



TEXAS A&M
UNIVERSITY

Department of
COMMUNICATION
Self Study: 2010-2014

College of Liberal Arts

DEPARTMENT OF COMMUNICATION SELF-STUDY 2010-2014

Acknowledgements	4
Executive Summary	5
Charge to the Peer Review Team	7
Chapter 1. Department of Communication Overview.....	9
Department History	9
Mission and Goals	10
Department Specialty Areas	11
Strategic Plan	12
Administrative Structure	15
Departmental Committees.....	17
Policies and Procedures	21
Facilities and Resources	22
Financial Information	24
Chapter 2. Communication Faculty Profile	25
Demographics and Diversity	25
Scholarly Publication	29
Awards and Recognition	33
Grants and Funding	34
Salaries.....	36
Chapter 3. Undergraduate Program.....	38
Program Structure	38
Undergraduate Courses in Communication	44
Our Students	45
Student Clubs	47
Advising	47
High-Impact Opportunities for Undergraduate Students.....	48
Assessment of Learning Outcomes.....	52
Chapter 4. Graduate Program	54
Demographics and Diversity	55

Graduate Recruitment and Admissions	58
Graduate Program and Curriculum	61
Graduate Student Advising and Supervision.....	64
Graduate Student Training	65
Graduate Student Research	67
Graduate Student Placement.....	68
Graduate Student Survey	68
Chapter 5. Concluding Observations	70
Appendix A. Communication Department Strategic Plan.....	76
Appendix B. Communication Department Bylaws.....	83
Appendix C. Communication Department Post Tenure Review Guidelines.....	92
Appendix D. Faculty Bios and Abbreviated Curricula Vitae	94
Appendix E. Undergraduate Certificate Requirements.....	208
Appendix F. Graduate Student Awards.....	212
Appendix G. Graduate Student Presentations	216
Appendix H. Graduate Student Publications	239
Appendix I. Graduate Student Placement.....	243
Appendix J. Graduate Student Survey	248

ACKNOWLEDGEMENTS

This document represents the combination of the efforts by Department of Communication faculty and staff. Materials for the departmental history, faculty profile, and conclusion were prepared by J. Kevin Barge (Head) and Richard L. Street. Materials for the undergraduate chapter were developed by Nancy Street (Director of Undergraduate Studies). Materials for the graduate chapter were generated by Nathan Crick and Charles Conrad (Director of Graduate Studies). Sandra Maldonado provided valuable assistance in collecting and formatting the data for the report. Sandra Maldonado, Aimee Upton, and Silvia Martinez played an important role in formatting the self-study, selecting photographs, and helping us tell the story of our department in a clear manner. The entire faculty provided feedback on earlier drafts of the self-study and their feedback was incorporated into the final version.

EXECUTIVE SUMMARY

The Department of Communication celebrates its 30th anniversary as a separate academic unit in 2015. The department was approved as a separate academic unit on April 19, 1985 by the Texas Higher Education Coordinating Board and was subsequently renamed from the Department of Speech Communication to the Department of Communication in 2002. The Texas Higher Education Coordinating Board approved the B.A. degree in Speech Communication in 1984; the M.A. degree in 1990; and the Ph.D. in 1998. The B.A. and B.S. degrees in telecommunication were transferred from the Department of Journalism to the Department of Communication in 2003. We have experienced tremendous growth over the last 30 years growing from 100 majors and 18 faculty (13 tenured/tenure track and 5 non-tenure to track) in 1984-1985 to 1148 majors, 337 minors, and 29 faculty (22 tenured/tenure-track faculty and 7 non-tenure track faculty) as of Fall 2014.

Our last Academic Program Review was conducted in 2006. For purposes of this review, we have chosen to focus on our last five years 2010-2014 as specified by the program review guidelines. During this time period, the department has experienced large increases in our undergraduate program as well as significant fluctuations in the number of tenured/tenure track faculty. Despite these challenges, the Department of Communication has created a strong research and teaching faculty, a focused undergraduate experience that provides a number of high-impact learning opportunities to undergraduate students, and a solid graduate program that regularly places its graduates in tenured/tenure-track academic positions as well as positions in business and industry.

SIGNIFICANT CHANGES DURING THIS PERIOD

FACULTY

The number of Communication faculty decreased by 30% from 2010 to 2013, which also resulted in a loss of senior leadership at the Professor level. The department is currently adding faculty and has taken steps to increase the number of Professors in the department. Despite this turnover, the current faculty is research active with tenured/tenure track faculty producing 169 articles, 14 books, 5 edited volumes, and 56 book chapters over the last five years. In a comparative analysis with 10 peer departments using Academic Analytics, Texas A&M was ranked in the top three departments on three of five scholarly metrics. Our faculty are also strong teachers with 19% of our current tenured/tenure track faculty, 50% of our Instructional Professors, and 33% of our 3-year fixed

term contract lecturers earning college, university, or national teaching awards.

UNDERGRADUATE STUDIES

Our undergraduate program currently is the second largest major in the College of Liberal Arts with 1148 majors and 337 minors, meaning that roughly 1/6 college majors are Communication majors. We offer a B.A. in Communication as well as a B.A. and B.S. in Telecommunication and Media Studies. To manage this growth the department has expanded its advising department and added additional T/TT and APT faculty. Nonetheless, our student to faculty ratio is high at 54:1 (using only T/TT faculty) and 41:1 (using T/TT and APT faculty). Guided by our faculty, our Alumni Advisory Board, and our Undergraduate Studies office, we have instituted a number of significant curricular updates and innovations since the undergraduate program came into existence in

1985. Since 2010, we have added sixteen new courses, created four undergraduate certificates (Communication and Global Media, Communication Leadership and Conflict Management, Health Communication, and Strategic Communication), added two department-specific study abroad trips, begun teaching some sections of courses online as well as in “flipped” and hybrid formats, reaffirmed our place in the university’s core curriculum, infused the program with high impact opportunities for students, and continued to strengthen our First Year Experience for our freshmen.

GRADUATE STUDIES

The Department of Communication Graduate Program offers M.A. and Ph.D. degrees and currently has 35 full-time graduate students in residence and 24 graduate

faculty. Graduate students may create an individualized program of study selecting coursework from the department’s four areas of specialization: (1) health communication, (2) organizational communication, (3) rhetoric and public affairs, and (4) telecommunication and media studies. 100% of full-time students are funded in the graduate program and are funded through a \$15,500 stipend/academic year and a \$500 travel bursary. Additional departmental travel and research funding is competitively awarded. The graduate program has a strong placement record with 100% of students receiving the doctorate having been placed at universities, research centers, or corporations. As can be seen in Appendices G and H, many of our graduate students leave with at least one publication and strong experience presenting at conferences.

NEXT STEPS

In the 2006 Academic Program Review, the department received three major recommendations from the External Review Team: (1) integrate TCMS more fully into the graduate program, (2) clarify the comprehensive examination process and develop a mini-grant program for graduate students, and (3) add additional faculty members. In reviewing the record since 2006, we have taken steps to implement each of these recommendations including developing a 2011 strategic plan where TCMS was identified as a strategic “tipping

point” area, revising the comprehensive examination process in 2013 and offering mini-grants in 2008, and hiring additional faculty.

As we pursue our ambition of being a Top 5 program in Communication, we see several areas that warrant additional attention: (1) sharpening our strategic focus, (2) fostering intellectual community, (3) faculty diversity and mentoring, (4) strengthening undergraduate education, (5) recruiting and developing graduate students, and (6) considering school status.

CHARGE TO THE PEER REVIEW TEAM

DEPARTMENT OF COMMUNICATION

To place the rest of this document in context, we enclose a copy of the charge sent to the peer review team.

The Academic Program Review (APR) process at Texas A&M University provides the occasion for academic units to plan strategically, assess the quality and efficacy of their programs, and determine the best courses of action for ongoing

improvement. APR is at the heart of our institutional commitment to excellence, and we sincerely thank you for assisting us. This letter provides you with the charge to the committee and a brief overview of the department.

PEER REVIEW TEAM CHARGE

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program's last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/ or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

- Based on the data / information provided in the self-study report or gathered

by the review team, what are the department's overall strengths and weaknesses?

- How well do the department's strategic goals align with those of its college and with those of Texas A&M University?
- How would you compare this department with its peers?
- What improvements (including student learning and faculty development) has the department made since the previous program review?
- With only current resources or a modest infusion of new ones, what specific recommendations could improve the department's performance, marginally or significantly?

OVERVIEW OF THE PROGRAM

The Department of Communication offers a Ph.D. and M.A. in Communication at the graduate level as well as three undergraduate degrees—a B.A. in Communication, a B.A. in Telecommunication Media Studies, and a B.S. in Telecommunication studies. At the undergraduate level, the department also offers a minor in communication along with certificates in Communication and Global Media, Communication Leadership

and Conflict Management, Health Communication, and Strategic Communication. The Department of Communication currently has 19 tenure-track faculty, three instructional professors, and three lecturers. The department funds approximately 35 graduate assistant teachers (GATs) each year. GATs typically teach our introductory public speaking courses but also have the opportunity teach lower level skills courses as well as upper-level courses in their area of expertise.

Historically, the department has been structured along four major interest areas: (1) health communication, (2) organizational communication, (3) rhetoric and public affairs, and (4) telecommunication/media studies. The department currently has two strategic initiatives underway--one in Civic

Dialogue and Leadership and a second in Global Media and Technology-which are intended to bring faculty together from different areas and collaborate on research.

Additional information can be found on the department's website (comm.tamu.edu).

Degree Offered	Degrees Awarded Annually				
	08-09	09-10	10-11	11-12	12-13
COMM B.A.	270	285	270	249	216
COMM B.S.	0	0	0	0	0
TCMS B.A.	0	47	34	39	26
TCMS B.S.	0	4	3	5	12
M.S.	0	0	0	0	0
M.A.	11	6	6	31	1
Ph.D.	<u>10</u>	<u>12</u>	<u>8</u>	<u>9</u>	<u>2</u>
Totals	291	354	321	333	257

We look forward to meeting with you during your time on campus. If you have any questions or require additional information prior to your visit, please contact Dr. Pamela R. Matthews, Vice Provost, at p-matthews@tamu.edu or Ms. Bettyann Zito, APR Program Coordinator, at apr@tamu.edu.

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CHAPTER 1.

DEPARTMENT OF COMMUNICATION OVERVIEW

INTRODUCTION

The Department of Communication is a community of faculty, staff, and students committed to achieving national and international prominence through academic excellence. Established in 1985, the department has grown rapidly and now has 29 faculty (22 tenured/tenure-track faculty and 7 Academic Professional Track Faculty), roughly 1150 undergraduate majors, and 35 full-time graduate students. The department has nationally and internationally recognized scholars in the areas of health communication, organizational communication, rhetoric and public affairs, and telecommunication media studies.

