One of the following: COM 101, 113, 217, or 329 AND COM 412
Marketing	One of the following courses: COM 101, 113, 217, or 329
Management	One of the following: COM 101, 113, 217, or 329
Finance	One of the following: COM 101, 113, 217, or 329
Economics	One of the following: COM 101, 113, 217, or 329
Accounting and Information Systems	One of the following: COM 101, 113, 217, or 329
Nursing	One of following: COM 202, 302, 312, 315, 400
Speech Pathology	Majors required to take 24 credits in related area. COM 302, 412, and 434 listed as options.
Early Childhood Education	12 elective credits required. COM 113, 217, 329 listed as part of 7 options listed
Human Development and Family Studies	12 elective credits required. COM 113, 217, 329 listed as part of 7 options listed
Journalism	Students required to take 12 credits of liberal arts (not including required Philosophy, Political Science, Economics, and Literature Courses). Communication Studies listed as option of liberal arts, tend to have minors from this school as well.
Music	COM 113 suggested in 4-year plan
Criminal Justice	COM 113 and COM 302 or COM 434
Women's Studies	COM 407 and 302 listed as elective options
General Studies	COM 113 or COM 216; also listed as a cluster of emphasis

Geological Engineering	COM 113 or ENGR 301
Numerous undergraduate programs	COM 412 as capstone and diversity credit

Note: This document was created in 2011. It needs to be updated, but we are waiting for implementation of the new core in fall 2016.

Appendix D

Courses Approved for New Core Curriculum

CO6 COM 113 – Fundamentals of Speech Communication

CO10 COM 407 – Gender and Communication

CO10 COM 412 - Intercultural Communication

CO10 COM 422 - Difference and Communication

CO11 COM 412 - Intercultural Communication

CO12 COM 311 - Communication Research Methods

CO12 COM 395 - Crisis Communication

CO12 COM 422 - Difference and Communication

CO12 COM 475 - Communication and Community Engagement

CO13 COM 412 - Intercultural Communication

CO13 COM 468 - Facilitating Difficult Discussions

CO13 COM 475 - Communication and Community Engagement

CO14 COM 405 - Intercollegiate Debate and Forensics

CO14 COM 406 - Intercollegiate Debate and Forensics

CO14 COM 454 - Alternative Dispute Resolution

CO14 COM 468 - Facilitating Difficult Discussions

Appendix E

Faculty CVs

Sarah Jane Blithe

Curriculum Vitae
sblithe@unr.edu

Department of Communication Studies Mail Stop 0229
University of Nevada, Reno Reno, NV 89557-0229

Research and Teaching Interests

Gender, Organizational and Corporate Communication, Difference, Pedagogy

Education

Ph.D., Communication, University of Colorado, Boulder, CO
(2012)

Areas of Concentration:
Organizational Communication
Women and Gender Studies
Pedagogy
Online Classrooms

Advisor:
Dr. Timothy Kuhn

Committee Members:
Dr. Catherine Ashcraft
Dr. Karen Lee Ashcraft
Dr. Lisa Flores
Dr. Michele Jackson

Graduate Certificates

Certificate for Women and Gender Studies, University of Colorado, Boulder, CO
(Spring 2011)

Graduate Teaching Program Certificate, University of Colorado, Boulder, CO
(Spring 2012)

Online Teaching Certification Program, Metropolitan State College of Denver, CO
(2010)

M.A., International and Intercultural Communication, University of Denver, CO (2001)
Areas of Concentration:
Corporate Communication

B.A., Communication, University of Colorado, Boulder (1999)

Minor: Ethnic Studies

Study Abroad Programs

Critical Management Studies, Sweden (2009)
Global Architecture, India, Nepal, Singapore (2001)
International Development, Costa Rica (2000)
Semester at Sea (1998)

Undergraduate Internship

Assistant to Foreign Correspondent for the Canadian Bureau of the New York Times (1999)

Academic Positions

Assistant Professor
University of Nevada, Reno
(Summer 2012-present)
COM 317: Organizational Communication (Fall 2012)
COM 422: Difference and Communication (Fall 2013, Fall 2014, Fall 2015)
COM 315: Group Communication (Fall 2012, Spring 2013, Summer 2013)
COM 412: Intercultural Communication (Spring 2013, Summer 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Fall 2015, Winter 2016, Spring 2016)
COM 101: Oral Communication (Summer 2014)
COM 407: Gender and Communication (Summer 2016, Fall 2016)

Course Development Graduate Assistant for Dr. Stanley Deetz
University of Colorado, Boulder, CO
(Summer 2010-Fall 2011)
Worked on the grant-funded redevelopment of Comm 1600: Group Interaction. Helped develop course readings, examinations; designed and implemented online course component; trained other Teaching Assistants on online course component.

Research Assistant for Dr. Karen Lee Ashcraft
University of Colorado, Boulder, CO
(Summer 2010)
Worked on finding and selecting materials for Comm 3000: Gender and Communication and Comm 5620: Readings in Organizational Communication.

Research Assistant for Dr. Catherine Ashcraft
National Center for Women & IT, Boulder, CO
(Spring 2009-2012)
Worked on grant proposals, HRC approvals, research and writing for a variety of projects and presentations about women and IT.

Teaching Assistant
University of Colorado, Boulder CO
COMM 3000: Gender and Communication (Fall 2011, Spring 2012)
COMM 1300: Public Speaking (Spring 2009, Fall 2009)
COMM 1600: Group Communication (Fall 2010, Spring 2011, Fall 2011)

Graduate Part Time Instructor
University of Colorado, Boulder CO
COMM 3610: Communication, Technology and Society (Spring 2009)

Affiliate Professor
Metropolitan State College of Denver, Denver, CO
SPE 3760: Cultural Influences on Communication (Fall 2007, Fall 2011)
SPE 3760: Cultural Influences on Communication Online (Fall 2008-2011, Summer 2009-2011, Spring 2010-2011)
SPE 1710: Interpersonal Communication (Spring 2011, Fall 2011)
SPE 2770: Gender and Communication Online (Spring 2012)
SPE 1010: Public Speaking (Spring 2012)

Part-Time Instructor
Front Range Community College, Westminster, CO
COM 115: Public Speaking (Fall 2009, Fall 2010)

Other Teaching, Invited Lectures, Interviews & Workshops

Interview
Communication Currents (February 2010)
Interviewed by JoAnn Keyton about "Gossipy Talk in Organizations: When the Water Cooler is Virtual" for the Scholar-to-Scholar section.

Invited Speaker
- University of Nevada, Reno, NV (2013)

Invited to speak in Research Methods in Communication about Qualitative Research.

- McCarver, Virginia and Blithe, Sarah. "The intersections of women, work, and feminism." Feminist First Fridays research series, Metropolitan State College of Denver, March, 2013.

- University of Colorado, Boulder, CO (2009)

Invited to speak in Communication and Society about "Gossipy Talk in Organizations: When the Water Cooler is Virtual."

- University of Colorado, Boulder, CO (2011)

Understanding Learning Styles, Department of Communication, New Teacher Orientation

- University of Colorado, Boulder, CO (2011)

New Teaching Assistants Micro Teaching Development, Department of Communication, New Teacher Orientation

- University of Colorado, Boulder, CO (2011)

Introduction to TA Roles, Teaching Goals, and Professionalism in the Classroom, Department of Communication, New Teacher Orientation

- University of Colorado, Boulder, CO (2011)

Effective Habits of Teachers, Department of Communication, New Teacher Orientation

- University of Colorado, Boulder, CO (2011)

Teaching Entirely New Content, Graduate Teaching Program, Fall Intensive

Research Lunch
University of Colorado, Boulder, CO (2012)
Presented data from "Investigating the Glass Handcuff: Gendered discourses, occupational identities, and the leave-taking practices of men in technical occupations."

Data Session
University of Colorado, Boulder, CO (2009)
Invited to discuss "Gossipy Talk in Organizations: When the Water Cooler is Virtual."

Workshops

University of Nevada, Reno (2014)

- *Service-Learning Scholars Workshop,* ½ day presentation of "Integrating Service-Learning into the Curriculum" as part of a 3 day workshop about service-learning presented by the Office of Service-Learning and Civic Engagement

University of Nevada, Reno (2014- present)

- *WAGE $tart $mart Salary Negotiation*, ½ day trainings presented twice a year for UNR students, staff, faculty, and community

SM Energy, Denver, CO (2013)

- *Business Communication Excellence*, 3-½ day trainings presented for ZPS
- *Business Communication Excellence for Managers*, 2-¾ day training presented for ZPS

Denver Public Schools, Denver, CO (2009)

- *You. Me. We. Creating a Culture of Service Excellence*, six ½ day trainings for supervisors presented for EPI
- *You. Me. We. Managing Change*, six ½ day trainings for supervisors presented for EPI
- *The Art of Listening*, 2 hour workshop for supervisors, presented for EPI
- *Unleashing Employee Strengths*, 2 hour workshop for supervisors, presented for EPI
- *Managing Stress*, 2 hour workshop for supervisors, presented for EPI

EnCana, Denver, CO 2007-2008

- *Present with Impact! For Interns*, 1 day course presented four times for EPI (EPI)
- *Present with Impact!* Part 1, 3-day course presented twice for EPI.
- *Present with Impact! Part 2*, 2-day course presented twice for EPI.
- *Connecting Generations in the Workplace*, ½ day training presented three times for EPI.
- *Coaching for High Performance*, 1 day training presented four times for EPI.
- *Coaching for High Performance for Engineers*, 1 day training presented four times for EPI.
- *Coaching and Time Management for the New Grad*, 1 day training presented for EPI.
- *Giving and Receiving Feedback*, 2 ½ day training presented twice for EPI.
- *Train-the-Trainer*, 1 day training presented twice for EPI.
- *Effective Meetings*, ½ day training presented for EPI.
- *Your Mind on Improv*, 1 day training for Planet Management Consulting.
- *Listening Skills for the Modern Workplace*, 1 day training for Planet Management Consulting.
- *Generations at Work*, ½ day training presented twice for Planet Management Consulting.
- *Effective Communication Skills*, ½ day training for Planet Management Consulting.

Lucy, Portland, OR (April, 2007)

- *Train-the-Trainer*, 2-day manager training presented for Planet Management Consulting.

Hattiesburg Cycles, Hattiesburg, MS, (April, 2007)

- *High Performance Standards*, 2-day management training presented for Planet Management Consulting.

Wagner CAT, Albuquerque, NM (February, 2007)

- *Negotiation Basics*, ½-day workshop presented for Planet Management Consulting.

Wagner CAT, Denver CO (March, 2007)

- *Negotiation Basics*, ½-day workshop presented for Planet Management Consulting.

JD Edwards, Denver, CO (February, 1999)

- *Culture and Diversity*, ½-day workshop presented for HCOM 4230 at the University of Denver.
- *Teambuilding*, ½-day workshop presented for HCOM 4230 at the University of Denver.

High School English Teacher

Jefferson High School, Hillsborough County, Tampa, FL (July 2003-October 2006)

- One of six county-wide teachers selected for Young Adult Literature Review (2005) to develop county reading curriculum
- Selected for Read 180, integrating technology in the classroom beta (2005)
- Received State Acknowledgement for ranking in the top 4 senior classrooms with most improved FCAT reading scores

Publications

Academic Books

Blithe, S.J. (2015). *Gender Equality and Work-Life Balance: Glass handcuffs and working men in the U.S.* New York, NY: Routledge.

Academic Articles

Blithe, S.J. & Hanchey, J.N. (in press). Tracing the Discursive Emergence of Physiological Discrimination in Sex Verification Testing, *Women's Studies in Communication*

Wolfe, A. W., & Blithe, S. J. (2015). Managing Image in a Core-Stigmatized Organization Concealment and Revelation in Nevada's Legal Brothels. *Management Communication Quarterly*, doi: 0893318915596204.

Blithe, S.J. (2015). Mobile Working Mothers and the Simultaneous Shift. *Electronic Journal of Communication, 25* (1&2).

Blithe, S.J., Carrera, W. & Medaille, A. (2015). Stories of service-learning: Guidelines for increasing student engagement with digital storytelling. *Journal of Library Innovation, 6* (1), 50-74.

Blithe, S.J. (2014). Creating the water cooler: Virtual workers' discursive practices of gossip, *Qualitative Research Reports in Communication, 15* (1), 59-65. doi: 10.1080/17459435.2014.955593

Academic Book Chapters and Encyclopedia Entries

Blithe, S.J. (2014). Paternity leaves. In M. Coleman and L. Ganong (Eds.), *Social History of American Families: An Encyclopedia* (1021-1022). Thousand Oaks, CA: Sage.

Blithe, S.J. (2014). Dual income couples/Dual-earner families. In M. Coleman and L. Ganong (Eds.) *Social History of American Families: An Encyclopedia* (392-395). Thousand Oaks, CA: Sage.

Blithe, S.J. (2014). Maternity leaves. In M. Coleman and L. Ganong (Eds.) *Social History of American Families: An Encyclopedia* (847-848). Thousand Oaks, CA: Sage.

Blithe, S.J. (2014). Direct home sales. In M. Coleman and L. Ganong (Eds.) *Social History of American Families: An Encyclopedia* (352-353). Thousand Oaks, CA: Sage.

Academic Work in Progress

Blithe, S.J. & Hanchey, J.N. (submitted, multiple university press book publishers) *Fleshing out Physiological Discipline*

Blithe, S.J. & Wolfe, A. (Revise and Resubmit, *Human Relations*) "Embracing Opportunities for Work-life "Balance" in Legal Sex Work: Managing Stigma and Lockdown"

Blithe, S.J. & McCarver, V. (Submitted, *Women & Language*). "This is Not Where We Thought We Would Be: The Intersection of Women, Work, and Feminism"

Blithe, S.J. & Lanterman, J. (Submitted, *Journal for Applied Communication*) "Camouflaged Collectives: Managing Stigma and Identity at Gun Events"

Stewart, M.W. & Blithe, S.J. (Submitting, *Women and Language*) "Transforming Narratives: Trafficking, Prostitution and Sex Slavery"

Wolfe, A.W., Blithe, S.J., & Breanna (Submitted, *Communication Monographs*) "Selling "Authentic" Intimacy and Seeking Social Support: Making Meaning at the Meeting Points of Emotional Experience

Blithe, S.J. & Wolfe, A.W. (Submitted, *Qualitative Research*) Expanding Organizational Research Methods: Analyzing Ruptures in Qualitative Research.

Breanna, Wolfe, A.W., & Blithe, S.J. "Crossing the Boundaries from Sex Worker to Student to Researcher: Twists, Turns, and Tales from the Field" (Submitting, 2015)

Blithe, S.J., Cryer, L., Fidelibus, B. Genovese, G., & Gomez, A. "Challenging the Authority of Knowledge: Transferring Power between Faculty and Students in College Course Curriculum Design" (Submitting, 2015)

Lanterman, J. & Blithe, S.J. "Social Learning Theory, Firearms, and Violence in America" (Submitting, 2015)

Blithe, S.J. "I always knew I was a little girly": The gendered consumption of 'strengths" (Submitting, 2015)

Blithe, S.J. "Writing, bouncing, and getting lucky: Opportunities and constraints in work-friendly kids' play spaces" (Submitting, 2016)

Blithe, S.J. & Way, A.K. "Paralleling the Past of Organizational Communication: A Protean View of Work-life Management" (Submitting, 2016)

Academic Book Reviews

Blithe, S. (2011). Book Review: O'Brien Hallstein, Lynn. *White Feminists and Contemporary Maternity: Purging Matrophobia.* New York: Palgrave Macmillan, 2010, 192 pp. $80 (hardcover). ISBN 978-0-230-60863-4. Women's Studies in Communication, 34 (2).

Professional Publications

Ashcraft, C., DuBow, W., Eger, E., Blithe, S., & Sevier, B. (2013). *Male Advocates and Allies: Promoting Gender Diversity in Technology Workplaces*. Boulder, CO: National Center for Women & Information Technology.

Ashcraft, C. & Blithe, S. (2009). *Women in IT: The facts.* Boulder, CO: National Center for Women & Information Technology.

Published Training Courses

- Alere Pima Device Pre-Sale Activity, (2015) *ZPS*
- First Choice ER Onboarding (2013). *EPI*
- SM Energy Business Writing Excellence (2013). *ZPS*
- RE/MAX Selling Distressed Properties (2012). *ZPS*
- RE/MAX Prospecting for Success (2012). *ZPS*
- GHX Provider Side Sales Webinar. (2012). *EPI*
- GHX Supplier Side Mid-Summer Sales Training. (2011). *EPI*
- Cochlear New Area Manager Operations Training. (2011). *EPI*

- The Art of Listening. (2009). *EPI*
- Unleashing Employee Strengths. (2009). *EPI*
- Managing Stress. (2009). *EPI*
- Campus Recruiting: Conduct and Interviewing. (2009). *EPI*
- Understanding the 3rd Party Feedback Process. (2008). *EPI*
- Connecting Generations in the Workplace. (2008). *EPI*
- Coaching for High Performance. (2008). *EPI*
- Giving and Receiving Feedback. (2008). *EPI*
- EnCana Policy 101. (2008). *EPI*
- CoBank Performance Development and Reviews. (2007). *EPI*
- Your Mind on Improv. (2007). *Planet Management Consulting.*
- Effective Feedback. (2007). *Planet Management Consulting.*
- Generations at Work. (2007). *Planet Management Consulting.*
- Lucy Train-the-Trainer. (2007). *Planet Management Consulting.*

Academic Conference Papers

Wolfe, A.W., Blithe, S.J., & Breanna (2016). Selling "Authentic" Intimacy and Seeking Social Support: Examining Convergence Points of Organizational Emotions" presenting at the Western States Communication Association, Mission Bay/San Diego, CA, February, 2016.

Blithe, S.J. & Wolfe, A.W. (2016). "Expanding Organizational Research Methods: Analyzing Ruptures in Qualitative Research" presenting at the Organizational Communication Traditions, Transitions, and Transformations fortieth anniversary conference in Austin, TX, February 2016

Blithe, S.J, & Lanterman, J. "Camouflaged Collectives: Sighting Schizo-identifications in Firearm Organizations" presented at the National Communication Association conference in Las Vegas, NV, November 2015

Blithe, S.J. & Wolfe, A. "Embracing Opportunities for Work-life "Balance" in Legal Sex Work: Managing Stigma and Lockdown" presented at the National Communication Association conference in Las Vegas, NV, November 2015

Lanterman, J. & Blithe, S.J. "Social Learning Theory, Firearms, and Violence in America" presented at the American Society of Criminology conference, November, 2015.

Stewart, M.W. & Blithe, S.J. "Transforming Narratives: Trafficking, Prostitution and Sex Slavery" presenting at the Organization for the Study of Communication, Language, and Gender conference in Bowling Green, KY, October, 2015.

Wiederhold, A. & Blithe, S.J. "Constructing Organizational Legitimacy despite Core-Stigma: Discursive Practices of Nevada's Legal Brothels," presented at the International Communication Association conference in San Juan, Puerto Rico, May, 2015

Blithe, S.J. & Way, A.K. "Paralleling the Past of Organizational Communication: A Protean View of Work-life Management," presented at the National Communication Association conference in Chicago, IL, November, 2014.

Blithe, S.J. & Hanchey, J.N. "Tracing the Discursive Emergence of Physiological Discrimination in Sex Verification Testing," presented at the Organization for the Study of Communication, Language, and Gender Conference in Santa Clara, CA, October, 2014.

Blithe, S.J. & Bauer, J. "Living Feminist Politics during the Academic Job Search," presented at the Organization for the Study of Communication, Language, and Gender Conference in Santa Clara, CA, October, 2014.

Blithe, S.J. & Wiederhold, A. "A Prostitute, the Mayor and a Camel Walked Down the Street: Integrating Legal Sex Organizations into the Broader Community," presented at the Organization for the Study of Communication, Language, and Gender Conference in Santa Clara, CA, October, 2014.

Blithe, S.J. & Lanterman, J. "Through the crosshairs: An interdisciplinary approach to gun violence research," presenting at the Engaging Communication Conference in Aspen, CO, July, 2014.

Blithe, S.J. "Writing, bouncing, and getting lucky: Opportunities and constraints in work-friendly kids' play spaces,' presented at the International Communication Association PreConference in Seattle, WA, May 2014.

McCarver, V. & Blithe, S. J. "This is *not* where we thought we would be: Still striving for the good life through feminism," presented at the International Communication Association conference in Seattle, WA, May 2014.

Blithe, S.J. "Working Mother Guilt: Transferring Masculine Expectations of Face Time at Work," presented at the Western States Communication Conference in Anaheim, CA, February, 2014.

Blithe, S.J., Cryer, L., Fidelibus, B. Genovese, G., & Gomez, A. "Challenging the Authority of Knowledge: Transferring Power between Faculty and Students in College Course Curriculum Design," presented at the Western States Communication Conference in Anaheim, CA, February, 2014.

Blithe, S.J. & Way, A. "From "I Never Asked" to "Of Course I Lied": (Re)organizing Work-life Negotiation as Informal and Engaged Process," presented at the National Communication Association conference in Washington D.C., November, 2013.

Blithe, S.J. & Hanchey, J.N. "Fleshing Out Bodyism: Illuminating Connections between Gender Verification Testing and Witch-Hunts," presented at the National Communication Association conference in Washington D.C., November, 2013.

McCarver, V. & Blithe, S. "This is not where we thought we would be": Feminism's progress in addressing women and work," presented at the National Women's Studies Association, Cincinnati, OH, November 2013.

"Bitching for the Gaze: Opportunities and Constraints in Feminist Ethnography," presented at the National Communication Association conference in Orlando, FL, 2012.

"I Can Juggle All By Myself: The Discourse of Entrepreneurialism and Work-Life 'Balance," presented at the Western States Communication Association conference in Albuquerque, NM, 2012

"Popular Management Discourses: Troublesome Analyses of Gendering Strengths," presenting at the Western States Communication Association conference in Albuquerque, NM, 2012

"Virtual Fusion: Moving Beyond the Notion of Virtual Work as a 'Balance' Enhancing 'Benefit," presented at the Western States Communication Association conference in Monterey, CA, 2011.

"From Atheoretical to A Theoretical: Paul DuGay and a Grounding for Work-Life Research," presented at the Western States Communication Association conference in Monterey, CA, 2011.

Blithe, S. & Porter, A. "Evolving Pedagogy: Web Enhanced Instruction, Communication Apprehension and Classroom Engagement," presented at the Western States Communication Association conference in Monterey, CA, 2011.

"Cropping Identity: Analyzing and Producing Scrapbooks as Creative Feminist Methodology," presented at the National Women's Studies Association conference in Denver, CO, 2010.

"The Do-It-All Mom: Discourses of Choice and the Inevitable Failure of Balance," presented at the Organization for the Study of Communication, Language and Gender conference in Clearwater, FL 2010.

"From Whisper to Shout: Finding My Voice as a (Non) Traditional Graduate Student," presented at the Western States Communication Association conference in Anchorage, AK, 2010.

"Cropping Identity: Family Storytelling through Scrapbooks," presented at the Southern States Communication Association conference in Memphis, 2010.

"Gossipy Talk in Organizations: When the Water Cooler is Virtual," presented at the National Communication Association conference in Chicago, IL, 2009.

"Paradox and communication in multinational corporations," presented at the Western States Communication Association conference in Phoenix, AZ, 2009.

Conference Panels

"Examining the Gap between Our Past and Our Presence: Overcoming Challenges and Constructing Strategies for Junior Faculty Women," presented at the National Communication Association conference in Chicago, IL, November, 2014.

"Things that make you go hmmm: Connecting with students through innovative gender communication pedagogy," presented at the National Communication Association conference in Washington D.C., November, 2013.

"Connections: Discussions About Students with Physical and Learning Disabilities," presented at the National Communication Association conference in Washington D.C., November, 2013.

"Performing Gender, Performing Pedagogy: Teaching from the Intersections of Identities" panel, presented at the Organization for the Study of Communication, Language and Gender conference in Chicago, IL 2011.

"Online Classrooms: An Exemplar of Learning as Participatory Democracy" on the "Pedagogy and Participatory Democracy: Moving from Cynicism and Individualism to Civility and Collaboration in a Basic Communication Course" panel, presented at the Rocky Mountain Communication Association conference in Loveland, CO, 2011.

Conference Responses

"Gendered Representations in Reality Television and Film" panel respondent, at the Western States Communication Association conference in Reno, NV, 2013.

Awards and Honors

2015 Outstanding Book Award
Organization for the Study of Communication Language and Gender
Blithe, S.J. (2015). *Gender Equality and Work-Life Balance: Glass handcuffs and working men in the U.S.* New York, NY: Routledge.

2015 Best of the B.E.S.T. (Brief, Entertaining, Scholarly, Talks)
International Communication Association, Organizational Communication Division
Wolfe, A. & Blithe, S.J. "Constructing Organizational Legitimacy despite Core-Stigma: Discursive Practices of Nevada's Legal Brothels"

Runner Up, Alan Bible Teaching Excellence Award
University of Nevada, Reno, 2014-2015

2014 Outstanding Conference Paper
Organization for the Study of Communication Language and Gender
Blithe, S.J. & Hanchey, J.N. "Tracing the Discursive Emergence of Physiological Discrimination in Sex Verification Testing"

2014 Brandon Hall Bronze Award for Excellence in Learning
"Diving into Distressed Properties"

Finalist, Alan Bible Teaching Excellence Award

University of Nevada, Reno, 2013-2014

2013 Top Paper Feminist and Women's Studies Division
"Fleshing Out Bodyism: Illuminating Connections between Gender Verification Testing and Witch-Hunts," National Communication Association conference in Washington D.C., November, 2013.

Honorary Coach of the Game
University of Nevada, Reno
Women's Basketball, November 25, 2013

2012 Cheris Kramarae Outstanding Dissertation Award, Honorable Mention
"Investigating the glass handcuff: Gendered discourses, occupational identities, and the leave-taking practices of men in technical occupations,"
Organization for the Study of Communication Language and Gender

Best Should Teach Silver Award, 2011
University of Colorado, Boulder: The Graduate School, College of Arts and Sciences, School of Education, Graduate Teacher Program and Faculty Teaching Excellence Program

Eta Phi Teaching Impact Award, Honorable Mention 2011
Department of Communication, University of Colorado Boulder

Top Paper Panel: "Evolving Pedagogy: Web Enhanced Instruction, Communication Apprehension and Classroom Engagement," written with Amanda J. Porter, accepted for presentation at the Western States Communication Association conference in Monterey, CA, 2011.

Grants and Fellowships

Scholarly and Creative Activities Grant, College of Liberal Arts, University of Nevada, Reno (2015) $4,189

Silver Core Implementation Grant, Provost's Office, University of Nevada, Reno (2014) $1,000.