DEPARTMENTAL HISTORY

In 2015, the Department of Communication will celebrate the 30th anniversary of its creation as a separate academic unit. Prior to 1985, speech communication existed as an emphasis area inside the Department of English. The unit was formally approved by the Texas Higher Education Coordinating Board in 1985 as the Department of Speech Communication and Theatre Arts and then became the Department of Speech Communication in 2000 when theatre arts joined with music to become the Department of Performance Studies. In 2002, the department changed its name from the Department of Speech Communication to the Department of Communication.

The Texas Higher Education Coordinating Board approved the B.A. degree in Speech Communication in 1984; the M.A. degree in 1990; and the Ph.D. degree in January 1998. In September, 2003, the Texas Higher Education Coordinating Board transferred the B.A. and B.S. degrees in Telecommunication Media Studies (TCMS) from the Department of Journalism to the Department of Communication. The Department of Communication has experienced dramatic growth since its early formation. By the end of 1984-1985, the department had 100 majors and 18 faculty (13 tenured/tenure track and 5 non-tenure track). As of Fall 2014, the undergraduate enrollment in the department was 1148 students and 337 minors along with 29 faculty (22 tenured/tenure

track and 7 non-tenure track on recurring appointments).

The department has experienced similar growth in its graduate program. Beginning with 9 students in 1998, the Ph.D. program offered 23 graduate courses. The number of students enrolled in the Ph.D. program has grown steadily to a total of 35 full-time students in residence for the 2014 Fall Semester. The department typically admits 8 to 10 Ph.D. students per year with the graduate program typically enrolling 35-40 students in a given year. Since its inception, the M.A. and Ph.D. graduate programs have operated concurrently. However, in light of a policy shift by the Office of Graduate and Professional Studies to no longer fund master students' tuition, the department made a decision to cre-



Bolton Hall

ate a direct admit program where students would be directly admitted into the graduate program after completing their baccalaureate degree. As a result, the terminal masters degree is now offered in rare circumstances.

CONTEXTUAL EXIGENCIES

We are all aware of the changing landscape in higher education. The number of tenure track positions are shrinking compared to growth in non-tenure and adjunct positions. The general public is holding higher education to greater accountability given escalating tuition costs over the past 15 years and growing concerns about the quality of education undergraduate students receive. We are now in the age of “big data” where reports are easily generated regarding how universities, colleges, departments, and even individual faculty score on metrics related to research (number of citations, research expenditures, number of books), undergraduate education (time to graduation, rates of employment), and graduate education (number

of R1 placements, number of non-academic placements). Moreover, the value of scholarship at public institutions is being scrutinized by a number of stakeholders regarding how research benefits society and to what degree it leads to economic development, contributes to health and well-being, or enhances our quality of life.

At Texas A&M, there are ongoing discussions concerning accountability regarding how well we are achieving our core missions. Of particular immediate concern is how Texas A&M University is making progress toward the goals of Vision 2020 of making the university a top 10 public research and teaching institution. As 2020 approaches, the university will undoubtedly make highly strategic investments to certain areas to achieve its 2020 goals. That means some colleges and thus departments will receive that investment; others will not. Therefore, the review of our program must take into account university goals and priorities.

MISSION AND GOALS

The Department of Communication has always been committed to producing scholarship that makes a difference in the lives of key constituencies—our students, the academic community, and the public. The 2001 strategic plan was grounded in a vision of “Scholarship that Matters” while the 2011 Strategic Plan vision was summed up in the phrase “Communication Transforms Lives.”

Though written at different times and using different language, our vision of creating scholarship that matters and helps transform the lives of our students, our academic community, and the public has remained constant and focuses our attention on:

- Producing graduates that are able to understand, critique, and transform communication to create meaningful social change.

- Developing leading edge communication scholarship that promotes positive change.

Our goal is to become a nationally recognized Top 5 department. Achieving national and international prominence rests on our continued effort to:

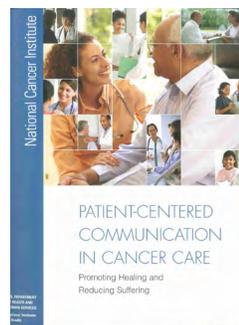
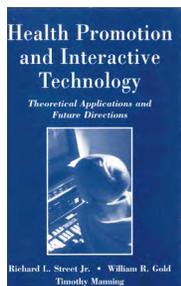
- Increase faculty scholarly productivity and intellectual capital to achieve intellectual leadership in the discipline.
- Enhance the undergraduate experience to prepare citizen-leaders who are able to understand, critique, and transform communication practices to facilitate meaningful social change.
- Strengthen the graduate program by elevating our students’ capacity to engage in the scholarship of discovery, teaching, and application.

DEPARTMENTAL SPECIALTY AREAS

A watershed moment in the department's history that shaped its intellectual focus was the establishment of the doctoral program in 1998. A central concern in developing the Ph.D. program was breadth versus depth in specializations. After some deliberation, faculty members decided that the department lacked the resources and faculty strength to create a program that would sample different areas of the field. Thus, the department opted for depth and decided to narrow its graduate-level domain to three specialty areas: (1) health communication, (2) organizational communication, and (3) rhetoric and public affairs. With the inception of the Telecommunication and Media Studies undergraduate B.A. and B.S. degrees in 2003, the department began building both an M.A. and Ph.D. specialty in Telecommunication and Media Studies.

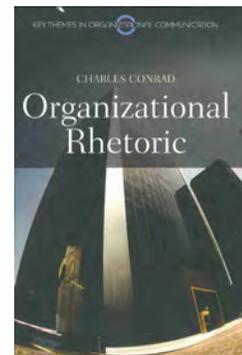
HEALTH COMMUNICATION

Health communication researchers employ a diverse set of theoretical and methodological approaches to examine the role of communication in relation to the health and well-being of individuals, families, and communities. Our contexts of study include clinical settings, family and social networks, health care organizations, and the general public. Topics of research include clinician-patient communication and health outcomes, health-related decision-making in families, persuasive public health campaigns, the impact of social and professional changes on communication within health care organizations, and how interactive media contribute to health promotion.



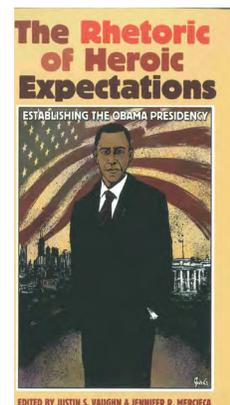
ORGANIZATIONAL COMMUNICATION

Organizational communication researchers focus on the impact that communication processes—message transmission, meaning-creation, language-use, and symbolic action—have on the creating, maintenance, and transformation of organizations. Some of this work addresses the way that leadership and conflict is practiced in organizations. Other research examines organizational members' use of communication strategies to develop organizational images, identities, and reputations, and to deal with reputational crises. A final research focus examines organizations' use of rhetoric and symbolism to influence salient cultural assumptions, popular attitudes, and public policies.



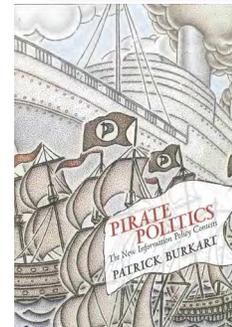
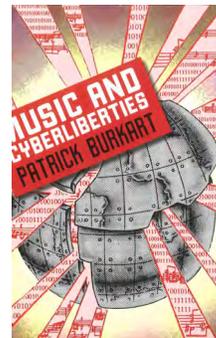
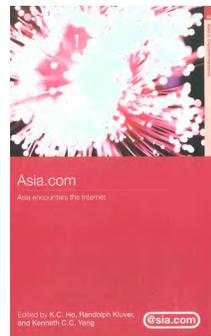
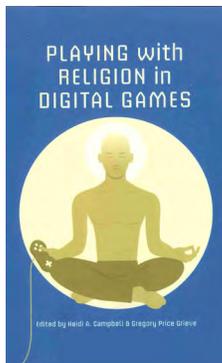
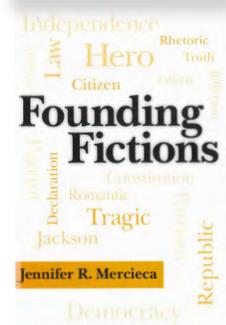
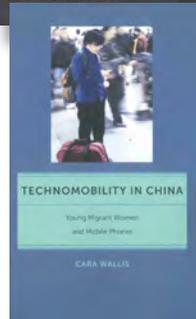
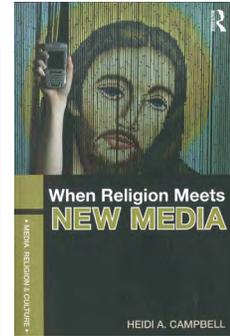
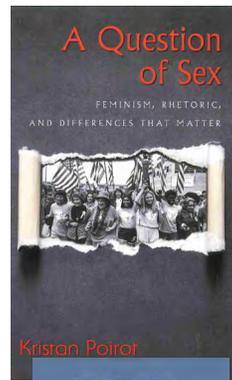
RHETORIC AND PUBLIC AFFAIRS

Scholars in this area focus on how public discourse shapes and is shaped by choices confronting the public, ways in which texts and cultural practices of communication constitute identities and sustain democratic forms of citizen participation, and the interwoven fabric of power, politics, and speech-making in American society. Research in the program includes classical, contemporary, and critical rhetorical theory; rhetorical history and the criticism of American public address; feminism and the intersectional analysis of race, class, and gender; the presidency; social movements; contemporary political campaigns; policy and media; visual rhetoric, materialism, and monuments; and freedom of expression.



TELECOMMUNICATION AND MEDIA STUDIES

Scholars in telecommunication and media studies focus on media industries and technologies as systems of communication operating in specific cultural and historical contexts. They emphasize the role of media in globalization, the appropriation of media in the local context, international and comparative studies, and give equal attention to new media and historical studies. Faculty research includes global media, communication technology, law and policy, political economy, cultural studies, media economics, popular communication, race and gender, and the social, political, and geopolitical implications of media and new media technologies.



STRATEGIC PLAN

The scholarly, creative, pedagogical, and service activities our departmental faculty undertake are informed by our strategic initiatives in Civic Dialogue and Leadership and Global Media and Technology.

EMERGENCE OF STRATEGIC PLAN

In 2011, the department created its current strategic plan (see Appendix A). The parameters established by the Dean's Office at that time called for identifying one or two "tipping point" areas, that if additional investment was made, could help advance the department's national and international prominence. A primary criterion established at the time by the College for establishing a "tipping point" was that

a core number of faculty existed within the area. Given this criterion, the department made a decision to not submit health communication as a "tipping point" area even though it was among the most research productive areas, as it had lost 40% of its faculty, leaving only three people. It was also thought that the health communication area was strong enough that it could withstand its omission and could be brought back into play in the future.