Travel Grant, School of Social Research and Justice Studies, University of Nevada, Reno (2014) $250

Bringing Theory to Practice, Seminar Grant, 2013
Grant submitted by Grants Committee of Service-Learning Council, and awarded to the Office of Service-Learning and Civic Engagement.
$1,000.00

Junior Faculty Summer Research Grant, 2013
University of Nevada, Reno
$3000.00

Dissertation Fellowship, National Center for Women & IT. Boulder, CO. $1,000.

Travel Grant, Graduate School, University of Colorado, Boulder (2009-2010) $300

Travel Grant, Department of Communication, University of Colorado, Boulder (2009-2010; 2010-2011; 2011-2012) $400 each

Dissertation Fellowship. Department of Communication, University of Colorado, Boulder. (Summer 2011) ~$4,000.00

Service

Ad Hoc Reviewer, (2013- present) *Management Communication Quarterly, Journal of Applied Communication, Qualitative Research Reports in Communication, Organization for Women and Communication, National Communication Association's Feminist and Women's Studies Division and Organizational Communication Division.*

Undergraduate Advisor, Communication Studies, University of Nevada, Reno
(Fall 2013-present)

WAGE Project Facilitator, University of Nevada, Reno (2014-present)

WAGE Project Campus Contact, University of Nevada, Reno (Fall 2013-present)

Search Committee, Office of Service-Learning, University of Nevada, Reno (2013, 2014)

Committee on the Status of Women, University of Nevada, Reno, (2013-present)

Legislative Council Member-at-Large, Western States Communication Association (2013-present)

Awards Committee Chair, Department of Communication, University of Nevada, Reno (2012-present)

Service Learning Council, University of Nevada, Reno, (2012-present)

Service Learning Council, Curriculum Committee, University of Nevada, Reno, 2012-2013)

Service Learning Council, Grants Committee Chair, University of Nevada, Reno, 2012-2013)

Academic Integrity Board, Committee member, University of Nevada, Reno, (February, 2013)

Search Committee, Department of Communication, University of Nevada, Reno, (2012-2013)

Lead TA, Department of Communication, University of Colorado, Boulder (2011-2012)

Chair, Graduate Student Ad-Hoc Committee (2011-2012)
Organization for Women and Communication

Co-Chair, Graduate Student Ad-Hoc Committee (2010-2011)
Organization for Women and Communication

Graduate Program Committee, (2008-2009)
Department of Communication, University of Colorado

Graduate Service Learning Pedagogy Event Committee (2008-2009; 2009-2010)
Department of Communication, University of Colorado

Professional Memberships

International Communication Association
National Communication Association
Western States Communication Association
Organization for Women and Communication
Organization for the Study of Language, Gender, and Communication
National Women's Studies Association
American Association of University Women

Advisees

PhD Committee Member

Dara Naphan (in progress)
Social Psychology

MA Committee Chair

Matt Richardson (in progress)
Justice Management
A Proposal For Compressed Workweeks

Kyle Stewart (2013)
Justice Management
Online Training for Police Officer Substance Abuse Courses

Pamela LaFountain (in progress)
Justice Management
Field Training Officer Program: Development and Implementation of a Field Training Officer Program in the Nevada County Probation Department

MA Committee Member

Elizabeth Martinez (2015)
Sociology
Body Talk: Do race and class matter?

Michael Andragna (2014)
Sociology
The Dominant Human Trafficking Paradigm and Economic Elite Interests

Gwen A. Hullman, Ph.D.
2366 Silver Ridge Drive
Reno, NV 89509
(775) 412-1272

Education and Professional Development

Certification in Beginning Mediation and Conflict Resolution, University of Nevada, Reno, 2009. Certification in various areas such as organizational dispute resolution, cultures and conflict, listening and problem solving, and facilitating interpersonal relations.

Doctor of Philosophy, Communication Studies, Kent State University, 2003. Dissertation: Interpersonal communication motives and message design logic: Exploring their interaction in message production (Dr. Rebecca B. Rubin, Advisor).

Master of Applied Communication Theory & Methodology, Cleveland State University, 2001. Thesis: Differences in design elements, persuasive message strategies, and information content of anti-tobacco websites (Dr. Carolyn Lin, Advisor).

Bachelor of Arts, Communication, Ohio State University, 1996. Major areas: Interpersonal and Small Group Communication.

Professional Experience

University of Nevada, Reno

Associate Professor and Chair, Department of Communication Studies, 2010-present
Assistant Professor, Communication Studies, University of Nevada, 2004-2010
Research, teaching, and service duties comprise my activities at UNR. As part of my teaching duties, I teach (with a one course per semester teaching load reduction for chair duties) 2 undergraduate courses per semester in Interpersonal Communication, Listening, Research Methods, Conflict Resolution, and Alternative Dispute Resolution. I chair the department of Communication Studies, which includes personnel management and evaluation, budget management and allocation, course schedules for regular and dynamic semesters, department strategic planning, curriculum development, ceremonial duties, and committee participation. Resolve student grade appeals for Communication Studies courses, approve exemptions and substitutions of department major and minor degree requirements and transfer articulation, review teaching evaluations and making recommendations for improving teaching effectiveness, coordinate inter-departmental curricular agreements.

Case Western Reserve University, John Carroll University, Cleveland State University
Adjunct Instructor 2003-2004
I taught various upper and lower division communication courses, such as intercultural communication, nonverbal communication, gendered communication, and public speaking.

Kent State University

Graduate Assistant, 2000-2003

As a graduate assistant, I assisted teaching the basic communication course and taught lower-and upper-division courses in the School of Communication Studies. I also edited the School of Communication's newsletter.

Selected Service Activities and Administrative Activities

- *Curriculum Committee Member, Communication Studies (2008-present).* Coordinated required state system collaboration for University of Nevada Department of Communication Studies new courses, course title and number changes, and degree requirements. Contributed to SLOs for department courses and the addition and deletion of department course offerings. Assisted department faculty with the preparation of syllabi and applications for new courses. Served on the curriculum committee for the School of Social Research and Justice Studies from 2009-2011.

- *Personnel Committee Chair, Communication Studies (2010-present).* Review, rate, and rank order department faculty member accomplishments for annual review and merit determination. Compile ratings for College of Liberal Arts Dean's consideration. Recruit member for committee (our department has only one tenured member, so other two members must come from other departments). Write annual progress toward tenure letters and 3rd year review letters for probationary faculty.

- *Faculty Senate Academic Standards Committee Member and Sub-committee Chair* (2005-2007). Sub-committee chair for Academic Standards Committee, which is a Faculty Senate Committee. This committee met various charges related to current university policies regarding plagiarism and cheating. Composed research findings and organized meetings of sub-committee charged with examining peer-aspirant institutional practices for choosing and enforcing sanctions associated with undergraduate plagiarism and cheating charges.

- *Faculty Senate Residency Appeals Committee Member (2011-2012).* Committee reviewed appeals for students who were denied in-state residency status by the Office for Admissions and Records. Reviewed applications for reconsideration, interviewed appealing applicants, and made decisions as a committee on appeals for residency. Committee also made recommendations to appealing students for establishing residency in Nevada and explained the purpose and spirit of the residency requirements.

- *Faculty Senate Budget and Planning Committee Member (2014-current*). Met with administration this past year to examine indirect costs allocation, review administrative versus academic spending, and learn more about the new funding formula for higher education institutions in the Nevada System of Higher Education. New tasks this year include examining compensation issues and allocation of funds at the college level.

- *Faculty Senate Ad Hoc Faculty Essential Functions Committee (2015-present).* The committee's objective is to work closely with university administration and faculty senate to develop essential functions for both academic and administrative faculty on the UNR campus.

- *Faculty Senate Member*. I was elected as a College of Liberal Arts representative and served a two-year term from 2012-2014. I recently was elected again to represent the College of Liberal Arts beginning July, 2015.

- *Volunteer Mediator*. Neighborhood Mediation Center in Reno, NV (2009-present). Mediate and co-mediate disputes including business to business, workplace disputes, neighborhood disputes, and other disputes generally categorized as community mediation. Volunteer as a small claims mediator in Reno and Sparks, NV Justice courts. Worked on a team of mediators from the center to train local high school students to begin a peer-mediation program at their high school in 2012. Created and delivered a 2-hour listening workshop for local Reno mediators, September, 2015.

- *Department Parliamentarian*. (2013-present). Interpret and revise bylaws as needed by department. Coordinated the last version of bylaws approval and incorporated changes proposed by the CLA Dean into the final document.

- *Search Committee Member, Communication Studies*. Since 2008, have served on 8 search committees for tenure track, lecturer, and administrative assistant positions in Communication Studies.

- *Griffin-Santini Committee Member*. (2010-present). This is a standing committee for debate support that includes the chair of Communication Studies, the Director of Forensics, and community members. This committee is active mainly from February-May of any given year and plans the annual debate awards ceremony, strategizes fundraising efforts for debate, and coordinates debate student scholarships.

- *Director, Graduate Studies, Speech Communication* (2007-2010). Directed the graduate program for the MA in Speech Communication. Organized the schedule of graduate courses, advised graduate students, and coordinated comprehensive exams.

- *Advisor, Lambda Pi Eta (2004-2009; Interim Advisor; 2012).* Created the first chapter of the undergraduate honor society for Communication Studies on the

UNR campus. Advised students in this chapter during fundraising activities, induction ceremonies, and service-oriented activities.

- *Committee Member, College of Liberal Arts Planning Committee (Academic year 2011*-2012). Appointed by the College of Liberal Arts Dean to serve one year term on the planning committee. Main work was associated with ranking proposals for faculty positions and one-time funds allocated to technology and capital improvements.

- *Co-host* with Amy Pason for the Western States Communication Association's academic conference in Reno February 14-19, 2013. We advised 11 undergraduates, planned the sock hop, ran registration, created registration packets, organized the AV, and provided local planning guides.

- *School of Social Research and Justice Studies Speaker Series Committee Member, 2012-2014.* Planned guest speaker series to bring justice related topics to the UNR campus. The committee rotated among Sociology, Criminal Justice, and Communication Studies guest speakers. Work included recruitment, organizing schedules, applying for hosting funds, hosting guests, and advertising the events.

Teaching Activities other than scheduled teaching

Committee Chair/Member. Served on or chaired over 35 graduate student committees since 2004, including comprehensive exam committees, dissertation committees/chair, and thesis committees/chair for the following departments and programs: Communication Studies, Social Psychology, Journalism, Counseling and Educational Psychology, Criminal Justice, Sociology, Behavioral Psychology, Political Science.

Davidson Academy Instructor. Taught several COM courses to gifted students earning college credit. COM 113 July 1-21, 2005; 2006; July 11-29, 2012; COM 302 May 21-25, 2012,

National Judicial College Instructor. "Discussion Leader Training Sessions:" March 25, May 21, and October 22, 2006; "Communicating Information Effectively:" September 13-14, May 17-18, 2006; "Speech Judge": May, 2005.

Guest Lecturer. SOC 739: The Role of Communication in Social Psychology, Dec 7, 2009; November 10, 2012, November 30, 2011, November 29, 2012, November 20, 2013; November 23, 2015

PS 231: The role of constructivism in international relations, February 14, 2009 (Dr. Carlos Guevara-Mann)

SSRJS 720: Alternative Dispute Resolution, October 29, 2015.

Workshop Creator and Facilitator. Nevada Dispute Resolution Coalition, Listening in Mediation, September 24, 2014.

UNR Residence Life, Conflict Resolution in Dorm Life, December 7, 2011.

Instructor. UNR Athletic Academic Skills Workshop for Athletes: Sept 14, 2006.

Recent Awards and Grants

- College of Liberal Arts Dean's Teaching Award, University of Nevada, 2007.
- Thank-A-Prof Award, University of Nevada, Fall 2005.
- *Co-Author*. "Technology Grant," University of Nevada, Reno, $2715, 2005.
- *Co-Author*. "Academic Dishonesty Study Grant," University of Nevada, Reno, $344.29, 2006.
- *Author.* "Alumni Poll-Services and Benefits Grant," Sponsored by Alumni Association, University of Nevada, Reno, $3000, 2006.
- *Author*. College of Liberal Arts Scholarly and Creative Activities Grant, $380, 2010; "Conversational Goals across Conflict," $2,937.00, 2015.
- *Principal. Kwiatkowski, Michael (Supporting),* "Goal setting and its influence on mediation outcomes" Sponsored by National Science Foundation, Federal, $220000. (December 2012; unfunded).
- *Principal*. *Kwiatkowski, Michael (Supporting),* "Conversational goals as a predictor of civil mediation outcomes" Sponsored by National Science Foundation, $192,000; Federal; unfunded. (December 2011).
- *Principal.* "Alumni Poll-Services and Benefits", Sponsored by Alumni Association, University of Nevada, Reno, $3000. (2006).
- *Hullman, Gwen A (Principal), Spinetta, Christine (Supporting), Troescher, Kelly (Supporting), Carrion, Evven (Supporting), Culcasi, Meghan (Supporting), Kanoa, Megan (Supporting),* "Assessing the COM 113 Course," Sponsored by Dept. of Speech Communication and Theatre, University of Nevada, Reno. (2006).

Publications

Hullman, G. A. (in press). A review of the self and other-report versions of the communicative adaptability measures. In D. Worthington and G. Bodie (Eds.), *The sourcebook of listening: Measurement and methods.* Wiley-Blackwell.

Hullman, G. A. (2015). Segmented silence in mediation: Mitigating the effects of cognitive overload. In Kellett, P. M. & Matyok, T. G. (Eds), *Transforming conflict through communication: Personal to working relationships.* Lexington.

Hullman, G. A. (Ed.) (2015). *Thought, experience, sense: Cognitive approaches to enhanced communication competence* (pp. 193). San Diego CA: Cognella.

Kwiatkowski, M. J., **Hullman, G. A.** (2015). Processing information related to suspicion: A theoretical intersection between interpersonal deception theory and relational information processing. In Gwen A. Hullman (Ed.), *Thought, experience, sense: Cognitive approaches to enhanced communication competence* (27 pages). San Diego, CA: Cognella.

Bornstein, B., **Hullman, G. A**., & Miller, M. K. (2013). Trauma, stress, and wellbeing in the legal system: Where do we go from here? In M. K., Miller & B. H. Bornstein (Eds.), *Trauma, Stress and Wellbeing in the Legal System* (pp. 293-310). New York: Oxford.

Hullman, G. A., Goodnight, A., Mougeotte, J. (2012). An examination of perceived relational messages that accompany interpersonal communication motivations. *The Open Communication Journal, 6,* 1-7.

Polk, D. M., & **Hullman, G. A.** (2011). Weight-related stigma as a predictor of self-disclosure patterns in women. *The Open Communication Journal, 5, 1-10.*

Sun, S., **Hullman, G. A.,** & Ying, W. (2011). Communicating in the multi-channel age: Interpersonal communication motivation, interaction involvement, and channel affinity. *Journal of Media and Communication Studies, 3,* 7-15.

Hullman, G. A., Planisek, A., McNally, J., & Rubin, R. B. (2010). Competence, personality, and self-efficacy: Their relationships in an undergraduate course. *Atlantic Journal of Communication, 18, 36-49.*

Hullman, G. A., Seibert, S., Arias, A., & Miller, J. (2008). Second request messages: Changes in structure, goals, and characteristics. *Journal of Communication Studies, 2,* 169-185.

Hullman, G. A. (2008). Antecedents to the third-person perceptual effect. *Northwest Communication Association Journal,* 52-77.

Hullman, G. A., & Daily, M. (2008). Evaluating physician communication competence scales: A replication and extension. *Communication Research Reports, 25,* 316-322.

Hullman, G. A. (2007). The Communicative Adaptability Scale: Exploring its use as an other-report measure. *Communication Reports, 20,* 1-23.

Lin, C. A., & **Hullman, G. A.** (2005). Tobacco prevention messages online: Social marketing via the Web. *Health Communication, 18,* 177-195.

Rubin, A. M., Haridakis, P. M., **Hullman, G. A.,** Sun, S., Chikombero, P., & Pornsakulvanich, V. Television exposure not predictive of terrorism fear (2005). In E. K. Grusin & S. H. Utt (Eds.), *Media in an American Crisis: Studies of September 11, 2001* (pp. 191-206). New York: University Press of America. (*Reprinted from Newspaper Research Journal, 24 (1) 128-225).*

Hullman, G. A. (2004). Interpersonal communication motives and message design logic: Exploring their interaction in perceptions of competence. *Communication Monographs, 71,* 208-225.

Rubin, A. M., Haridakis, P. M., **Hullman, G. A.,** Sun, S., Chikombero, P., & Pornsakulvanich, V. (2003). Television exposure not predictive of terrorism fear. *Newspaper Research Journal, 24*(1), 128-145.

Paper Presentations since 2004

Kwiatkowski, M. J., & **Hullman, G. A.** (2015, November). *Goal Identification and Achievability on Likelihood to Use Mediation.* Presented at the annual meeting of the National Communication Association. Las Vegas.

Hullman, G. A., (2014, November). *Case studies in peer mediation: An effective strategy to resolve bullying?* Presented at the annual meeting of the National Communication association. Chicago.

Kwiatkowski, M. J., & **Hullman, G. A**. (2013, April). *A distinguishable model of suspicion: An integration of IDT and relational uncertainty.* Presented at the Western Social Science Association, Denver.

Kwiatkowski, M. J., & **Hullman, G. A**. (2013, April). *Suspicion as derived from interpersonal uncertainty: A distinguishable model.* Presented at Western Psychological Association, Reno.

Kwiatkowski, M., & **Hullman, G. A.** (2013, February). *Suspicion as a process: A theoretical intersection between interpersonal deception theory and relational information processing.* Paper presented at the annual meeting of the Western States Communication Association, Reno.

Hullman, G. A., & Kwiatkowski, M. (2011, November). *Examining a conversational model of mediation.* Paper presented at the Annual Meeting of the National Communication Association, New Orleans.

Hullman, G. A., Mendel, A., & Vigen, B. (2010, November). *First and second request messages directed toward romantic partners: Message design logic, goals, and the effect of cognitive load.* Paper presented at the Annual Meeting of the National Communication Association, San Francisco.

Hullman, G. A., & Palmer, J. A. (2010, November). *First and second request messages directed toward young adult children: Message design logic and relationship with communication motivation.* Paper presented at the Annual Meeting of the National Communication Association, San Francisco.

Hullman, G. A., & Simon, C. A. (2010, November). *Attitudes toward academic dishonesty and their relationship with motivation to communicate with instructor.* Paper presented at the Annual Meeting of the National Communication Association, San Francisco.

Sun, S., **Hullman, G. A.,** & Ying, W. (2010, May). *Interaction involvement, interpersonal communication motivation, and channel affinity as predictors of channel use*. Paper presented at the International Communication Association's Annual Meeting, Singapore.

Hullman, G. A., Goodnight, A., & Mougeotte, J. (2009, November). *Relational message congruency.* Paper presented at the annual meeting of the National Communication Association, Chicago.

Polk, D. M., & **Hullman, G. A.** (2008, November). *The role of stigma in self-disclosure about weight: Implications for women's health.* Paper presented at the annual meeting of the National Communication Association, San Diego.

Hullman, G. A. (2007, February). *The Communicative Adaptability Scale: Evaluating its use as an other-report measure.* Paper presented at the annual meeting of the Western Communication Association, Seattle.

Hullman, G. A., & Daily, M. (2007, April). *Physician measures of communication competence: What are they measuring?* Paper presented at the annual meeting of the Eastern Communication Association, Providence.

Hullman, G. A., Seibert, S., Arias, A., & Miller, J. (2006, February). *Message design logic, goals, and characteristics of second request messages.* Paper presented at the annual meeting of the Western States Communication Association, Palm Springs.

Hullman, G. A. (2006, November). *The role of motivation in communication.* Poster session presented at the annual meeting of the National Communication Association, Palm Springs.

Hullman, G. A. (2005, January). *Nonverbal messages and communication motives: Do the messages match the motives?* Paper presented at annual meeting of The Hawaii International Conference on Arts and Humanities, Honolulu.

Hullman, G. A. (2005, November). *Psychological Antecedents to the Third-Person Effect.* Paper accepted for presentation at the annual meeting of the National Communication Association, Boston.

Hullman, G. A. (2005, November). *The 'health' of third-person research agendas: New contexts and consequences.* Panel accepted for presentation in the Mass Communication Division of the annual meeting of the National Communication Association, Boston.

Hullman, G. A. (2004, November). *Interpersonal communication motives and message design logic: Exploring their interaction in perceptions of competence.* Paper presented at the annual meeting of the National Communication Association, Chicago.

Hullman, G. A. (2004, November). *Interpersonal communication motives and message design logic in everyday life.* Paper presented at the annual meeting of the National Communication Association, Chicago.

Editorial Review Boards

Editorial Board Member, *Computers in Human Behavior*. (2010 - Present).

Editorial Board Member, *The Open Communication Journal*. (2010 - Present).

Ad Hoc Reviewer, Western States Communication Association, Western Journal of Communication. (April 2014 - June 2014).

Ad Hoc Reviewer, National Communication Association, *Communication Monographs.* (February 2014 - June 2014).

Ad Hoc Reviewer, *Computers in Human Communication*, Gender differences in texting. (October 2010).

Invited Manuscript Reviewer, Interpersonal Division, Western States Communication Association. (September 1, 2006 - September 30, 2006).

Invited Manuscript Reviewer, Interpersonal Division, National Communication Association. (March 1, 2006 - April 1, 2006).

Invited Manuscript Reviewer, *Communication Studies*. (January 1, 2005 - December 31, 2005).

Ad Hoc Reviewer, *Journal of Intercultural Communication*. (February 2005).

Amy Pason

Curriculum Vitae

EDUCATION

PhD **University of Minnesota-Twin Cities**, Minneapolis, MN Communication Studies, July 2010.
- Dissertation: Cindy Sheehan and the Peace Movement: Networks of Care and Rhetorical Exploits

Advisor: Dr. Ronald Greene

MA **University of Denver**, Denver, CO Human Communication-Rhetoric, June 2005.
- Thesis: "Talking Back and Taking Back: Student Counterpublicity and the Reclaiming of the Intellectual Sphere."

Advisor: Dr. Darrin Hicks

BA **University of Denver,** Denver, CO 80208 Communication and Psychology, June 2003.
- **Summa Cum Laude,** Phi Beta Kappa, University and Departmental Honors.
- Pioneer Leadership Program, Leadership Minor
- Thesis: "Student Activism at the University of Denver: A Change of Paradigm."

Advisor: Dr. Terry Croy

Other Educational Experience:

2010 **NCA Summer Conference: Teaching Rhetorical Criticism/Critical Inquiry**
University of Puget Sound, Tacoma, WA

2009 **Best Practices for Online Teaching**
Center for Excellence in Teaching and Learning, Minnesota State University, Mankato

2006 **Summer Institute at Northwestern University**
Rhetoric, Difference, and Deliberative Democracy

2002 **Lancaster University,** Lancaster, England. (Study Abroad Semester).
Coursework in Sociolinguistics, European Studies, and Peace Studies

ACADEMIC APPOINTMENTS

Assistant Professor, University of Nevada, Reno. 2011-present.
Lecturer, University of Nevada, Reno. 2010-2011.
Visiting Assistant Professor, Minnesota State University, Mankato. 2009-2010.
Graduate Teaching Assistant, University of Minnesota 2005-2009.
Teaching Adjunct, University of St. Thomas, St. Paul, MN 2008-2009.
Graduate Teaching Assistant, University of Denver, 2003-2005.
Interim Program Coordinator, Pioneer Leadership Program at University of Denver, 2005.

SCHOLARSHIPS, GRANTS, AND AWARDS

- *VPRI Domestic Faculty Travel Grant* (2014, 2015). UNR.
  - $450 each year for travel to the National Communication Association Convention.

- *College of Liberal Arts Junior Faculty Summer Research Small Grant* (2012, 2013). UNR.
  - $3000 each year for work on co-edited collection manuscript writing and editing.
- *Arle and Billi Haeberle Summer Fellowship* (2008). Department of Communication Studies, U of M.
- *Old Buffalo Scholarship* (2007). Department of Communication Studies, U of M

PUBLICATIONS

Articles

Gibson, F. W. & Pason, A. (2003). Levels of leadership: Developing leaders through new models. *Journal of Education for Business, 79* (1): 23-27.

Pason, A. (2008). We are all workers: A class analysis of university labour strikes. *ephemera: theory and politics in organization, 8* (3): 322-330.

Pason, A. (2011). Four myths of academic labor. *International Journal of Communication, 5* Feature 1786–1794: http://ijoc.org/ojs/index.php/ijoc/article/view/1300/653.

Book Chapters

Pason, A. (2010). Reclaiming activism for students. In S. Kahn and J.H. Lee (Eds.) *Activism and Rhetoric: Theories and Contexts for Political Engagement.* Routledge.

Pason, A. (2013). Four myths of academic labor. In J. Sterne (Ed.) *The Politics of Academic Labor in Communication Studies* (ebook). Los Angeles: The Annenberg Press. [article previously published in *International Journal of Communication*].

Pason, A. (2014). Politics of care and emotion at Camp Casey. In K. Cole, (Ed.) *Feminist Challenges or Feminist Rhetorics?: Locations, Scholarship, and Discourse.* Cambridge Scholars Press.

Pason, A. (2015). The revolution will not be (food) reviewed: Politics of agitation and control of Occupy Kitchen. In S. Boerboom (Ed.) *Political Language of Food.* Lexington Books.

Pason, A. (forthcoming). Phenomenon or meaning? A tale of two occupies. In C. Foust, A. Pason, and K.Z. Rogness (Eds.). *Social Movements and Counterpublics: Connections, Contradictions, and Possibilities for Understanding Rhetorics of Social Change.* University of Alabama Press.

Pason, A., Foust, C., & Rogness, K.Z. (forthcoming). Introduction: Rhetoric and the study of social change. In C. Foust, A. Pason, and K.Z. Rogness (Eds.). *Social Movements and Counterpublics: Connections, Contradictions, and Possibilities for Understanding Rhetorics of Social Change.* University of Alabama Press.

Book

Foust, C., Pason, A., & Rogness, K.Z. (eds.) (forthcoming). *Social Movements and Counterpublics: Connections, Contradictions, and Possibilities for Understanding Rhetorics of Social Change.* University of Alabama Press.

Under Review

Pason, A., Griffin, T., & Kwiatkowski, M. (n.d.). Skylar's Law: Memorial crime policy and mediating argument spheres. Submitted to *Argumentation & Advocacy* August 2014,

R&R April 2015, resubmitted July 2015.

Griffin, T., Pason, A., Wiecko, F., & Brace, B. (n.d.). Comparing criminologists' views on crime and justice issues with those of the general public. Submitted to *Criminal Justice Policy Review.* Submitted October 2015.