The strategic planning process identified two "tipping point" areas: (1) civic dialogue and leadership, which provided an opportunity to merge interests of rhetoric and organizational communication faculty, and (2) global media and technology,

which captured the interests of a majority of the telecommunication and media studies faculty.

CIVIC DIALOGUE AND LEADERSHIP (CDL)

The CDL initiative brings together faculty from across our areas of specialization to explore their pedagogical and scholarly interests in promoting engagement and conversation regarding new forms of political discourse, active citizenship, and collaborative decision-making processes. To this point, the primary impact of the CDL initiative has been to shape the university's agenda regarding its Strengthening Democracy Initiative and to impact the undergraduate experience.

Texas A&M has identified a number of Grand Challenges including "Strengthening Democracy" to shape research and pedagogical activity in service of raising the university's profile. The department has been central in the development of three important activities. First, building in part on the success of our department's 2012 Debate Watch events Texas A&M has set aside 5 million dollars to fund hosting a 2016 Presidential or Vice-Presidential Debate (pending selection by the Commission on Presidential Debates). Second, our department has been a leader within the university helping it organize a broad set of academic, research, and lecture



Tom DeFrank
Aggie Agora '15

programs that will focus on engaged citizenship, democracy, and debate throughout the university and throughout the TAMU System's eleven campuses. Third, our department has taken a leadership position in the establishment of the Aggie Agora. The Aggie Agora is designed to serve as an organizing hub for political engagement on our

campus and throughout the TAMU System. Though still in the initial stages, possible activities may include: (1) Housing TAMU's Forensics (Parliamentary Debate and Individual Events) and Mock Trial teams; (2) Serving as a facilitation training center and hosting Difficult Dialogues and other events directed at promoting civil discourse, diversity, and inclusion; (3) Organizing Debate-watch, Ad-Watch, Fact-Check, and Campaign Finance events designed to enable students to be critically engaged with the political process; (4) hosting visiting speakers and regularly hosting public debates about controversial issues; and, (5) coordinating community outreach through Urban Debate programs, Community Difficult Dialogue events, and Prison Education programs.

At the departmental level, the CDL initiative was part of hosting two academic conferences, one on symbolic violence (2012) and a second on civic dialogue and leadership (2014). We also received two strategic development grants from the College of Liberal Arts totaling over \$80,000 to fund faculty and graduate student training and public lectures in such areas as practical theory and collaborative research. While these activities were aimed at fostering scholarship and research in the area of civic dialogue and leadership, it is relatively early to assess their impact in these areas.

A more tangible indicator the impact of the CDL initiative can be found in several civic dialogue and leadership projects implemented at the undergraduate level since 2011. An undergraduate certificate in Communication, Leadership, and Conflict came on-line in Fall 2013. Jennifer Jones Barbour redesigned COMM 203 (our introduction to public speaking course) to focus more explicitly on Civic Dialogue and Leadership and help Aggies develop as engaged global citizens. In particular, the speaking assignments, critique sheets, and Course Manual were revised and

new training to help instructors model civic dialogue in their teaching was developed. We also established Project 2012 which involved coordinating units and assignments relating to the 2012 election in eight different undergraduate courses in communication and journalism, at the undergraduate level.

For example, COMM 440 (Political Communication) students partnered with Commission on Presidential Debates to organize and host on-campus Debate-Watch events. Estimated attendance 800-900 students. TAMU students tweeted reactions to the debates with students from 23 other colleges and universities via a common hashtag. Students also worked as "campaign consultants" and wrote campaign analysis/opposition research papers; wrote Inaugural Addresses for a candidate of their choosing; and, engaged with prominent politicians through guest lectures: Former Massachusetts Governor William Weld (R), Alaska Senate Candidate Scott McAdams (D), and TX-17 Candidate Ben Easton (I).

COMM 101 (Introduction to Speech Communication) students participated in a Debate-Watch event and wrote a report assessing the debate.

COMM 250 (Political Blogging) students engaged with political actors through a guest lecture series, wrote blog posts, and analyzed Obama and Romney's campaign films shown at the conventions. Guest speakers included Ross Ramsey, executive editor of the Texas Tribune, Susan Richardson, editor of the Texas Observer, Mark Potok of the Southern Poverty Law Center, and Dave McNeely, syndicated political columnist.

Since Project 2012, the CDL initiative has continued to use undergraduate courses as a site for enabling students to be critically engaged

citizens. We have continued all of the practices we began with Project 2012 and have added: voter deputization and voter registration, hosting public debates on civil rights issues, organizing for charitable organizations, hosting prominent guest lectures from political reporters like veteran Washington Correspondent Tom DeFrank and Congressman Bill Flores, and providing students the opportunity to attend political lectures and campaign events on campus.

GLOBAL MEDIA AND TECHNOLOGY
The intent of our Global Media and Technology Strategic Initiative was to build on our existing strengths in global media and technology, leverage the transforming impact of communication technologies in society, develop a strong national and international identity in global media and information technology, and to develop students and researchers who can contribute across a host of institutions and professions, including the media industries, governments, business and trade, and scientific and academic professions, that rely on these global media and technology networks. As part of this strategic initiative, we created an undergraduate certificate in this area in Fall 2013, which was designed to enhance the market-relevant and professional skills of our undergraduates.

Faculty members continue to develop research projects that are centered on the nexus of global media, information technologies, and social change. For example,



Sivi Ramasubramanian, Assoc. Professor. Media Rise Event

Srivi Ramasubramanian has spearheaded, *Media Rise*, a global collaborative effort, involving activists, policy makers, and academics to promote the creation and consumption of meaningful media to accelerate social change. This project has already hosted successful events in London, Singapore, and Washington, DC and promises to continue to make a very dramatic impact globally (<http://www.mediariisenow.com/>).

Heidi Campbell has been a frontrunner in bringing the study of religion and global telecommunications networks to the fore of scholarly work in new media, and Cara Wallis is emerging as a leader in the study of the social impact of mobile media. Randy Kluver has been working with the College of Liberal Arts to deploy and develop innovative research projects utilizing advanced technologies that capture a variety of formats of digital media, provide real-time translation, and create online archives of content, from a wide variety of important global media sources, particularly in Arabic, Chinese, and Russian media outlets. This has provided opportunities for our faculty, graduate, and undergraduate students to consult with a variety of government agencies on the role of media

and social media in geopolitical conflict and change. This project continues to generate significant opportunities for the development of research infrastructure and for undergraduate research as other faculty members from across the university are using the system for undergraduate and graduate education, as well as for research. Finally, we expect to be leaders in issues of information policy, which have become an incredibly important part of all discussions of the role of digital media, and in addition to Patrick Burkart's prominent scholarship in the area, we have recently hired a senior faculty member in this area for Fall 2015.

Given that the two initiatives were implemented in Fall 2011, it is important for the department to assess their development and determine what changes need to be made that narrow or broaden intellectual focus as well as faculty involvement. It will also be important to identify other potential areas for moving forward on strategic initiatives such as genetics and health.

ADMINISTRATIVE STRUCTURE

DEPARTMENTAL OFFICERS

The Department of Communication has a minimal administrative structure. Table 1.1 is the organizational chart for the department. We have a Department Head (Kevin Barge), an Associate Department Head (Jennifer Mercieca), a Director of Graduate Studies (Charles Conrad), and a Director of Undergraduate Studies (Nancy Street).

The *Department Head* is appointed by the Dean of Liberal Arts for a four-year term in accordance with College and University Policy. As the chief executive officer for the department, the Department Head fulfills many administrative duties and responsibilities including: (1) Budgetary—working with the college and Advisory Committee to develop the an-

nual budget, determining departmental expenditures, and allocating resources, (2) Assessment—conducting annual performance reviews of faculty and staff, (3) Recruitment—working with Faculty Search Committee Chairs and the Director of Graduate Studies to develop faculty and graduate student recruitment plans and strategies, (4) Committee coordination—appointment of departmental committee chairs and committee members, and (5) Development—identifying and locating resources to support departmental programs and initiatives and creating opportunities for the professional development of faculty, staff, graduate students, and undergraduate students.

The *Associate Department Head* is appointed by the Department head and typically serves a three-four year term. Com-

compensation for the Associate Head includes course reduction and summer salary. The Associate Department Head's duties currently focus on working with the public face of the department including website development, coordinating the department's social media efforts, publishing a monthly "Kudos" summarizing faculty and graduate accomplishments, and chairing the Awards and Recognition Committee.

The *Director of Graduate Studies (DGS)* is appointed by the Head and typically serves for a three-four year term and may be reappointed. Compensation for the DGS includes course reduction and summer salary. The specific duties of the DGS include developing graduate coursework, setting graduate student policy, recruiting graduate students, overseeing orientation of graduate students, nominating graduate students for awards and fellowships, and chairing the Graduate Instructional Committee.

The *Director of Undergraduate Studies* is appointed by the Head and the by-laws provide for a three-year renewable term. Compensation for the Director of Undergraduate Studies includes summer salary. The specific duties of the Director of Undergraduate studies include supervising the advising staff and support staff, recruiting undergraduate students and advising current students, curriculum development such as developing and proposing new undergraduate courses and initiatives

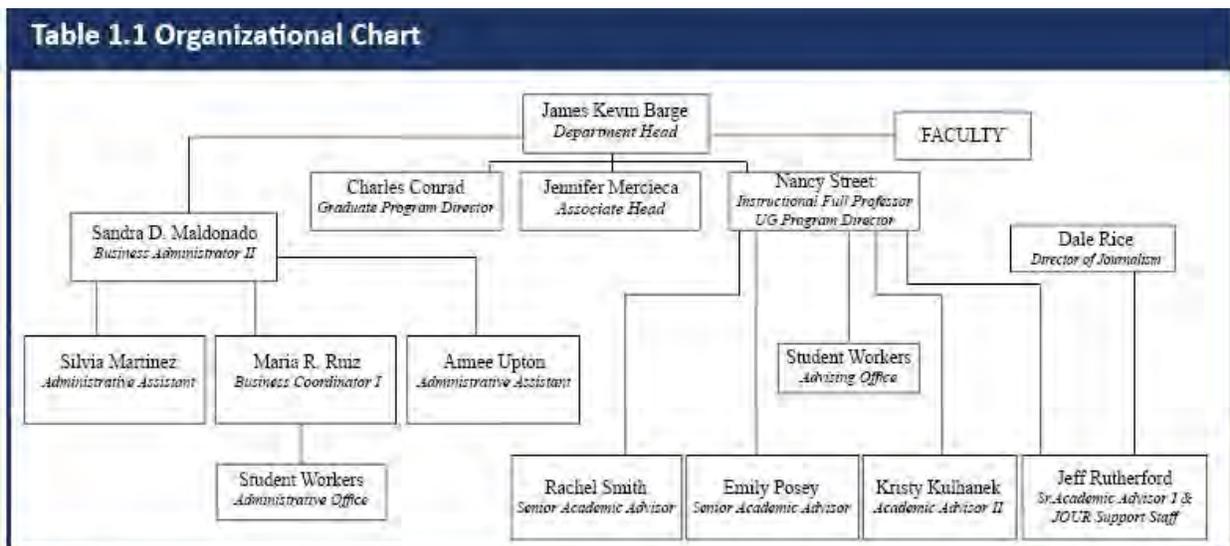
such as certificates, piloting and encouraging new pedagogical techniques such as "flipped" classrooms and online or hybrid instruction, curriculum planning, course scheduling, infusing the curriculum with "high impact" opportunities such as undergraduate research, study abroad, service learning, overseeing the internship program, and chairing the Undergraduate Instructional Committee. The Director of Undergraduate Studies liaisons with other Departments, the College, and units across the University.

SUPPORT STAFF AND FUNCTIONS

The Department of Communication has a number of support staff that assist faculty, graduate students, and undergraduate students. The support staff are located in the Business Office and Undergraduate Office.

The Business Office has four full-time staff members, including a Business Administrator (Sandra Maldonado) who serves as Assistant to the Head, a Business Coordinator (M. Rubi Ruiz) who provides accounts payable services, an Administrative Assistant (Aimee Upton) who coordinates Public Relations, and an Administrative Assistant (Silvia Martinez) who provides assistance to the Graduate Program & Faculty Services. The Business Administrator serves directly under the department Head and mentors and trains the three full-time staff positions. Two student workers are typically hired each

Table 1.1 Organizational Chart



semester to provide staff support as well as faculty services related to teaching and research needs.

The Business Office staff has been recognized for their outstanding performance. Staff members have won multiple college and university staff awards that recognize their professionalism and performance excellence including the College of Liberal Arts Superior Service Award (CLASS) and the President's Meritorious Service Award. Historically, the department has been able to develop strong career paths for staff that have enabled them to be promoted on a regular basis based on performance and duties assigned with the support of the College of Liberal Arts.

The Undergraduate Advising Office consists of one faculty member, Nancy Street, who serves as Director of Undergraduate Studies and four advisors. The office has a strong record for developing its employees, as the three Senior Academic Advisors were promoted to their current position in three years or less. Jeff Rutherford, Senior Academic Advisor I works for COMM half-time and works as a program coordinator and advisor for USLA-JRS half-time. He provides academic advising for COMM/TCMS majors and oversees change of curriculum meetings, clears Seniors for graduation, and partners with the Undergraduate Director on certificate ad-

ministration. Emily Posey, Senior Academic Advisor I, works full-time for COMM. She provides academic advising for COMM/TCMS majors, oversees the Success Initiative program and tracks High Impact Practices. The Success Initiative includes intrusive advising for Juniors for future planning, minor compliance and emphasis on tracking High Impact Practice planning. Rachel L. Smith, Senior Academic I works full-time for COMM. She provides academic advising for COMM/TCMS majors, oversees degree planner compliance, coordinates the Honors program and partners with the Undergraduate Director on internships and new student conferences. Kristy Kulhanek is an Academic Advisor II who provides academic advising to COMM/TCMS majors and will work with academic records.

In addition to staff, the Undergraduate Advising Office typically hires 1-2 undergraduate students each semester to provide support to the Undergraduate Director and advisors. Their duties include staffing the reception area as well as assisting in data collection and processing to support each of the advisors' projects.

DEPARTMENTAL COMMITTEES

The Department of Communication has two types of standing committees: (1) operating committees, and (2) strategic initiative committees. Operating committees address the core duties the department must perform regarding undergraduate program, graduate program, and tenure and promotion. Strategic Initiative Committees are responsible for addressing departmental strategic opportunities and challenges. Faculty are asked to rank their preference for departmental committee service each spring. In consultation with the respective committee chairs, the Head then appoints faculty to constitute the committees.

OPERATING COMMITTEES

There are six operating committees tasked with core functions such as providing advice and feedback to the Head, working with undergraduate and graduate curriculum, assessing our undergraduate and graduate programs, and conducting faculty tenure and promotion cases.

The Advisory Committee (AC) is primarily responsible for providing the Head advice and guidance regarding departmental issues such as personnel, budget, and strategic planning. The AC is appointed by the head. Current members of the AC include Jennifer Mercieca (Associate Head), Charles Conrad (Director of Graduate

Studies), Nancy Street (Director of Undergraduate Studies), Tasha Dubriwny (Chair, Diversity Committee), Randy Kluver (Chair, Internationalization Committee), and Jennifer-Jones Barbour (Assistant Instructional Professor).

The Undergraduate Instructional Committee is responsible for the development of the undergraduate curriculum. Such matters as new courses, changes in titles of courses, the content of courses, liaison with the College's Undergraduate Instructional Committee and other matters directly affecting undergraduate instruction are handled by the curriculum committee. Many functions of the Undergraduate Instructional Committee are carried out through the office of the Director of Undergraduate Studies. The current chair of this committee is Nancy Street.

The Graduate Instructional Committee is responsible for all aspects of the graduate program, including curriculum, advisement to the Director of Graduate Studies, operating procedures, recruitment, the awarding of assistantships, fellowships, scholarships, or honors, and the day-to-day operation of the M.A. and Ph.D. programs. Many functions of the Graduate Instructional Committee are carried out through the office of the department's Director of Graduate Studies. The current chair of the committee is Charles Conrad.

The Assessment Committee is responsible for assessing the effectiveness and quality of undergraduate and graduate programs. Such matters as developing learning outcomes, assessment procedures, conducting the assessment, and making recommendations for program development are handled by the Assessment Committee. The Assessment Committee is responsible for coordinating its activity with the Undergraduate and Graduate Instructional Committees. The co-chairs for this committee are Chris Beaudoin, whose primary focus is assessment of the graduate program, and Misty Wilson, whose primary focus is assessment of

the undergraduate program.

The Tenure and Promotion Committee is composed of all tenured faculty members in the Communication Department. This committee is responsible for advising the Head on annual review of tenure-line faculty and the periodic review of faculty holding the ranks of Lecturer, Senior Lecturer, Distinguished Lecturer and faculty holding the Instructional ranks. It is also responsible for appointing, in consultation with the Head, the membership of individual tenure-review committees. The current chair of this committee is Rick Street.

The Promotion Committee is responsible for the review of promotion cases for academic professional track faculty. It is composed of all academic professional track, tenure track, and tenured faculty that have a higher rank than the candidate. It is also responsible for appointing, in consultation with the Head, the membership of individual promotion-review committees. The current chair is Rick Street.

STRATEGIC INITIATIVE COMMITTEES

In the September 2014 by-law revision, strategic initiative committees were established as a new type of committee within the department designed to address specific opportunities and challenges (see Appendix B). The strategic initiative committees emerging from this by-law revision reflected a blend of new and existing committees relative to the previous by-laws. Two new committees were formed.

The Awards and Recognition Committee (ARC) was created in response to the perceived need to have a mechanism for systematically nominating faculty for college, university, and disciplinary awards. Internal and external audiences increasingly use awards as an indicator of excellence. The Awards and Recognition Committee works with faculty to identify awards, recognitions, and honors regarding research, teaching and service and providing assistance in pre-

paring nomination materials. Jennifer Mercieca chairs this committee.

The Research and Instructional Technology Committee, the second new committee, was also created given the important role of technology in conducting research and delivering instruction (e.g., on-line education), we felt it was important to have a committee that looked at the opportunities that technology afforded for advancing the department's goals and interests. The Research and Instructional Technology Committee responsibilities include advising the department on matters of technological change and innovation, with an eye to keeping the department at least current with contemporary technological advancements, especially those that can potentially facilitate the department's research agenda and its teaching responsibilities. The committee is currently chaired by Damion Waymer.

The Two Strategic Initiative committees carried over from the previous set of by-laws and reflect long-standing departmental interests and commitments: (1) Diversity Committee, and (2) Internationalization Committee.

The Diversity Committee is chaired by Tasha Dubriwny and is responsible for establishing guidelines to recruit and to retain diverse faculty members, developing strategies to assist graduate students and graduate student teachers in facilitating "moments of diversity" in their classrooms, and by developing strategies to recruit and to retain a more diverse body of graduate students. The department has had a long-standing commitment to diversity with the Diversity Committee taking a lead position in these efforts. Over the last five years, the Diversity Committee has sponsored a variety of activities including "diversity office hours" where faculty and student can discuss diversity-related ideas and concerns and faculty, staff, and graduate student workshops on diversity. In 2010, the Diversity Committee was awarded the Department of Multicultural Services "Diversity Service Team" Award. We were also the first department

in the college to have a diversity webpage, which was redesigned and updated in 2012. As part of the university-wide 50 Years of Inclusion celebration in fall 2013, the committee hosted a film screening for 100 students and invited Amanda Martinez, former doctoral student, to comment on the film.

The Diversity Committee is currently involved with two ongoing projects. First, diversity issues are foregrounded in our annual graduate student orientation with the Diversity Committee conducting a session on diversity each year. Second, the "Communicating Diversity" conference was established in Spring 2012 with the intent of providing a venue for undergraduate and graduate students to present research related to diversity issues. Beginning in 2012, the conference had 18 presenters from various disciplines at A&M participated. At the 2013 conference, over 100 undergraduate students attended and 16 graduate and undergraduate students from various disciplines presented. In 2014, the Diversity Committee expanded the conference to include students from across the state of Texas. A similar number of undergraduate students attended (representing Texas A&M), and 30 undergraduate and graduate students from six different universities (A&M, UT, UTSA, SMU, UH, and Baylor) presented papers. The committee plans to continue expanding the conference and has tentative plans to recruit participants from neighboring states in 2016. Potential next projects for the committee include creating a blog to be linked to the departmental website that features faculty and student research in the broad area of diversity and communication.

The Internationalization Committee is responsible for creating study abroad programs specifically targeted to helping students earn their degrees within an international context, developing research programs that demonstrate the relevance of our scholarship to global communities, and developing additional resources to bring undergraduate

and graduate students into contact with the global community. The committee is chaired by Randy Kluver.

The department was the first in the college to complete a curriculum integration plan to develop international experiences within the undergraduate major. The integration plan emphasizes the developing of an array of study abroad experiences to fit the diversity of students' needs and interests, making the local global by emphasizing global themes in the local curriculum (e.g., the global media certificate), and supporting the development of research of international reach among our faculty.