CONFERENCE PRESENTATIONS

Pason, A. (2005, February). *The Dialogic Protest of the Greenham Common Women: Using the Third Space of Heteroglossia to Engage with the Other.* Paper presented at the Western States Communication Association Annual Convention, San Francisco, CA. [On Top Student Papers in Rhetoric and Public Address Division Panel].

Pason, A. (2005, April). *Living Political Identity at Breakdown Book Collective.* Rocky Mountain Communication Association: Colorado Springs.

Pason, A. (2005, November). *Reclaiming the University Intellectual Sphere: The Role of Civil Society, Social Movements, and Counterpublicity in Student Organizing.* Competitive Panel: Symptoms of Student Subjectivity: Toward an Ideologically Healthy Understanding of Students. Paper presented at the annual meeting of the National Communication Association, Boston, MA. CCS Division.

Pason, A. (2005, November). *Student Citizen Critic Evoked by the Port Huron Statement.* Paper presented at the annual meeting of the National Communication Association, Boston, MA. Student Section.

Pason, A. (2006, November). *The "Dangerous" Emma Goldman: Rhetorically Changing the Character of Anarchism.* Paper presented at the annual meeting of the National Communication Association, San Antonio. Public Address Division.

Pason, A. (2006, November). *Teenagers in Suburbia: Emo Music as Act of Witnessing.* Paper presented at the annual meeting of the National Communication Association, San Antonio. CCS Division. [Also served as panel chair].

Pason, A. (2006, November). *"Student" Constituted in a Corporatized University.* Paper presented at the annual meeting of the National Communication Association, San Antonio. [Top Paper Panel in the Student Section].

Pason, A. (2007, February). *Promoting Social Justice in Social Movement Studies: New Approaches to Narratives.* Paper presented at the Western States Communication Association Annual Convention, Seattle, WA. Rhetoric and Public Address Interest Group.

Pason, A. (2007, March). *Arguments Against Marriage: Bringing Emma Goldman into the 21st Century Marriage Debate.* Paper Presented at the Central States Communication Association Annual Convention, Minneapolis, MN. Graduate Student Caucus (co-sponsored by Argumentation and Forensics and Gender Orientation and Sexual Identity Caucus).

Pason, A. (2007, Nov.). *Complicity in an Anti-Democratic System of Knowledge Production*. Presented as part of "*Ex Uno Plures:* Rethinking Democracy, Critical Theory, and the Conditions of Possibility for Pedagogy, Praxis, and Critique" (Competitive Panel). Paper presented at the annual meeting of the National Communication Association, Chicago. Critical Cultural Studies Division.

Pason, A. (2007, Nov.). *Reconstituting Anarchism: Emma Goldman's Rhetoric to Undermine the Logic of Laws.* Presented as part of "Rethinking Anarchism, Reconsidering Ethical and Effective Communication" (Competitive Panel). Paper presented at the annual meeting of the National Communication Association, Chicago. Rhetorical and Communication Theory Division.

Pason, A. (2008, April). *The Global Public Sphere as a Citizen Centered Network.* Paper Presented at the Central States Communication Association Annual Convention, Madison, WI. Top Papers in Rhetorical Theory and Criticism.

Pason, A. (2008, Nov.). *Towards a Feminist Cosmopolitan Theory: A Correction to Nationalism, Fear, and War.* Paper presented at the annual meeting of the National Communication Association, San Diego. Feminist and Women's Studies Division.

Pason, A. (2008, Nov.) *The "Possible," Actor-Network-Theory, and Social Movement Studies.* Presentation as part of competitive panel *Disciplinary Disobedience: Thriving in the Interstitial Spaces of the "In-between," While Imagining the "Possible"*. Presented at the annual meeting of the National Communication Association [Unconvention site], San Diego. Critical, Cultural Communication Studies Division.

Pason, A. (2009, June). *Educational Experiments Within the University: The Experimental College (ExCo) of the Twin Cities.* Presented at Academic Freedom/Labor Conference (in conjunction with the Summer Antioch College Alumni Festival) hosted by the NonStop Institute, Yellow Springs, OH.

Pason A. (2009, Nov.) *An Open Letter to George W. Bush: Epistolary as Counterprotocol Resistance and Movement Network Builder.* Presented at the annual meeting of the National Communication Association, Chicago. Critical, Cultural Communication Studies Division.

Pason, A. (2009, Nov.) *What is our Labor Worth? Controversy Over Economic Value in the Education Market.* Presentation as part of competitive panel: *Making 'Cents' of Financial Crisis: The Value of Instability in Economic Rhetoric.* Presented at the annual meeting of the National Communication Association, Chicago. Rhetoric and Communication Theory Division.

Pason, A. (2010, Nov.) *"Netwar" in the Peace Movement: The Right's Attack of Cindy Sheehan.* Presentation as part of competitive panel: *Transcending Democratic Norms of Agency.* Presented at the annual meeting of the National Communication Association, San Francisco. Rhetoric and Communication Theory Division.

Pason, A. (2011, Oct.). *Politics of Care and Affect at Camp Casey.* Presented at Feminisms and Rhetorics 2011: Feminist Challenges or Feminist Rhetorics?: Locations, Scholarship, and Discourse, Sponsored by the Coalition of Women Scholars in the History of Rhetoric and Composition, Mankato, MN.

Pason, A. (2011, Nov.). *Giving Voice to Activism: Cindy Sheehan's Use of Autobiography to Defend and Build the Peace Movement.* Presented at the annual meeting of the National Communication Association, New Orleans. Public Address Division.

Pason, A. (2011, Nov.). *Form, Agency, Temporality, Change.* Presented as part of Pre-conference: Voicing Connections, Contradictions, and Possibilities in Social Movement and Counterpublic Theories. National Communication Association, New Orleans.

Pason, A. (2013, Feb.). *Feeding the Revolution: Food as a Tactic of Resistance in Occupy*. Presented as part of Competitive Panel at Western States Communication Association Convention, Reno, NV. Rhetoric and Public Address Interest Group. [Panel Chair].

Pason, A. (2014, Feb.). *"Who's House? Our House!" The Counterpublicity of Occupy Homes to Remove Shame and Shift Blame of the Foreclosure Crisis*. Presented as part of Competitive Panel at Western States communication Association Convention, Anaheim, CA. Rhetoric and Public Address Interest Group.

Pason, A., & Griffin, T. (2014, May). *Inconsequential Crime Prevention: The Symbolism (Futility) of Amber Alert Laws.* Rhetoric Society of America Biannual Convention, San Antonio, TX.

Pason, A. (2014, Nov.). Campbell's *Oxymoron* Revisited. Part of competitive panel: The Haunting Presence of "Social Movement Rhetoric": The Past, Present, and Future of Frames for Theorizing Social Change. National Communication Association Convention, Chicago. Part of **NCA Centennial! Celebration Series.**

Pason, A. (2014, Nov.). *Ethics of Tenure Evaluation*. Part of competitive roundtable: Calls to Conscience/Consciousness in the Neoliberal Academy: A Roundtable Discussion. National Communication Association Convention, Chicago. Communication Ethics Division.

Pason, A. (2016, May). Parrhesia *and Agonistic Democracy: The Plowshares Movement for Nuclear Disarmament*. Presented as part of competitive panel: *Parrhesia* and Social Movements. Rhetoric Society of America Biannual Convention, Atlanta, GA.

Pason, A. (2016, May). *Guns as (Dangerous) Speech: Conflating the First and Second Amendment*. Presented as part of competitive panel: Changing the Meaning of the 1st Amendment: How Other Rights Reinterpret "Free Speech." Rhetoric Society of America Biannual Convention, Atlanta, GA.

Pre-Conference and Seminar Sessions

2011, November Pre-Conference at NCA Annual Convention New Orleans, LA.
Voicing Connections, Contradictions, and Possibilities in Social Movement and Counterpublic Theories
Full-day preconference with leading scholars in field presenting in four thematic sessions: Why am I a Social Movement or Counterpublic scholar?; "Disciplining" Scholarship on Movements and Counterpublics; Staking out a Research Agenda via Alliances; and Staking out a Research Agenda in Context: Resistance in Empire/Information Economies. Co-organized session with Christina Foust and Kate Zittlow Rogness.

2015, November Seminar at NCA Annual Convention Las Vegas, NV

Embracing Opportunities in Teaching Research Methods: Collaboration through Course Sequencing and Incorporating Mixed-Methods Curriculum.
Half-day seminar to show participants best practices with planning and teaching undergraduate and graduate research methods based on models created at our university. Facilitating discussion to address challenges and practices in designing and teaching research methods courses. Co-organizer: Saralinda Kiser.

Conference Panel Chair/Respondent:

Women and Agency: Challenging Definitions of Womanhood (2007, Nov.) Competitive Panel, National Communication Association Convention, Chicago. Feminist and Women's Studies Division. [Panel Chair, Panel Co-Organizer].

A Gated Community in the "Global Village": Negotiating Rhetorics of Inclusion and Exclusion in the United States. (2013, February). Western States Communication Association Convention, Reno, NV. Rhetoric and Public Address Interest Group. [Panel Chair].

Social Media and Mobilization: Going Global and Networking for a Common Purpose. (2013, February). Western States Communication Association Convention, Reno, NV. Media Studies Interest Group. [Panel Respondent].

OF WORKERS, RESISTENCE, AND SUGAR IN ~~LIBERAL~~CAPITALIST SOCIETIES. (2014, February). Western States Communication Association Convention, Anaheim, CA. Rhetoric and Public Address Interest Group. [Panel Respondent].

Recommitting the Work of Public Universities: Economic Crisis as Exigence for Public Turns (2014, October). Western States Rhetoric and Literacy Conference, Reno, NV. [Panel Chair].

Examining the Gap between Our Past and Our Presence: Overcoming Challenges and Constructing Strategies for Junior Faculty Women. (2014, Nov.). Competitive Roundtable, National Communication Association, Chicago. Feminist and Women's Studies Division. [Panel Chair and Organizer].

MANUSCRIPT REVIEWER

Ad Hoc Reviewer Journals

- *Journal of Cultural Economy* (Fall 2013)
- *Journal of Argumentation in Context* (Summer 2013)
- *Contemporary Argumentation and Debate* (Summer 2015)

Book Reviewer

- Lexington Books (Manuscript for Rhetoric *In Situ* Book) (Spring 2015)

ACADEMIC ADVISING

PhD Dissertation Committees (UNR):

Crystal Colombini (English): Defended April 30, 2012
- *Rhetorics of Risk in American Homeownership*
- External committee member, dissertation defense only.

Meghan Sweeney (English): Defended April 17, 2015
- *Reinventing Reading: Identifying and Describing Threshold Concepts for College Readers*
- External Member, portfolio/dissertation committee.

Katie Miller (English)

- External Member, portfolio/ and dissertation committee.

Jason Ludden (English)

- External Member, portfolio/dissertation committee

Phil Goodwin (English)

- External Member, portfolio/dissertation committee.

Luke Kingery (English)

- External Member, portfolio/dissertation committee.

MA Thesis/Examination Committees (UNR):

Levin Welch (Sociology): MA Thesis committee (Defended April 2013)

- *Same Problems, Different Responses: Occupy Wall Street, the Tea Party, Social Media, and Ideological Translations*

Ben Gibson (Sociology): MA Thesis committee (Defended December 2015)

- *Reviewed prospectus and first chapters of thesis.*

Corey Jessup (Criminal Justice): MA Thesis committee

- *The Disconnect Between Rhetoric and Reality: Official Portrayals of the AMBER Alert System*

Blake Watson (English): MA Comprehensive Portfolio committee (Defended May 2014).

Dino Cabal (Criminal Justice): Exam committee (completed May 2014).

Sabrina Simmons (Criminal Justice): Exam committee (completed January 2014).

Camden Dowhower (Philosophy): Exam committee (completed May 2015).

Research Projects:

Schmidt, S. (2010, April). *If You Liked It, Then you Should Have Put a Ring on It: A Corporeal Critique of Womanhood in Beyonce's "Single Ladies" Music Video.* Presented at the Graduate Research Conference, Minnesota State University, Mankato. [Faculty advisor].

TEACHING EXPERIENCE

PUBLIC SPEAKING COURSES

- ORCO 0100 Oral Communication (DU)
- CREX 1212 Ideas that Matter (DU)
- CREX 1214 World Affairs (DU)
- COMM 1101: Introduction to Public Speaking (U of M)
- COJO 100: Public Speaking (St. Thomas)
- CMST 102: Public Speaking (MSU)
- CMST 333: Advanced Public Speaking (MSU)
- COM 101: Oral Communication (UNR)

FOUNDATIONAL COMMUNICATION COURSES

- COM 212: Introduction to Communication Research (UNR)
- COM 217: Argumentation and Debate (UNR)
- COMM 1313W: Analysis of Argument (U of M)
- CMST 190: Introduction to Communication Studies (Online-Hybrid) (MSU)
- CMST 100: Fundamentals of Speech Communication (MSU-Summer 09)
- COMM 3970: Internship Directed Study (U of M)
- COM 404: Principles of Persuasion (UNR)
- COM 495: Independent Study (UNR)
- COM 499: Internship (UNR)

SMALL GROUP COMMUNICATION COURSES

- HCOM 1220: Group and Team Effectiveness (DU)
- HCOM 1220: Group and Team Effectiveness (with Service Learning) (DU)
- COMM 3411: Introduction to Small Group Communication (U of M)
- CMST 201: Small Group Communication (MSU)
- COM 315: Small Group Communication (UNR)

GRADUATE LEVEL / SPECIAL TOPICS COURSES

- CMST 620: Modern Rhetorical Criticism (MSU)
- CMST 620 Online: Modern Rhetorical Criticism (MSU)
- CMST 412/512: Organizational Communication (MSU)
- COM 490/690: Special Topics: Social Movements (UNR)
- COM 441: Rhetoric of Dissent (UNR)
- COMM 3631: Freedom of Speech (U of M)

TEACHING ASSISTANT EXPERIENCE

- LDRS 2017: The Leadership Process (DU)
- COMM 3211: Introduction to Electronic Media (U of M)
- COMM 3601: Introduction to Rhetorical Theory (U of M)
- COMM 5110: Media Outlaws (U of M)

Community Teaching Experience:

Spring/Summer 2005 TRI Leadership Resources Future Business Leaders of America
Workshop presenter on leadership, business communication, and public speaking for state and national conferences.