The Internationalization Committee has also facilitated the creation of several opportunities for students to study abroad. The "COMM to Italy" study abroad trip to the Santa Chiara Study Center in Castiglione Fiorentino, Italy was launched in Spring 2013. 13 students participated in the inaugural program which was more than the number of students in the all-majors program offered at

Santa Chiara, and approaching the number of students from the College of Architecture ($n = 17$), which has been working with Santa Chiara for well over 20 years. "COMM to Italy" has been offered for a second time in Spring 2015 with an enrollment of 21. The department has also developed a reciprocal exchange agreement with Universitat Abas Oliba (Barcelona, Spain), and we also encourage our students to participate in university-wide agreements with Nottingham University and the National University of Singapore. The department is also continuing to develop plans for student exchange relationships with Nanyang Technological University (Singapore), Communication University of China, and Northwestern- Qatar. These efforts have had a marked impact on our study abroad rates, with an increase of approximately 30% from 2011 to 2013. The Internationalization Committee is currently exploring the development of faculty exchange programs with international partners to foster international research partnerships.



POLICIES AND PROCEDURES

FACULTY MEMBERSHIP

At Texas A&M, there are two general classes of faculty. Tenured/tenure-track faculty (T/TT) is any member of the teaching faculty who occupies a tenure-earning or tenure-accruing position. T/TT faculty typically have a 2-2 teaching load and are evaluated according to their level of scholarly productivity as well as teaching and service. Academic professional track faculty (APT) is any member of the teaching faculty who does not occupy a tenure-earning or tenure-accruing position. The department currently has two different types of APT faculty. Instructional professors typically have a 3-3 teaching load and are assessed according to their teaching and service. Lecturers have typically have a 4-4 teaching load and are assessed according to their teaching.

While department faculty meetings normally operate through consensual decision making, any member of the faculty has the right to call for a formal, recorded vote on any issue brought forward for consideration. On matters concerning undergraduate curriculum, when formal votes are taken, academic professional track and tenured/tenure-track faculty have voting rights. On matters concerning graduate curriculum, when formal votes are taken, only graduate faculty have voting rights. On matters concerning searches for tenure-track faculty, all professors, with the exception of Visiting, Adjunct, and Emeritus professors have voting rights. On matters of tenure and promotion, according to university and system policy, only tenured faculty have voting rights. On all other matters every member of the faculty, both full-time and part-time, have voting rights. On decisions regarding faculty hiring, graduate students and staff are consulted.

TENURE AND PROMOTION

The Tenure and Promotion (T&P) committee conducts the annual reviews, third-year reviews, and tenure/promotion reviews for non-tenured tenure-track faculty. Annual reviews are performed each year and letters from the Head are given to the individual faculty where

the head provides a summary of the committee feedback, the results of two votes—one on progress toward tenure and the a second on whether to retain the faculty member for the following year—as well as his or her own professional assessment of the candidate's performance and progress. For the third-year review and the tenure and promotion review conducted in the fall of the candidate's sixth year, the chair of the Promotion and Tenure committee, in consultation with the Department Head, appoints the membership of individual review committees for scholarly and creative activity, teaching, and service. The processes are in accordance with both college (<http://liberalartscommunity.tamu.edu/docs/Bjobling/TenurePromotionGuidelines.pdf>) and Dean of Faculty (http://dof.tamu.edu/PT_information) rules and procedures.

The Promotion Committee is tasked with the responsibility of coordinating the process for both tenured/tenure-track and APT faculty. For tenured/tenure-track faculty only tenured faculty members above the current rank are allowed to vote. Dossiers for candidates are prepared which include an assessment of their scholarly and creative activity, teaching, and service that have occurred since their last promotion as well as a minimum of three external letters.

For APT faculty seeking promotion, the decision of when to apply for a promotion is at the discretion of the candidate. Candidates submit a memo to the Department Head by the end of the fall semester academic year indicating their desire to be considered for a promotion in rank. In the case of promotions for academic professional track faculty, the Promotion Committee consists of all non-tenure and tenure track faculty that are at a higher rank than the candidate. The members of the review committee study all relevant documents submitted by the candidate as part of their dossier. The dossier and review process follows the guidelines provided by the college's "Hiring and Promoting Faculty in academic professional track Titles in the College of Liberal Arts" <http://liberalartscommunity.tamu.edu/docs/Bjobling/Hiring>.

POST-TENURE REVIEW

All Associate and Full Professors are subject to a committee review once every six years, on a staggered basis (see Appendix C). The Promotion and Tenure Committee constitute the peer review committee in a given year. Faculty being reviewed provide the review committee with a current curriculum vitae and a summary of teaching, research, and service activities during the preceding six-year period (three pages or less, single-spaced). Additional material can be provided to the review committee by the faculty if desired.

The committee reviews the submitted materials and prepares a written evaluation of the individual's activities for the Department Head, providing an evaluation rating in each of the three review categories and an overall evaluation. The standards for the individual and overall performance ratings follow the criteria established in the Department Annual Review Policy.

ANNUAL REVIEW

All faculty are evaluated once a year. At the beginning of the spring semester, each faculty member submits a Departmental Annual Report Form. Separate versions of the form for tenured/tenure-track, instructional professors, and lecturers have been created that capture the specific evaluation criteria that are used to assess each faculty track. The Department Head reads each annual report and prepares an assessment of the faculty member's performance. The Department Head also invites a senior faculty member to perform an independent assessment of each faculty member's productivity for the year. The Department Head and senior faculty member then meet to discuss their independent assessments. The Department Head provides a written assessment to the faculty member on their performance no later than May 31st of the current academic year.

FACILITIES AND RESOURCES

The Department of Communication is housed in Bolton Hall. Located in the heart of the Texas A&M campus, Bolton Hall houses our faculty, staff, and graduate students as well as several research and instructional laboratories.

Our faculty have offices on the first, second, and third floors of Bolton Hall. In Spring 2014, the department was given a suite of 9 offices on the third floor to handle recent and anticipated faculty hiring. Our graduate students have offices in the basement and on the second floor of the building. While the department has been fortunate to receive additional office space from the College of Liberal Arts, the most recent round of hiring should fill the available space. Therefore, additional office space for faculty and graduate students will be needed.

Our Business Office and Advising Staff are located on the first floor of Bolton Hall.

There is an administrative office suite that houses our four business staff members as well as the office for the department head and associate department head. The office suite has a reception area, faculty and graduate mailboxes, and a workroom that contains a copier, a PC, and SCANTRON machine. There is also an advising office suite that provides offices for our 3.5 advisors. A locked storage room and reception area is also located in this suite.

The department currently has four conference rooms that can host 10-40 people (Bolton 102, 105, 208, & 213). Each conference room is equipped with a PC, webcam, data projector, and screen. The PCs are configured to run Adobe Master Collection, Audacity, Camtasia, Snagit, SecondLife, SPSS, Skype.

RESEARCH LABORATORIES

The department currently has three research labs: (1) Graduate Research Lab [Bolton 010]. It is equipped with 3 PC's

and printer. Available software includes Adobe Master Collection, SPSS, NVivo, MPlus, Dragon Speak, AMOS, Atlas.ti, Express Scribe, Skype, and Office; (2) Communication Research Lab [Bolton 012]: It is equipped with 19 PC's and printer. Available software includes Adobe Master Collection, SPSS, MediaLab/DirectRT, Audacity, and Office; and (3) Game Tech-Studies Lab [Bolton 014]: It is equipped with a PC, projector, webcam, Xbox, PlayStation, Wii, Controllers, as well as various PC and video games to provide a space for gaming experience and to support for evaluating and analyzing game narratives.

INSTRUCTIONAL LABORATORY

We do not have any classrooms specifically dedicated to classes as the university uses a bidding system to determine classroom allocations each semester. However, we have several dedicated computer labs that are used for instructional purposes. Bolton 111D is an open access computer laboratory that is also used for classroom presentations. It is equipped with a podium, projector, webcam and printer. Available software includes Adobe Master Collection, Audacity, Camtasia, Snagit, SecondLife, SPSS, Skype and Spotify. Our speech presentation laboratory [Bolton 014] is equipped with a PC, projec-

tor and Webcam. The equipment is set up for students to video their speech prior to classroom presentation and to receive feedback. The COMM Student Teaching Classroom (Bolton 019) is equipped with 34 PC's, instructor PC podium, projector, webcam and printer. Available software includes Adobe Master Collection, Audacity, Camtasia, Snagit, SecondLife, SPSS, Skype and Spotify.

COMPUTING RESOURCES

Each faculty member is provided with a faculty workstation that includes a computer and a printer. Start-up packages for new faculty include a faculty workstation and the faculty workstation program replaces units every four years. Workstations are connected to the Texas A&M University network that provides access to a number of important resources (http://it.tamu.edu/IT_for_Faculty_Staff.php). Computers are repurposed on a regular basis allowing each graduate student office to be equipped with a PC and a printer. Faculty, staff, and graduate students can also check out the following equipment from the Bolton 111 computer lab: laptops, projectors, webcams, voice recorders, external microphones, and video cameras.



FINANCIAL INFORMATION

The operating budget for the Department of Communication is set by the College of Liberal Arts based on the size and complexity of the department. Our base budget for FY13 was \$2,789,862 with \$1,954,076 allocated to faculty salaries, \$162,955 to staff salaries, \$446,797 to graduate assistant salaries, and \$125,000 to operating expenses.

The operating budget is set in consultation with the Advisory Committee. The operating budget for FY15 is presented in Table 1.2. The operating budget is designed to accomplish three specific functions: (1) to enhance *academic commerce and excellence* in the department by providing funds for faculty research and travel support, enhancing the undergraduate and graduate program, sponsoring colloquia, providing the business and advising offices student employee support, and staff training and development, (2) to provide funds for *supplies and services*, and (3) to provide *administrative stipends*, typically in the form of summer salary for the Associate Head, the Director of Graduate Studies, the Director of Undergraduate Studies, and the COMM 203 Director.

The department currently has three endowment accounts. The Communication Endowment for Excellence was established to promote service, academic achievement, and leadership of undergraduate majors in Communication. The Marcia & Kirk Blackard '63 Fellowship provides funds for an award that is given each year to a graduate student who studies conflict and communication. The Bonnie R. '10 & James A Creel '69 Fellowship provides funds for an award that is given each to the outstanding health communication graduate student.