Summer 2003 Front Range Earth Force Lake Beacons Summer Program
Environment/Community Service based course for middle school students.

Summer 2002 Girls Inc. of Metro Denver OutReach Programs
"Action for Safety" curriculum for 9-13 year old girls; Goal Setting and Decision Making sessions summer program.

EDUCATIONAL RESOURCE DEVELOPMENT

2004 ***Graduate Teaching Instructor Manual and Resource (University of Denver)***
Co-created a resource manual for incoming graduate instructors in the Human Communication Department.

2003 ***Girls Rock! Guide for a Gender-Focused CAPS Process (Front Range Earth Force)***
Researched and created manual for teaching Earth Force curriculum in a girls-only program.

2002 ***Girls Inc. of Metro Denver Goal Setting and Decision Making Curricula***
Created activities and lesson plans for teaching workshops for middle school students.

2001 ***Ideas 2 Action: A Project Planning Handbook***
Co-wrote a handbook for high school students on steps to implement programs (used in Denver area HS's)

1999-2000 ***Erase the Hate: High School Diversity Training Program***
Created and presented diversity training workshops and assembly to high school students.
Facilitated a group of student to plan and implement a diversity week in Arvada West High School (Denver).

COMMUNITY SERVICE AND CIVIC ENGAGEMENT

Public Research Presentations

Fall 2003 Student Involvement Assembly (Pioneer Leadership Program, DU)
"Activism and Transformational Leadership"

Spring 2003 University of Denver Honors Research Symposium
"Changing Paradigms of Student Activism" [Undergraduate Thesis Work]

Spring 2003 University of Denver Provost Conference on "Public Good"
Panel participant on student involvement and activism at the university.

Fall 2005 University of Minnesota, Department of Communication Studies Colloquium
Student Citizen Critic Constituted by the *Port Huron Statement*

Winter 2007 Midwest Winter Workshop, University of Indiana
"Changing Our Focus on Democracy and Citizenship: Role of Social Movements in Democracy"

Winter 2008 Midwest Winter Workshop, University of Indiana
"Constituent Power [*Potenza*] of Publics"

Fall 2008 University of Minnesota, Department of Communication Studies Colloquium
"A Letter, A Camp, A Response: Cindy Sheehan and the Feminist Ethic of Care"

Spring 2013 University of Nevada, Reno Rhetoric Society of America Chapter
"Understanding Communication Studies and Rhetoric"

Spring 2015 University of Nevada, Reno Fight for Your Right Film Series
Facilitated discussion on "Internet's Own Boy" as part of UNR Knowledge Center film series. Issues discussed include hacking, academic freedom, and knowledge production.

Fall 2015 University of Nevada, Reno GRI Film Series on Solidarities
Co-facilitated discussion on the film, "The Hand that Feeds" as part of this film series. Issues discussed include unions, food movements, and forming alliances.

Conference Organizing

2007, October People's Conference at the University of Minnesota
A conference following the 2007 AFSCME strike to map out conditions at the University of Minnesota and possible actions to be taken. Planned, publicized, and wrote up report based on conference discussion.

2008, April Rethinking the University: Knowledge, Labor, and Value
Conference organized by graduate student collective to bring together academics, activists, and University of Minnesota community members to discuss and theorize modern university culture. Sent out CFP, solicited funds, created conference program and events with collective organizers. Continued work from conference includes online blog/discussion and collaborative research with organizers.

2009, January Midwest Winter Workshop hosted at University of Minnesota
Workshop of graduate students and faculty from University of Minnesota, University of Wisconsin, University of Illinois, Indiana University, University of Iowa, and Northwestern to conference and collaborate on research in progress. Organized invitations, logistics, and student activity grants to fund conference.

2013 February Western States Communication Association Reno, NV [Local Co-host]
Organizing with undergraduate/graduate student volunteers to coordinate registration, events, and AV equipment. Establish local website, Welcome presentation, and liaison to conference hotel.

2016 February Naomi Klein Conference Reno, NV

Organizing with English graduate students and faculty to host a conference to bring Naomi Klein to campus, and invite faculty panelists from around the country to discuss her latest book on global warming. Coordinated this event with GRI Peace and Conflict film series.

Community Organizing

2007-2010 Experimental College (EXCO); University of Minnesota Chapter
Co-founded and organized chapter offering public education courses facilitated through the University of Minnesota and Macalester College campuses. Acquired grants, secured class locations, solicited course facilitators and community partners, and distributed funds for organization.

SERVICE TO THE DISCIPLINE

- Reviewer NCA Student Section (2006, 2007, 2008)
- Reviewer NCA CCS Division (2006, 2008, 2009, 2011, 2013)
- Reviewer NCA RCT Division (2009, 2010, 2012, 2013)
- Panel Chair CCS Division and Student Section (NCA 2006, San Antonio)
- Panel Chair CCS Division (NCA 2009, Chicago)
- Panel Chair Rhetoric and Public Address Interest Group (WSCA 2013, Reno, NV)
- Panel Respondent Media Studies Interest Group (WSCA 2013, Reno, NV)
- Reviewer WSCA Rhetoric and Public Address (2014, 2015)
- Panel Respondent to Rhetoric and Public Address Interest Group (WSCA 2014, Anaheim)
- Reviewer, Outstanding Thesis for Master's Program Division, National Communication Association (2014).
- Legislative Assembly Member-at-Large for WSCA (2015-2016).

SERVICE TO THE UNIVESITY

University of Nevada, Reno

- Gender, Race, Identity Program Programming Committee (Fall 2014-present)
- College of Liberal Arts Courses and Curriculum Committee (Fall 2013-present)
  - Committee Chair (Fall 2015-Spring 2016)
- Core Assessment Committee (Spring 2013-Spring 2014, Fall 2015-Spring 2016)
  - Also part of advisory committee to develop criteria for CO1 (Composition and Communication Competency).
- Service Learning Council (Fall 2011-Fall 2014)
  - Chair, Curriculum Committee (Fall 2012-Fall 2013). Member of committee (Fall 2013-present).

SERVICE TO THE DEPARTMENT

University of Nevada, Reno

- Assessment Coordinator (Fall 2010-Fall 2013)
  - Assessed student learning outcomes to complete annual assessment report
  - Created Assessment Proposal for department to develop undergraduate curriculum in PACE and RD courses. This included drafting department mission statement, goals, and programmatic student learning outcomes.
- Curriculum Committee (Fall 2010-present)
  - Submitting courses for Silver Core Verification (2014-2015)
  - Created curriculum map of current course offerings including descriptions of 100, 200, 300, and 400 level course requirements. This included mapping programmatic Student Learning Outcomes to current course offerings.
  - Created and assisted in creating new course proposals for PACE courses, and drafting student learning outcomes specific to each PACE course.

  - Reviewing and ordering textbooks for speaking courses (COM 101, COM 217, COM 329) and COM 212.
- Course Mentor (Fall 2010-present)
  - Assisting new faculty with course materials for COM 101, COM 212, COM 217, and COM 315.
- Website/Listserve Committee (Fall 2013-present)
  - Sending out weekly announcement emails, updating listserve subscribers.
  - Overseeing intern to rebuild our department website and making updates to content.

Ad Hoc Committees

- Search Committee (Department)
  - Relational Assistant Professor (Fall 2011-Spring 2012)
- Search Chair (Department)
  - Lecturer Search (Spring 2012)
  - PACE Assistant Professor and Advanced Assistant Search (Fall 2012-Spring 2013)
- Internship Development Committee (Spring 2012-Fall 2012)
  - For School of Social Research and Justice Studies
- Grade Appeal Committee, Chair (February 2013)

Minnesota State University, Mankato (2009-2010)

- Faculty co-advisor for Lambda Pi Eta
- Andreas Scholar Committee Member
- Colloquium Committee Member

University of Minnesota, Department of Communication Studies

- New Student Orientation Co-Coordinator (Fall 2006)
- Spe-Com Representative (Department Graduate Representative) 2005-06.

University of Denver, Department of Human Communication

- Graduate Instructor Orientation Co-Coordinator/Planner (Fall 2004)
- Lead Instructor: CREX 1212 (2004-2005)

AFFILIATIONS

- National Communication Association (2004-present)
- Western States Communication Association (2013-present)
- Rhetoric Society of America (2013-present)
- Central States Communication Association (2007-2008)
- Phi Beta Kappa (inducted University of Denver, 2003)

Curriculum Vitae

Philip Anthony Sharp
psharp@unr.edu
360-747-2944

2429 Serena Dr
Reno, NV 89503

EDUCATION

- University of Montana, Comm Studies Department, Spring 2006 Rhet. & Enviro. Comm., Post-Grad course work completed
- Teaching Cert. Woodring College of Education(WWU), Winter 2001
- B.A. Western Washington University, Spring 2000 History w/ Soc. Stud. & Comm. Ed., Cum Laude

PROFESSIONAL EXPERIENCE

1. 2008-2015 Director of Forensics University of Nevada, Reno
2. 2007-2008 New Study Debate Institute, Seoul, Korea
3. 2004-2006 Graduate Teacher/Director of Forensics University of Montana, Dr. Alan Sillars 406.243.4463
4. 2001-2004 Assistant Director of Forensics Western Washington University, Dr. Steven Woods 360.650.4879 Coach Parliamentary Debate Fall 2001-Spring 2004
5. 2001-2004 Guest Teacher, grades 4-12 Mount Baker High School, Steve King 360.383.2015

AWARDS

- "Discussing Lolo: A Qualitative Analysis of an Environmental Controversy" First Place Graduate Paper, Northwest Communication Association Convention, Coeur d, Alene, Idaho, April 2006
- "Lost Anchor: An Analysis of the Rhetorical Elements of the Discourse of the Wilderness Society in 2004" First Place Graduate Paper, NWCA, Coeur d, Alene, Idaho, April 2005
- "A Quantitative Analysis of Stress, Support Systems, and Satisfaction in Graduate Students" (Co-Author) Second Place Graduate Paper, NWCA, Coeur d, Alene, Idaho, April 2005

PROFESSIONAL SERVICE

I. National Parliamentary (NPDA) District 1 Representative (2010-2013)
II. Various NPDA ad hoc committee positions (2009-2013)
III. Professional Education Advisory Board (PEAB), WWU (2000-2001) Student representative to the NCATE Certification consultation group at Woodring College of Education
IV. Washington Education Association (WEA), WWU (1999-2001) Student WEA Co-President and WEA State Congress Representative for Woodring College ofEducation
V. Graduate Council, UM (2005-2006) Department representative to the Graduate Student Association and GSA representative to the University Graduate Council (Fall) CONFERENCE

PRESENTATIONS

1. "Discussing Lolo: A Qualitative Study of the Rhetoric Surrounding an Environmental Controversy" Rhetoric Division, NWCA, Coeur d, Alene, Idaho, April 2006
2. Looking Back: Historical Perspectives on Environment "An Analysis of the Rhetorical Elements of the Discourse of the Wilderness Society in 2004" Environmental Communication

Division, NCA Conference, Boston, Massachusetts, Nov 2005
3. For the Good of the Discipline: Technical Debate versus Public Presentation Argumentation and Forensics Division, NCA, Chicago, Illinois, November 2004
4. Capulets and Montagues Living in Harmony? Reflecting Programs that offer NPDA and CEDA Argumentation and Forensics Division, NCA, Miami, Florida, November 2003

FORENSIC EXPERIENCE

I. Six years of competition experience in multiple debate and speaking events
II. One yr. coaching High School Forensics
III. Three yrs. coaching parliamentary debate, impromptu, and extemp at WWU
a. Assistant Tournament Director for both High School and College Tournaments
b. Assistant Institute Director (1yr)
IV. Two yrs. coaching parliamentary debate at University of Montana
a. Head of Tabulation 04
b. Tournament Director 05
IV. One yr. teaching and fostering a growing debate community in South Korea
a. Deputy Chief Adjudicator Northeat Asian Open 2006
b. Tabulation Director All-Asian Debating Championships 2007
c. Guest Judge on Korean Television Show
d. KMLA 2007 NFL "Ted Turner Debate" Coach
e. Guest Lecturer at Ewha University Debate Camp
V. Seven yrs. coaching parliamentary and lincoln douglas at Nevada
a. Coached the NPDA, NPTE, LDOC and NPDA Season-long Championship teams
b. Public debate Coordinator
c. Scrimmage Coordinator and Director
VI. Summer camp instructor at various camps (10 yrs)