Table 1.2 Annual Operating Budget

Academic Commerce/Academic Excellence	
Faculty Research and Travel Support	30,000
Guest Speakers	4,000
Graduate Program Enhancement	6,000
Undergraduate Program Enhancement	500
Memberships and Professional Affiliations	1,000
Conference Consortium Support	2,500
Administrative Student Employee Support	6,500
Advising Office Student Employee Support	10,000
Staff Training & Development	500
Discretionary	5,000
Supplies and Service	
Supplies	27,500
Department Hosted Events	5,000
Administrative Stipends	26,500
Director of Graduate Studies, Associate Head, Director UG Studies, Assistant Course Director	
	\$ 125,000

CHAPTER 2. COMMUNICATION FACULTY PROFILE

OVERVIEW

The Department of Communication faculty are active researchers and committed teachers. This chapter provides an overview of our faculty not only in terms of its size and diversity, but also in terms of scholarly productivity and impact as well as teaching quality. Our faculty are research active as 100% of tenured/tenure-track faculty have published an article, 82% have published a book chapter, and 52% have published a book or edited volume in the last five years. In a comparative analysis with 10 peer departments using Academic Analytics, Texas A&M was ranked in the top three departments on three of five scholarly metrics. Our faculty are also strong teachers with 19% of our current tenured/tenure track faculty, 50% of our Instructional Professors, and 33% of our 3-year fixed term contract lecturers earning teaching awards.

DEMOGRAPHICS AND DIVERSITY

The Department of Communication currently consists of 22 tenured/tenure-track faculty and seven Academic Professional Track (APT) faculty, including four Instructional Professors and three lecturers on 3-year fixed term contracts (see Table 2.1). Faculty members may self identify with one or more

Table 2.1 Faculty Demographics by Rank

	TOTAL	MALE	FEMALE	FACULTY OF COLOR
TENURE TRACK				
Professor	6	6	0	0
Associate Professor	11	6	5	4
Assistant Professor	5	3	2	0
NON-TENURE TRACK				
Instructional Professor	1	0	1	0
Instructional Assistant Professor	3	1	2	0

specialty areas in the department (see Table 2.2). Historically, we have tried to maintain a rough numerical balance among areas, however, the number of faculty in an area varies given faculty arrivals and departures.

Table 2.2 Faculty by Program Area

<u>Health Communication</u>	<u>Organizational Communication</u>	<u>Rhetoric & Public Affairs</u>	<u>Telecommunication Media Studies</u>
Christopher Beaudoin	Joshua Barbour	Nathan Crick	Patrick Burkart
Traci Hong	J. Kevin Barge	Tasha Dubriwny	Heidi Campbell
Emily Rauscher	Charles Conrad	R. Kirby Goidel	R. Kirby Goidel
Nancy Street	Damion Waymer	Jennifer Jones Barbour	Josh Heuman
Richard L. Street		Matthew May	Randy Kløver
Michael T. Stephenson		Jennifer Mercieca	Antonio La Pastina
		Kristan Poirot	Srivi Ramasubramanian
			Randall Sumpter
			Cara Wallis

TENURED/TENURE-TRACK FACULTY

As of Fall 2014, we have 6 Professors, 11 Associate Professors, and 5 Assistant Professors. The number of assistant professors, however, will drop to two in Fall 2015 given current promotions during this tenure and promotion cycle. While we have 22 faculty associated with the department, if we use full-time FTEs to determine faculty size, we have 19.05 faculty as two faculty have split appointments with Women's and Gender Studies (Tasha Dubriwny & Kristan Poirot), one faculty member has a split appointment the Public Policy Research Institute (Kirby Goidel), one faculty member has a split appointment with the office of Public Partnership and Outreach in the Provost's office (Randy Kluver), one faculty member has 100% FTE with the Provost's Office (Mike Stephenson), and one faculty member has a reduced FTE due to employment with the Baylor College of Medicine (Rick Street). Table 2.3 reports the number of faculty and the distribution by rank over the last 10 years and Table 2.4 reports faculty arrivals and departures.

Over the last five years, we had a high of 24 FTE full-time equivalent faculty members in 2010 and low of 16.75 faculty in 2013, a

decrease of approximately 30%.

The number of tenured/tenure-track faculty has grown over the last two years with two new hires in 2013 (Nathan Crick & Darnion Waymer) and three new hires in 2014 (Kirby Goidel, Matt May, & Emily Rauscher). The five-year trend also highlights that our department lost significant leadership at the senior level with the departure of four professors (Jim Aune, Kathy Miller, Barbara Sharf, & Eric Rothenbuhler) and one associate professor (Leroy Dorsey). The data clearly shows a shrinking number of faculty at the professor level and a growing number of associate professors. The department is making strides at rebuilding its professor ranks as the college has provided funding for four professors for FY15. Table 2.5 reports gender and racial and ethnic diversity for tenured and tenure track faculty. The department has relatively strong gender diversity with 36% of its faculty being female and 64% male. However, if one looks at gender by rank, no women serve at the rank of professor. Combining the assistant and associate professor ranks, there is an even split between men and women. Our faculty is 82% white.

Table 2.3 Tenure Track Faculty Size & Compositions 2005-2015

T/TT Faculty	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Professor	8.50	8.50	8.50	7.50	7.00	8.00	6.00	4.00	3.25	2.73	4.30
Associate Professor	3.00	4.00	4.00	5.00	4.00	6.00	6.50	6.50	8.50	10.50	10.25
Assistant Professor	7.00	6.00	6.00	6.50	7.00	10.00	9.50	7.50	5.00	4.00	4.50
Senior Professor	-	-	-	-	-	-	-	0.10	-	-	-
Full Time Equivalency	18.50	18.50	18.50	19.00	18.00	24.00	22.00	18.10	16.75	17.23	19.05

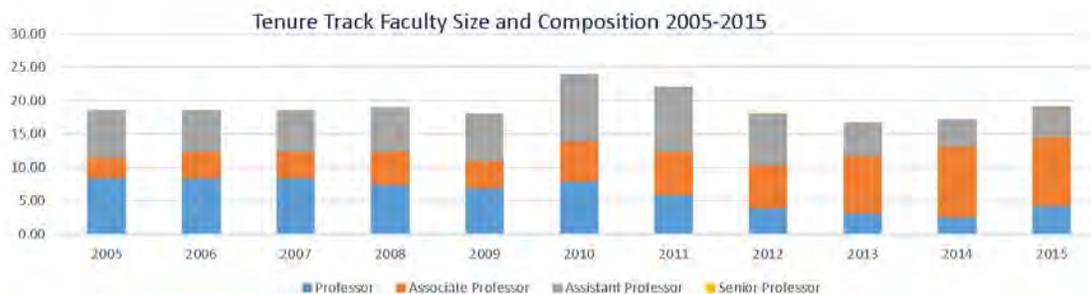


Table 2.4 Tenured and Tenured Track Faculty Arrivals and Departures

Faculty Arrivals			
Campbell, Heidi	2006	Assistant Professor	Recruited from University of Edinburgh- Edinburgh
Swift, Christopher	2007	Assistant Professor	Recruited from Northwestern University
Dubriwny, Tasha	2007	Assistant Professor	Recruited from University of South Florida
Barbour, Josh	2009	Assistant Professor	Recruited from University of Illinois at Chicago
Durham, Aisha	2009	Assistant Professor	Recruited from University of Georgia
Gill, Rebecca	2010	Assistant Professor	Recruited from University of Utah
Hong, Traci	2010	Assistant Professor	Recruited from Tulane University
Mease, Jennifer	2010	Assistant Professor	University of North Carolina
Poirot, Kristan	2010	Assistant Professor	Recruited from University of South Carolina
Wallis, Cara	2010	Assistant Professor	Recruited from University of Southern California
Beaudoin, Chris	2010	Associate Professor	Recruited from Tulane University
Waymer, Damion	2013	Associate Professor	Recruited from Virginia Tech
Crick, Nathan	2014	Associate Professor	Recruited from Louisiana State University
Rausher, Emily	2015	Assistant Professor	Recruited from University of Southern Indiana
May, Matthew	2015	Assistant Professor	Recruited from North Carolina State University
Goidel, Robert K.	2015	Professor	Recruited from Louisiana State University
Faculty Departures			
Wolski, Stacy	2006	Assistant Professor	Moved to Universal Technical Institute
Poole, M Scott	2007	Professor	Moved to University of Illinois-Urbana Champaign
Putnam, Linda	2008	Professor	Moved to University of California, Santa Barbara
Weber, Ian	2009	Associate Professor	Moved to the University of the South Pacific
Rothenbuhler, Eric	2010	Professor	Moved to Ohio University
Swift, Christopher	2011	Assistant Professor	Moved to Willamette University
Dorsey, Leroy	2011	Professor	Moved to The University of Memphis
Miller, Katherine	2011	Professor	Retired
Durham, Aisha	2012	Assistant Professor	Moved to University of South Florida
Mease, Jennifer	2012	Assistant Professor	Moved to James Madison University
Sharf, Barbara	2012	Professor	Retired
Aune, James A.	2013	Professor	Deceased
Gill, Rebecca	2014	Assistant Professor	Moved to Massey University

ACADEMIC PROFESSIONAL TRACK FACULTY
 The department currently has one Instructional Professor and three Instructional Assistant Professors as well as four lecturers on 3-year fixed term contracts. As Table 2.6 illustrates, there has been an upward trend in the total number of APT faculty where the number of Instructional Professors has remained relatively stable with a significant increase in the number of lecturers. Similar to tenured/tenure-track faculty, APT faculty have good gender diversity as 75% are female. 100% of our APT faculty are white.

Table 2.5 Tenured and Tenure Track Faculty Demographics

	#	%
Gender		
Female	8	36%
Male	14	64%
Race & Ethnicity		
White	18	82%
Black	1	5%
Latino	1	5%
Asian	2	5%

TEACHING LOADS & EVALUATIONS

Teaching load varies by academic track. Tenured/tenure-track faculty carry a 2-2 teaching load during the regular academic year with reduced loads for administrative personnel (Department Head: 0-1; Associate Department Head: 2-1; Director of Graduate Studies: 1-1). Course reductions are also possible if a faculty member has a grant "buy out," receives a fellowship, or is awarded faculty or professional development leave. The courses taught by tenured/tenure-track faculty vary greatly; however, most tenured/tenure-track faculty teach undergraduate courses at the upper-level, both large-lecture classes and writing-intensive classes. Independent studies at the undergraduate and graduate level as well as research hours for doctoral students are not factored into teaching load. At the graduate level, faculty typically teach a graduate seminar every three semesters, but the frequency of teaching at the graduate level varies given the number of faculty and courses offered within a given area.

Academic Professional Track faculty have different teaching loads than tenured/tenure-track faculty. Instructional Profes-

sors have a 3-3 teaching load and teach classes across the curriculum ranging from our entry-level public speaking classes to senior-level writing-intensive classes. We have two Instructional Assistant Professors who are on graduate faculty and they also teach graduate seminars (Josh Heuman & Jennifer Jones Barbour). Lecturers have a 4-4 teaching load and teach both skills-based classes at the 200-level such as COMM 203—Public Speaking, as well as upper-level courses.

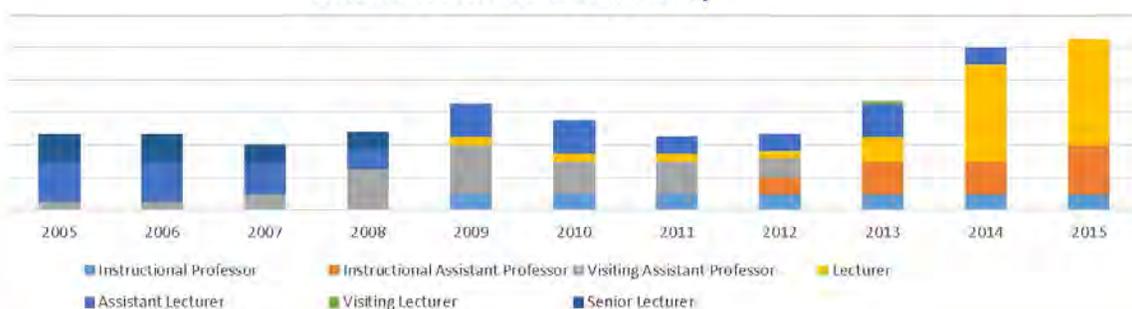
Summer teaching is not considered part of the normal faculty teaching load. We do not offer graduate seminars during the summer and the undergraduate courses we offer are lower-level courses that are in the core curriculum or upper-level courses that are required for the major and will positively impact time to completion. Most tenured/tenure-track and APT faculty do not teach during the summer. Since 2010, an average of 2.0 T/TT faculty and 0.80 APT faculty have taught during the summer, with the majority of courses being taught by graduate students.

Faculty are expected to administer teaching evaluations each semester for every class they teach using a web-based

Table 2.6 Academic Professional Track Faculty Size & Compositions 2005-2015

Non T/TT Faculty	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Instructional Professor	-	-	-	-	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Instructional Assistant Professor	-	-	-	-	-	-	-	1.00	2.00	2.00	3.00
Visiting Assistant Professor	0.50	0.50	1.00	2.50	3.00	2.00	2.00	1.17	-	-	-
Lecturer	-	-	-	-	0.50	0.50	0.50	0.50	1.50	6.00	6.50
Assistant Lecturer	2.50	2.50	2.00	1.25	2.00	2.00	1.00	1.00	2.00	1.00	-
Visiting Lecturer	-	0.00	-	-	-	-	-	-	0.17	-	-
Senior Lecturer	1.67	1.67	1.00	1.00	-	-	-	-	-	-	-
Full Time Equivalency	4.67	4.67	4.00	4.75	6.50	5.50	4.50	4.67	6.67	10.00	10.50

Academic Professional Track Faculty



system called PICA (Personalized Instructor/Course Appraisal System). Like most teaching evaluation tools, PICA uses a combination of 5-point items and open-ended questions to generate the assessment. The Department of Communication has set a standard of 4.00/5.00 on teaching evaluations to be considered meeting

expectations. Tenured professors conduct peer observations of untenured professors each year during their probationary period and at least two peer observations of tenured professors must be performed as part of the promotion process from associate to full professor.

SCHOLARLY PUBLICATION

Communication faculty members are active scholars who frequently publish in top-tier communication, sub-field, and interdisciplinary journals as well as place books in high-quality university book presses and other academic publishers (see Appendix D). From 2010-2014, tenured/tenure-track Communication faculty published 169 journal articles, 56 book chapters, 14 books, and 5 edited volumes. This means that 100% of tenured/tenure-track faculty published an article during this time period, 82% published a book chapter, and 52% published a book or edited volume.

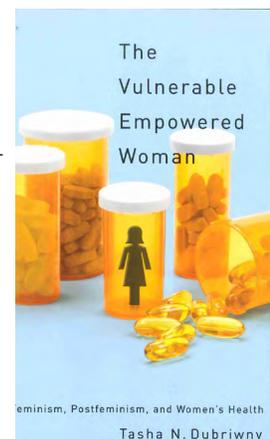
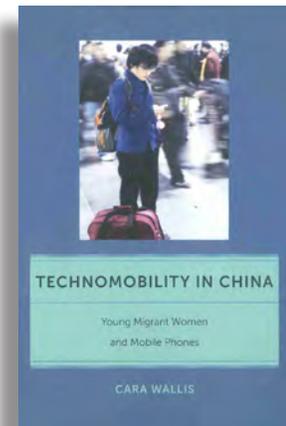
Faculty have published in flagship journals associated with our leading professional organizations, the National Communication Association, the International Communication Association, and AEJMC, including *Communication and Critical/Cultural Studies*, *Communication Monographs*, *Communication Theory*, *Journal of Applied Communication Research*, *Journal of Communication*, *Journal of Computer-Mediated Communication*, *Journal of International and Intercultural Communication*, *Journalism and Mass Communication Quarterly*, and *Quarterly Journal of Speech*. Our faculty also publish in top sub-field and interdisciplinary journals such as the *American Journal of Media Psychology*, *American Journal of Public Health*, *American Journalism*, *Communication Research*, *Feminist Media Studies*, *Health Communication*, *Human Relations*, *Journal of Electronic Broadcasting and Journalism*, *Journal of Health Communication*, *Journal of Public Relations Research*, *Management Communication Quarterly*, *Media and Society*, *New Media & Society*, *Philosophy and Rhetoric*, *Rhetoric and Public Affairs*, and *Women's Studies in Communication*.

ric, Rhetoric and Public Affairs, and *Women's Studies in Communication*.

Our faculty publish in leading university book presses such as The MIT Press, NYU Press, Rutgers University Press, Texas A&M University Press, University of South Carolina Press, University of Alabama Press, and the University of Massachusetts Press. Our faculty also publish in strong presses

or book series that have a communication emphasis such as Routledge, Polity Press, and Taylor and Francis. Two of our faculty have received book awards from national professional associations for their books. Cara Wallis was awarded the 2013 James W. Carey Media Research Award for her book, "Technomobility in China: Young Migrant Women and Mobile Phones," by NYU Press. Tasha Dubriwny won two national awards for her book, "The Vulnerable Empowered Women," the Bonnie Ritter Book Award from the Feminist and Women's Studies Division of the National Communication Association (2013) and the Outstanding Authored Book Award from the Organization for the Study of Communication, Language, and Gender (2013).

Assessing the impact of scholarship in higher education is an area of some controversy. Giv-



en that Texas A&M has adopted Academic Analytics as a tool for assessing departments, Table 2.7 compares our faculty's publication record to 10 departments of communication we consider to be peers or aspirant peers. These 10 schools were selected according to a variety of criteria including their status as land-grant institutions, the university being listed as one of A&M's aspirant peers, and/or overlap with our four areas of specialization.

Using the Academic Analytics database for 2013, we then compared our scholarly productivity using five indicators: (1) journal publications per faculty member, (2) book publications per faculty member, (3) citations per faculty member, (4) citations per publication, and (5) awards. The 2013 data coverage was as follows: journal articles (2010-2013), citations (2009-2013), conference proceedings (2010-2013) books (2004-2013), and awards (no limits).

Using Academic Analytics as one measure of scholarly impact, the Department of Communication at Texas A&M ranks fairly high when compared to its peers. Table 2.7 reports our analysis. The department is ranked first in the number of citations per publications, second for the number of citations per faculty member, and third for journal publications per faculty member. Book publications per faculty member were ranked 10/11 and awards 10/11. Academic Analytics is not without its critics, however, this analysis does provide some evidence that our faculty compete well relative to our peers.

A second indicator of scholarly reputation is the invitation to serve on editorial boards of journals and book series. Table 2.8 provides a list of our faculty's current editorial board service. 86% (19/22) faculty members currently serve on editorial boards. In the last five years, 31% (7/22) of our faculty (Kevin Barge, Chris Beaudoin, Nathan Crick, Traci Hong, Matt May, Jennifer Mercieca, & Srivi Ramasubramanian) have served on the flagship journals for two of our major professional organizations, the National Communication Association (*Communication Monographs*, *First Amendment Studies*, *Journal of Applied Communication Research*, & *The Quarterly Journal of Speech*) and the International Communication Association (*Journal of Communication*). We also have faculty who serve on the editorial boards of leading sub-field and interdisciplinary journals or book series such as *Communication Research*, *Communication Yearbook*, *Mobile Media and Communication*, *Rhetoric Society Quarterly*, and *Social Science and Medicine*. Three of our faculty currently serve as journal editors or book series editors. Patrick Burkart is Editor-In-Chief of *Popular Communication: The International Journal of Media and Culture*, a journal published by the Popular Communication Division of the International Communication Association. Kirby Goidel is an Associate Editor for *Survey Practice*. Heidi Campbell is the Lead Editor for the *Routledge Studies in Religion and Digital Culture* book series.

Table 2.7 Academic Analytics Table

School	Program Name	Journal Publications/ Faculty Member	Book Publications/ Faculty Member	Citations/ Faculty Member	Citations/ Publication	Awards/ Faculty Member
Texas A&M University	Communication	5.75 (3)	1.00 (10)	39.00 (2)	5.69 (1)	.15 (10)
Arizona State University	Communication	2.94 (8)	2.48 (1)	11.55 (8)	3.15 (7)	.15 (9)
Purdue University	Communication	4.55 (6)	.52 (11)	14.58 (7)	2.86 (8)	.13 (11)
Pennsylvania State University	Communication Arts & Sciences	7.36 (1)	2.14 (3)	33.86 (3)	3.82 (4)	.93 (2)
Rutgers University	Communication, Information & Library Studies	4.44 (7)	1.02 (9)	17.09 (6)	3.24 (5)	.35 (8)
University of California, Santa Barbara	Communication	6.88 (2)	2.29 (2)	41.18 (1)	4.73 (2)	1.18 (1)
University of Illinois — Urbana-Champaign	Communication	5.46 (4)	1.08 (8)	27.13 (4)	3.83 (3)	.46 (6)
University of Minnesota	Communication Studies	2.27 (10)	1.67 (5)	4.93 (10)	1.72 (10)	.80 (3)
University of North Carolina at Chapel Hill	Communication Studies	1.52 (11)	1.41 (7)	3.11 (11)	1.47 (11)	.59 (4)
University of Texas at Austin	Communication Studies	5.11 (5)	1.74 (4)	20.63 (5)	3.16 (6)	.37 (7)
University of Wisconsin Madison	Communication Arts	2.92 (9)	1.44 (6)	8.48 (9)	2.30 (9)	.48 (5)

OTHER SCHOLARLY & PROFESSIONAL ACTIVITY

In addition to publication, the Department of Communication assesses quality through the degree to which its faculty are leaders in the discipline. In terms of thought leadership, our faculty create and sponsor conferences that advance

our understanding of various issues and topics in communication, are frequently invited to give conference keynotes and research colloquia, engage with the public through press interviews and the translation of academic scholarship into the public arena, and take leadership roles in professional associations.