FORENSIC HIGHLIGHTS

• Coach of the 2009 NPTE and NPDA Champions and the 2014 Season Sweepstakes • Highly decorated collegiate and high school debater
• 2013 NCFA Coach of the Year
• Hosted the 2013 National Championships in Reno
• Coached #1 Individual Ranked team in 01-02 and #2 team in 2014
• Continued national and regional team success
• Passion for the pedagogical engagement of Forensics
• 13 yrs. experience managing budget, travel, and coaching

NON-FORENSICS TEACHING EXPERIENCE

I. University of Montana
a. Com 111: Public Speaking
Taught 8 sections of public speaker as a graduate student
b. Com 242: Argumentation
Taught one section of argumentation as a graduate student
II. University of Nevada, Reno
a. Com 101: Oral Communication

Taught 5 sections of public speaking
b. Com 217: Argumentation and Debate
Taught one section of argumentation

Curriculum Vitae

Anna Wiederhold Wolfe

University of Nevada, Reno
Department of Communication Studies
School of Social Research & Justice Studies
Reno, NV 89557-0229

office phone: (775) 784-1416
cell phone: (847) 209-5099
emails: annawolfe@unr.edu
awieder0@gmail.com

EDUCATION

Doctor of Philosophy. (2013)
Ohio University, School of Communication Studies
Dissertation: *Constructing "community" in a changing economy: A case study analysis of local organizing in the rural United States*
Committee: Laura Black (Advisor), Raymie McKerrow, Lynn Harter, Risa Whitson

Masters of Arts. (2010)
Ohio University, School of Communication Studies
Areas of Study: Relational & Organizational Communication
Rhetoric & Public Culture

Bachelor of Arts. (2009)
Georgetown College
Majors: Communication & Media Studies
Political Science

Oxford Scholar. (2008)
Regent's Park College/Nuffield College, Oxford University
Studied International Normative Theory

ACADEMIC APPOINTMENTS

Assistant Professor. (2013 to present)
University of Nevada, Reno – Department of Communication Studies

Graduate Teaching Assistant. (2009 – 2013)
Ohio University – School of Communication Studies

HONORS AND AWARDS

Grants and Funded Research Contracts

Deliberation in Everyday Speech (2012-2016)
Research contract funded by the Kettering Foundation ($20,000)

Using Social Media for Community Outreach, Organizing, and Network-Building (2014-2015)
Scholarly and Creative Activities grant funded by the College of Liberal Arts at the University of Nevada, Reno ($5,500)

Faculty Travel Grant (2014)
Office of the Vice President for Research and Innovation at the University of Nevada, Reno ($450)

Constructing "Community" in a Changing Economy (2012-2013)
Research grant funded by the Ohio University Graduate Student Senate ($750)

Improving Processes for Group Dialogue and Deliberation (2012)
Research contract funded by the Interactivity Foundation ($9,000)

Understanding Communication Processes/Outcomes in Citizen Discussions (2011-2012)
Research grant funded by the Interactivity Foundation ($45,000)

Awards

Best of the B.E.S.T. (Brief Entertaining Scholarly Talks), Organizational Communication Division of the International Communication Association (2015)
Professor of the Month, University of Nevada, Reno Delta Gamma Sorority (2015)
Honorary Coach, University of Nevada, Reno Women's Basketball Team (2015)
Top Four Paper, NCA Ethnography Division (2014)
Wayne State Doctoral Seminar, Bringing Delib. Democracy into Electoral Politics (2012)
Dorothy & Larry Schey Endowed Scholarship, Ohio University (2012)
Paul H. Boase Family Scholarship, Ohio University School of Communication Studies (2011)
Graduate Leadership Award, Ohio University School of Communication Studies (2011)
Graduate Student Travel Award, Ohio University, (2010, 2011, 2012)
Dean's Honor Award, Georgetown College (2009)
Outstanding Student in Communication & Media Studies, Georgetown College (2009)
Outstanding Student in International Relations, Georgetown College (2009)
The James A. Roberts Travel Award, Georgetown College (2008)

RESEARCH INTERESTS

I study the interactional processes of conflict in group, organizational, and community contexts. I am passionate about understanding how we engage with others when we come into contact with difference, how our stories function to draw boundaries of inclusivity and exclusivity, and how we use language to manage tensions, stigmas, and emotions that threaten to separate us from other segments of society.

RESEARCH PUBLICATIONS

Journal Articles

Wiederhold Wolfe, A. (Forthcoming, 2016). Organizing collective action amid the ripple effects of change: Narratives of crisis, disaster, and opportunity. To be published in the February 2016 issue of the *Journal of Applied Communication.*

Wiederhold Wolfe, A. & Blithe, S. J. (2015). Managing image in a core-stigmatized organization: Concealment and revelation in Nevada's legal brothels. *Management Communication Quarterly, 29*(4), 539-563. doi: 10.1177/ 0893318915596204

Wiederhold, A. (2015). Conducting fieldwork at and away from home: Shifting researcher positionality with mobile interviewing methods. *Qualitative Research, 15*(5), 600-615. doi: 10.1177/1468794114550440

Wiederhold, A., & Field-Springer, K. (2015). Embodying imperfect unity: Womanhood and synchronicity in anti-war protest. *Journal of Gender Studies, 24*(2), 147-169.

Black, L.W., & **Wiederhold, A.** (2014). Discursive strategies of civil disagreement in public dialogue groups. *Journal of Applied Communication Research, 42*(3), 285-306.

Wiederhold, A. (2014). Narrative spaces between intractability outside the clinic. *Health Communication, 29*(7), 741-744.

Wiederhold, A. (2013). Local art, local action: A proposal for deliberating on and about Main Street. *Journal of Public Deliberation, 9*(2). Available at: http://www.publicdeliberation.net/jpd/vol9/iss2/art14

Wiederhold, A. (2013). *The 9/11 Report, A Graphic Adaptation:* Making meaning in the (gutter) spaces between word, image, and ideology. *International Journal of Comic Art, 15*(1), 419-434.

Book Chapters

Wiederhold Wolfe, A. (Forthcoming, 2016). Organizing for nontraditional economic development. Accepted for publication in J. P. Fyke, J. Faris, & P. M. Buzzanell (Eds.), *Cases in organizational and managerial communication: Stretching boundaries.* Expected publication early 2016. New York, NY: Routledge. [Under contract.]

Wiederhold, A., & Gastil, J. (2013). Hearing all sides? Soliciting and managing different viewpoints in deliberation. In L. Carson, J. Gastil, J. Hartz-Karp, & R. Lubensky (Eds.), *The Australian Citizens' Parliament and the future of deliberative democracy* (pp. 108-119). University Park, PA: Pennsylvania State University Press.

Book Review

Wiederhold, A. (2013). [Review of] Lawrence R. Frey & Kevin M. Carragee (Eds.), COMMUNICATION ACTIVISM VOLUME ONE: COMMUNICATION FOR SOCIAL CHANGE; COMMUNICATION ACTIVISM VOLUME TWO: MEDIA AND PERFORMANCE ACTIVISM; COMMUNICATION ACTIVISM VOLUME THREE: STRUGGLING FOR SOCIAL JUSTICE AMIDST DIFFERENCE. *Southern Journal of Communication, 78*(3), 274-282.

Trade Publications

Black, L. W., & **Wiederhold, A.** (2014). *Communication practices young adults use to name and frame community revitalization efforts.* Research report prepared for the Kettering Foundation's "Deliberation in Everyday Speech" workgroup.

Wiederhold, A., Black, L. W., & Welser, H. T. (2013). *Attracting and retaining Clinton County's young people.* Research report prepared for the City of Wilmington, Clinton County Regional Planning Commission, and Wilmington-Clinton County Chamber of Commerce. White paper, distributed internally among Clinton County leaders.

Black, L. W., & **Wiederhold, A.** (2012). *Communication processes and outcomes of IF public discussions*. Research report prepared for the Interactivity Foundation. Published on the Interactivity Foundation website. http://www.interactivityfoundation.org/wp-content/uploads/2013/04/Outcomes-of-IF-Public-Discussions.pdf

Wiederhold, A. (2011). *Improving the IF process: A qualitative analysis of participant and facilitator survey responses.* Research report prepared for the Interactivity Foundation. White paper, distributed internally among IF Fellows.

Encyclopedia Entry

Black, L. W., & **Wiederhold Wolfe, A.** (2015). Civility. In G. Mazzoleni (Ed.). *The International Encyclopedia of Political Communication.* Wiley-Blackwell.

Manuscripts in Process

Wiederhold Wolfe, A., Black, L. W., & Okamoto, K. Dialogue around the dinner table: Exploring relationships between food and place-making in citizen discussions. [Revise and resubmit, *Communication Quarterly*.]

Wiederhold Wolfe, A., Munz, S., Okamoto, K., & Black, L. W. Identity-building and place-making in the rural United States: Engaging young adults in practices of everyday democracy. [Revise and resubmit, *Western Journal of Communication.*]

Blithe, S. J., & **Wiederhold Wolfe, A.** Work-life "balance" in legal sex work: Managing stigma and lockdown. [Revise and resubmit, *Human Relations*.]

Wiederhold Wolfe, A., Blithe, S. J., & Breanna. Selling "authentic" intimacy and seeking social support: Making meaning at the meeting points of emotional experience. [Under review, *Communication Monographs*.]

Blithe, S. J., & **Wiederhold Wolfe, A.** Analyzing ruptures in qualitative research. [Under review, *Qualitative Research*.]

CONFERENCE PRESENTATIONS

Competitively Selected Papers

Wiederhold Wolfe, A., Blithe, S. J., & Breanna. (2016, February). *Selling "authentic" intimacy and seeking social support: Examining convergence points of organizational emotions.* Paper presented in the Organizational Communication Interest Group, Western States Communication Association annual convention, San Diego, CA.

Blithe, S. J., & **Wiederhold Wolfe, A.** (2016, February). *Expanding organizational research methods: Analyzing ruptures in qualitative research.* Paper presented at the Organizational Communications, Traditions, Transitions, and Transformations fortieth anniversary conference, Austin, TX.

Wiederhold Wolfe, A. (2015, November). *Embracing opportunities to integrate group decision-making techniques and technologies: Marrying public deliberation with multi-criteria decision analysis tools.* Paper presented in the Group Communication Division, National Communication Association annual convention, Las Vegas, NV.

Blithe, S. J., & **Wiederhold Wolfe, A.** (2015, November). *Embracing opportunities for work-life "balance" in legal sex work: Managing stigma and lockdown.* Paper presented in the Feminist & Women Studies Division, National Communication Association annual convention, Las Vegas, NV.

Wiederhold Wolfe, A., & Blithe, S. J. (2015, May). *Constructing organizational legitimacy despite core-stigma: Discursive practices of Nevada's legal brothels.* Paper presented in the Organizational Communication Division, International Communication Association annual convention, San Juan, Puerto Rico.

Wiederhold Wolfe, A. (2015, May). *Using social media for organizational resilience: Alumni relations across the life span of identification-disruptive events.* Paper presented in the Public Relations Division, International Communication Association annual convention, San Juan, Puerto Rico.

Wiederhold, A. (2014, November). *Studying at and away from home: Shifting researcher positionality with mobile interviewing methods.* **Top Four Paper.** Paper presented in the Ethnography Division, National Communication Association annual convention, Chicago, IL.

Wiederhold, A., Munz, S., Okamoto, K., & Black, L. W. (2014, November). *Representing communities: A grounded practical theory of representative governance and place-based identity.* Paper presented in the Communication as Social Construction Division, National Communication Association annual convention, Chicago, IL.

Blithe, S. J., & **Wiederhold, A.** (2014, October). *A prostitute, the mayor, and a camel walked down the street…: Integrating legal sex organizations into the broader community.* Paper presented at the annual meeting of the Organization for the Study of Communication, Language, and Gender, Santa Clara, CA.

Wiederhold, A., Black, L. W., Welser, H. T., & McKenna, T. (2014, May). *Living and working in a "Hipster Rockwell" town: Investigating identification among rural young professionals.* Paper presented in the Organizational Communication Division, International Communication Association annual convention, Seattle, WA.

Wiederhold, A. (2013, November). *Economic crisis, disaster, or opportunity? Focusing event narratives and implications for organizing collective action.* Paper presented in the Organizational Communication Division, National Communication Association annual convention, Washington, D.C.

Wiederhold, A., & Black, L. W. (2012, November). *Deliberating around the dinner table: Bridging public and private spaces in citizen discussions.* Paper presented in the Communication and Social Construction Division, National Communication Association annual convention, Orlando, FL.

Wiederhold, A. (2012, November). *Contrasting possibilities: Creating spaces for ethical action in public discussions.* Paper presented in the Communication Ethics Division, National Communication Association annual convention, Orlando, FL.

Wiederhold, A. (2012, November). *Discipline, disruptions, and disagreements: When critical and traditional approaches conflict in the classroom.* Paper presented in the Elementary and Secondary Education Section, National Communication Association annual convention, Orlando, FL.

Wiederhold, A. (2012, October). *Constructing "community" amid economic disaster: A case study analysis of local organizing in the rural United States.* Research presented at the annual Organizational Communication Mini Conference, Norman, OK.

Black, L. W., & **Wiederhold, A.** (2012, May). *"I agree with all of that, but." Examining expressions of difference in Citizen Discussion groups.* Paper presented in the Language and Social Interaction Division, International Communication Association annual convention, Phoenix, AZ.

Wiederhold, A. (2011, November). *Translating official voices into visual media: A genetic criticism of The 9/11 Report: A Graphic Adaptation.* Paper presented in the Visual Communication Division, National Communication Association annual convention, New Orleans, LA.

Wiederhold, A. (2011, October). *Image and ideology in the graphic novel: Critical examination of The 9/11 Report: A Graphic Adaptation.* Paper presented at the annual meeting of the Organization for the Study of Communication, Language & Gender, Evanston, IL.

Wiederhold, A. (2011, April). *Staying home and starting a revolution: Challenging domestic Othering through a rhetoric of possibility.* Paper presented in the Rhetorical Theory and Criticism Division of the Central States Communication Association annual convention, Milwaukee, WI.

Wiederhold, A. (2010, November). *Building one bridge by burning another: Analyzing oppositional team performances of protest in moral conflict.* Paper presented in the Group Communication Division, National Communication Association annual convention, San Francisco, CA.

Wiederhold, A. & Field-Springer, K. (2010, November). *"We won't give birth for war": The Lysistrata Project and women's bodies as rhetorical sites of political activism.* Paper presented in the Feminist and Women's Studies Division, National Communication Association annual convention, San Francisco, CA.

Wiederhold, A. (2010, April). *Countering hegemony and mobilizing action: Exploring the role of alternative media in social movements.* Paper presented at the Ohio University Communication and Development Conference, Athens, OH.

Wiederhold, A. (2009, April). *Presenting self at Hogwarts: An interpretive textual analysis of J.K. Rowling's subversion of hegemonic heterosexuality.* Paper presented at the annual meeting of the Southern States Communication Association, Norfolk, VA.

Competitively Selected Panels

Deliberation in everyday life. (2014). National Communication Association, Group Communication Division.

I'm a doctor, now what? Advice on navigating life after graduate school. (2014). National Communication Association, Women's Caucus.

Connecting through adversity: Studying cultural calamities from an ethnographic perspective. (2013). National Communication Association, Ethnography Division.

Invited Presentations

Bor, S. E., & **Wiederhold, A.** (2014). *Social media outreach and advancement: The data shows how to overcome barriers and get results.* Presented at the annual regional conference of the Council for Advancement and Support of Education (CASE) District V, Chicago, IL.

Wiederhold, A. (2014). *Maintaining a "response-able" engaged research agenda from 2,000 miles away.* Poster presented at the Aspen Conference for Engaged Organizational Communication Research, Aspen, CO.

Wiederhold, A. (2014). *Attracting and retaining Clinton County's young people.* Presented at the February 20 meeting of the Wilmington, Ohio City Council.

Wiederhold, A. (2011). *Engaging difference: Toward a theory of agonistic deliberation.* Presented at the School of Communication Studies' research colloquium, Ohio U.

Wiederhold, A. & Field-Springer, K. (2010). *"We won't give birth for war": The Lysistrata Project and women's bodies as rhetorical sites of political activism.* Presented at the School of Communication Studies' research colloquium at Ohio University.

INTERACTION DESIGN AND ANALYSIS CONSULTING POSITIONS

Process Consultant. (2015). City of Reno- Reno, Nevada
Collaborated with officials in the City Manager's office to design and organize 90 focus groups as part of the City's "Reimagine Reno" Master Planning project. Trained and supervised team of eleven facilitators, observed all focus group events, and intervened in conflict situations.

Process Consultant. (2013). Clinton County Regional Planning - Wilmington, Ohio
Designed and organized a series of three focus groups targeting local young professionals in collaboration with local officials. Produced report describing processes and outcomes, especially as related to young people's short and long-term decisions to stay in Clinton County.

Research Consultant. (2012). Interactivity Foundation - Parkersburg, West Virginia
Analyzed approximately 700 participant responses and 200 facilitator responses to open-ended survey questions using thematic analysis. Produced report outlining outcomes of civic attitudes, policy learning, and community-engaged behavior.

TEACHING EXPERIENCE

Instructor of Record
Communication Studies Department, University of Nevada

COM 468: Facilitating Difficult Discussions (30 students)
Introduced students to perspectives on dialogue, deliberation, and group decision-making with emphasis on the role of facilitators in creating, maintaining, and disrupting communication norms and group dynamics. Through an extensive community engagement project, students participated in research and practice surrounding group decision making on local issues. In 2014, students facilitated events for the City of Reno's "Reimagine Reno" Master Planning process. Eleven of these students were hired by the City to facilitate an additional 25 meetings (a total of 90 focus groups) for $100 per facilitator per session.

COM 464: Narrative Leadership (30 students)
Studied narrative and leadership theories in order to learn to use storytelling to mobilize people for collective action. Students participated in a public narrative project whereby they learned how to tell a story of shared values, engage people to build relationships based on commitment to work on common interests, and challenge people to take specific, measurable action for which they are accountable.

COM 317: Organizational Communication (36 students)
Examined how organization is constituted through communication and discussed key organizational communication perspectives, theories, and issues. Students conducted self-assessments and developed a career preparation portfolio consisting of a personal inventory, resume, online presence analysis, and formal performance appraisal. Additionally, students participated in simulated boardroom discussions and organizational tours at a local factory.

COM 315: Small Group Communication (36 students)
Introduced students to theories of leadership, conflict management, and decision making in small group settings. Course culminated with a substantial group project in which students selected local social problems and developed plans of action to address issues. Groups compiled portfolios to share their work with relevant stakeholders.

Instructor of Record
School of Communication Studies, Ohio University

POCO 401: Seminar in Political Communication (10 students)
Students explored political communication topics through in-depth, quarter-long research projects. The end product was a conference-worthy article or creative project, which they presented on multiple occasions— at a university-wide student research expo, at a college-wide mini-conference, and in a small poster session reception within the school. Four out of ten students received monetary awards for their projects in these competitive presentations.

COMS 396: Practicum in Communication Education (35 students)
Students served as discussion leaders for COMS 101. In this role, students acquired skills in facilitation, conflict management, and planning. Students practiced translating these skills into other domains through professional development activities including guest speaker panels, resume workshops, and networking events.

COMS 215/2150: Argumentative Analysis and Advocacy (25 students)
Students gained practical experience in the formation, presentation, and criticism of arguments through speechmaking, parliamentary-style debate, and written argumentation. Theories of logic and rhetoric lay the foundation for this course.

COMS 205/2050: Techniques of Group Discussion (25 students)
Introduced students to theories of leadership, conflict management, and decision making in small group settings. Course culminated with a substantial group project in which students selected social problems and developed plans of action to address issues. Groups compiled portfolios to share their work with relevant stakeholders.

POCO 201: Introduction to Political Communication (30 students)
Provided an overview of political communication. Students designed and conducted a telephone survey, wrote their own political blogs, and investigated their personal ideologies and political environments. Guest speakers included a speechwriter for a recent Ohio governor and a researcher in public deliberation.

COMS 103: Public Speaking (25 students)
Covered theories and skills related to successful communication in the public context. Assisted students with the development and performance of informative, persuasive, and special occasion speeches involving outlines and creative sensory aids.

COMS 101: Fundamentals of Human Communication (25 students)
Half of the students in this section were visiting Japanese students from Chubu University. Classes were designed around group activities supplemented by mini lectures. Therefore, while the course material surveyed human communication theories in a variety of contexts, every class involved elements of intercultural and small group communication.

Graduate Teaching Assistant
School of Communication Studies, Ohio University

COMS 101: Fundamentals of Human Communication (400 students)
Managed attendance records, grades, and taught lessons on organizational, intercultural, mediated, and interpersonal communication. Activities included service learning projects with a local charity and a YouTube project requiring students to make and market videos online.

TEACHING PRESENTATIONS AND PROFESSIONAL DEVELOPMENT WORKSHOPS

Competitively Selected Presentations

Wiederhold, A. (2012). "Choose *your own adventure" essay exam: Imaginative application of communication theory to students' home communities.* Great Ideas for Teaching Students. Paper presented at the annual meeting of NCA, Orlando, FL.

Wiederhold, A. (2010). *"The six inches in front of your face": Evaluating effective delivery in the public speaking classroom.* Great Ideas for Teaching Students. Paper presented at the annual meeting of NCA, San Francisco, CA.

Invited Presentations/Workshops

Wiederhold Wolfe, A. (2015). *Facilitation skills for public discussions.* Requested by Maureen McKissick, Strategic Planner, City of Reno. Workshop presenter for City officials in preparation for the Latino Community "Reimagine Reno" discussion.

Wiederhold, A. (2014). *Building synergy in the workplace.* Requested by Program Planning Committee of the Joe Crowley Student Union Facilities Supervisors, University of Nevada. Workshop presenter for the Facilities Supervisors' Retreat.

Wiederhold, A. (2014). *Deciding if, when, and how to apply to graduate school.* Requested by Lambda Pi Eta officers, University of Nevada. Guest speaker for Graduate School Workshop for Sigma Mu chapter of Lambda Pi Eta.

Wiederhold, A. (2012). *Organizing principles and (graphic) representation: Lessons from Aristotle.* Requested by Dr. Judith Yaross Lee, Ohio University. Guest speaker for COMS 3603: Contemporary Culture & Rhetoric.

Wiederhold, A. (2012). *Milestones in the graduate program.* Requested by Jessica Furgerson, Assistant Basic Course Director. Guest speaker for GTA Orientation.

Wiederhold, A. (2011, 2012). *The first day in the classroom.* Requested by Dr. Laura Black, Basic Course Director. Guest speaker for Graduate Teaching Assistant Orientation.

Wiederhold, A. (2011). *Creating a culture of collegiality.* Requested by Dr. Anita James, Ohio University. Guest speaker for COMS 700C: Professional Seminar in Service.

Wiederhold, A. (2011). *Celebrating knowledge of communication theory and methods: Study advice for preliminary examinations.* Requested by Timothy McKenna. Spring first-year colloquium at Ohio University.

Wiederhold, A. (2011). *Exploring new horizons and opportunities in Communication Studies.* Requested by Dr. Kenneth Sibal, Georgetown College. Guest speaker for Foundations in Human Communication.

Wiederhold, A. (2010). *Organizational culture.* Requested by Sherri Krazl, Wilmington College. Guest speaker for Organizational Communication.

Wiederhold, A. (2010). *Strategies for being an effective graduate student at Ohio University.* Requested by Tim McKenna. Fall first-year colloquium at Ohio University.

Wiederhold, A. (2010). *Professional development: Preparing future teachers and scholars.* Requested by Catherine Striley, Ohio University. Guest speaker for COMS 396: Practicum in Communication Education.

ADMINISTRATIVE SERVICE

Undergraduate Teaching Assistant Coordinator. (2010-2012).
School of Communication Studies, Ohio University.
Recruited approximately 30 students each quarter to train as facilitators for small group discussions. Additionally, hired and supervised former UTAs to serve as Supervisory Teaching Assistants, who mentored, observed, and provided performance feedback current UTAs, partially leading training days. STAs also helped to coordinate professional development activities, culminating in a networking event with local community members.

Assistant to President of the National Federation of the Blind of Ohio. (2010-2012).
Worked closely with NFB-O President, J.W. Smith, to organize administrative details for the annual state convention of the National Federation of the Blind in Dayton, Ohio. Maintained registration database, distributed promotional information, printed name badges, and coordinated event-day set-up and registration activities. Communicated with site coordinator to organize meals and accommodations for convention attendees.

Assistant to the Associate Director for Graduate Studies. (2010-2011).
School of Communication Studies, Ohio University.
Worked closely with the Graduate Director, Ben Bates, to plan and coordinate events representing the School of Communication Studies and recruiting prospective Ph.D. students. Organized campus visits for prospective students, responded to application questions, managed set-up and volunteer sign-ups for our booth at the Graduate School Open House at NCA, coordinated a reception for students and alumni of the program.

President of the Graduate Student Coalition. (2010-2011).
School of Communication Studies, Ohio University.
Facilitated quarterly meetings to plan departmental events. Collaborated with graduate students, faculty members, administrators, and community organizations to plan social and service activities, interdisciplinary research colloquia, and professional training and development seminars. Worked closely with school administrators and faculty to plan and organize the School of Communication Studies' mini-conference and awards ceremony.

Executive Committee Member of Project Compassion. (2008-2009).
Georgetown College.
Under the leadership of the UN World Food Programme, planned events to increase awareness and raise funds for relieving the problem of hunger and malnutrition. Spoke about local and international malnutrition at campus events. Sent donations to key organization leaders in four Guatemalan communities to improve school lunch programs and support a maternal nutrition program. Co-led a session on starting and sustaining a Universities Fighting World Hunger Chapter at Auburn University's Hunger Summit.

ADDITIONAL SERVICE

Regional and National Conference Service Activities

Planning Committee Member. (2014 to present). Aspen Conference.
Reviewer. (2014 to present). Organizational Communication Division. ICA.
Reviewer. (2014 to present). Organizational Communication Division. NCA.
Reviewer. (2015 to present). Organizational Communication Division, WSCA.

Journal Review Service Activities

Reviewer. (2014 to present). *Journal of Public Deliberation.*
Reviewer. (2014 to present). *Lambda Pi Eta Journal.*

University of Nevada Service Activities

Committee Member. (2015-2016). Search committee for assistant professor position in Department of Communication Studies.
Advisor. (2013 to present). Sigma Mu chapter of Lambda Pi Eta, honor society.
Committee Member. (2014 to present). Grant selection for the School of Social Research and Justice Studies
Committee Member. (2014-2015). Strategic planning for the School of Social Research and Justice Studies.
Committee Member. (2013-2014). Website redesign for Communication Studies Dept.

Professional Affiliations

National Communication Association
International Communication Association
National Coalition of Dialogue and Deliberation