Table 2.8 Faculty's Editorial Board Service

BARBOUR, JOSH

Editorial Board Member
Health Communication, '07-Present
Management Communication Quarterly, '14-present
Southern Journal of Communication, '14-present

BARGE, J. KEVIN

Editorial Board Member
Management Communication Quarterly, '08-present
Journal of Applied Communication Research, '97-present
Human Relations, '06-present
Journal of Management Studies, '12-present
Leadership, '12-present
Southern Communication Journal, '12-present

BEAUDOIN, CHRIS

Editorial Board Member
Communication Yearbook, '12-present
Journal of Communication, '12-present
Communication Research, '10-present
Journalism & Mass Communication Quarterly, '10-present
Health Communication, '08-present
Journal of Health Communication, '07-present

BURKART, PATRICK

Editor-in-Chief
Popular Comm: The Intern Journal of Media & Culture '13-'16
 Editorial Board Member
Rock Music Studies, '14-present

CAMPBELL, HEIDI

Editor
 Lead Books Series *Routledge Studies in Religion & Digital Culture*, '13-present
 Editorial Board Member
Journal of Computer-Mediated Communication, '13-present
Ecclesial Practices: Journal of Ecclesiology & Ethnography, '13-present
New Media and Society Editorial Board, '12-present
Journal of Religion, Media and Digital Culture, '12-present
Journal of Technology, Theology and Religion, '10-'12
International Journal of Internet Research Ethics, '07-present

CRICK, NATHAN

Editorial Board Member
Quarterly Journal of Speech, '11-present
Rhetoric Review, '07-present

DUBRIWNY, TASHA

Editorial Board Member
Southern Communication Journal, '14-present

GOIDEL, R. KIRBY

Co-Editor
Survey Practice (American Assoc. of Public Opinion Rsrch), '12-present
 Editorial Board Member
Social Science Quarterly, '11-present

KLUVER, A. RANDY

Editorial Board Member
Asian Journal of Communication, '07-present
Chinese Media Research, '06-present
Journal of Communication, '08-present
Journal of Computer-mediated Communication, '13-present
Journal of Contemporary East Asia, '13-present
New Media and Society, '03-present
Western Journal of Communication, '08-present

HONG, TRACI

Editorial Board Member
Health Behavior and Policy Review, '13-present
Journal of Communication, '09-present
American Journal of Health Behavior, '07-present

LA PASTINA, ANTONIO

Editorial Board Member
Departures in Critical Qualitative Research, '11-present
Communication Yearbook, '12-present
Emerald Studies in Media and Communication, '14-present
Global Media Journal, Spring '10-'13

MAY, MATHEW

Editorial Board Member
Quarterly Journal of Speech, '13-Present
First Amendment Studies, '14-Present
Communication Law Review, '11-present

MERCIECA, JENNIFER

Editorial Board Member
Southern Journal of Communication, '14-present.
The Quarterly Journal of Speech, '13-present
Rhetoric Society Quarterly, '11-present.
Voices of Democracy, '09-present.
Communication Monographs, '11-'14.

POIROT, KRISTAN

Editorial Board Member
Southern Journal of Communication, '14-Present

RAMASUBRAMANIAN, SRIVI

Editorial Board Member
Communication Monographs, '11 to present
Journal of International & Intercultural Communication, '11-present
Journal of Applied Communication Research, '14-present
Southern Journal of Communication, '14-present
Journal of Creative Communications, '14-present

STEPHENSON, MICHAEL

Senior Editor
Health Communication, '06-'10
 Editorial Board Member
Communication Research, '05-present
Journal of Communication, '03-present
Health Communication, '03-present
Human Communication Research, '05-'10

STREET, RICHARD

Editorial Board Member
 College of CSR Reviewers, NIH, '10-present
Social Science and Medicine, '06-present
Patient Education and Counseling, '00-present
Health Communication, '89-present
Journal of Clinical Oncology, '11-'14

WALLIS, CARA

Editorial Board Member
Mobile Media and Communication, '10-present
Southern Communication Journal, '14-present

WAYMER, DAMION

Editorial Board Member
Public Relations Inquiry, '13-present
Qualitative Research Reports in Communication, '13-present

CONFERENCE SPONSORSHIP

The Department of Communication regularly sponsors three academic conferences. For 5 years, the department has been part of six-school consortium that sponsors Global Fusion, a consortium of universities with strengths in international communication, that has fifteen years of history presenting research in progress from faculty members and their top graduate students. Notable publications have emerged from the conference, including an edited volume in *Popular Communication on Media, Human Rights, and Justice*. It continues to provide an important forum for recruiting Ph.D. students and junior faculty members. Consortium members include Texas A&M, University of Texas, Southern Illinois University, University of Ohio, Temple University, and University of Virginia.

In 1995 the department developed an annual conference on Presidential Rhetoric, which last met in 2004. Since 2010 we have hosted a biannual rhetoric conference with a rotating theme that represents our research interests. To date we have hosted the 2010 Obama Phenomenon conference, the 2012 Symbolic Violence conference and the 2014 Civic Dialogue and Leadership conference. In 2016 we will host a conference devoted to questions of Gender and Citizenship. Thus far we have published 11 books with the Texas A&M University Press based upon the research presented in our conferences. Most recently, the department has taken leadership in organizing and sponsoring the Aspen Conference on Engaged Scholarship. This conference brings together faculty, students, and practitioners to explore ways that communication scholarship can be leveraged for positive organizational and social change how productive university-partnerships can be created.

INVITED ACADEMIC PRESENTATIONS

Our faculty are frequently asked to give keynotes or presentations at academic

conferences or universities. In the last year, roughly 33% of tenured/tenure track faculty gave either keynote address or presented an academic colloquium at another university. For example, Josh Barbour presented at a plenary session at the Aspen Conference on Engaged Scholarship. Heidi Campbell presented several keynote addresses at conferences including the Conference on Media, Culture, and Religion at the University of Kent (Canterbury, UK). Srivi Ramasubramanian presented on media literacy and women's empowerment at the International Women's Conference in Bangalore, India, while Rick Street presented on the communication challenges of genomic medicine at the 10th Anniversary of the Social and Behavioral Research Branch of the National Human Genome Research Institute. Faculty have also presented research colloquia at a number of universities in 2014 including Yale University, Rutgers University, and the University of Kansas.

PUBLIC ENGAGEMENT

A growing emphasis is placed on universities to engage with the public both in terms of disseminating their scholarship to nonacademic audiences and creating community and organizational partnerships. In terms of research dissemination, over the last three years, roughly 25% of our faculty have been interviewed by the press in a variety of venues including *U.S. News and World Report*, *Inside Higher Education*, *The Wall Street Journal*, *Bloomberg Views*, *The Atlantic*, *The Chronicle of Higher Education*, *The Dallas Morning News*, *China Daily*, *Christianity Today.com*, among others.

A number of faculty are also developing research projects aimed at either translating academic research into the public arena or developing partnerships that lead to community or organizational change. The former is illustrated by Heidi Campbell's work on establishing a digital platform, the Network for New Media,

Religion, and Digital Cultural Studies, to spread public scholarship and awareness of research being done in new media and religion studies (<http://digitalreligion.tamu.edu/>). Some examples of the latter include Srivi Ramasubramanian's work with Media Rise, an organization that brings together academics, creatives, and practitioners to explore ways to harness media for positive social change, Kevin Barge and Josh Barbour's work with the American Indian Higher Education Consortium (AIHEC) on broadening participation of members of underrepresented groups in the STEM disciplines, and Randy Kløver's series of reports for the Department of Defense on topics relating to new media and politics such as the representations of ISIL in Arabic language social media.

DISCIPLINARY LEADERSHIP

In terms of disciplinary leadership, our

faculty have taken leadership roles in our professional organizations. At the divisional level, five faculty have either served as chairs of divisions in the National Communication Association or International Communication Association or are in the process of becoming chairs. They include—Kevin Barge (NCA—Organizational Communication Division), Antonio LaPastina (ICA—Global Communication and Social Change Division), Jennifer Mercieca (NCA—Public Address Division), Srivi Ramasubramanian (NCA—Mass Communication Division), and Damion Waymer (NCA—Public Relations Division). Kevin Barge is also a member of NCA's Doctoral Education Committee and formerly served on NCA's Publication Board.

AWARDS AND RECOGNITION

Our faculty have been recognized by Texas A&M and our professional organizations for excellence in teaching, research and service. In teaching, we have four active faculty tenured/tenure-track faculty, one Instructional Professor, and one lecturer who have won either student led, college, or National Communication Association teaching awards. Five faculty members have won the Student Led Award for Teaching Excellence, some multiple times (Stacey Aschenbeck—2010, 2011, 2012; Charles Conrad—2009, 2010, 2011; Tasha Dubriwny—2009; Jennifer Jones Barbour—2009; and Cara Wallis—2009). Three of our faculty have won Association of Former Students Distinguished Award both at the university level (Charles Conrad—1993, 1997) and college level (Tasha Dubrinwy—2014; Nancy Street—2006). Most recently, Kristan Poirot was named a Montague-CTE Scholar, an award that is given to one faculty member from the college based on their early ability, interest, and excellence in undergraduate teach-

ing. At the national level, Charles Conrad was awarded the 2003 Donald Ecroyd Award for Outstanding Teaching in Higher Education by the National Communication Association. This means that 19% of our current tenured/tenure track faculty, 50% of our Instructional Professors, and 33% of our 3-year fixed term contract lecturers have earned teaching awards.

Four faculty have received research awards within the last five years. Tasha Dubriwny was granted the College of Liberal Art's esteemed Ray A. Rothrock '77 Fellowship for Outstanding Research, Teaching, and Service in 2014. Richard L. Street was awarded the 2010 Association of Former Students Distinguished Achievement Award for Research and most recently the 2013 George Engel Award for Outstanding Research Contributing to the Theory, Practice and Teaching of Effective Healthcare Communication and Related Skills by the American Academy of Communication in Healthcare. As mentioned earlier, Cara Wallis and Tasha Dubriwny won significant book awards. They also

received outstanding article awards and Dubriwny's article on framing birth was also awarded the 2013 Outstanding Research Article for *Women's Studies in Communication* and Wallis' essay on technology and/as governmentality won the International Communication Association Global Communication Top Article Award in 2014.

In terms of service, the Diversity Committee won the 2010 Diversity Service Award from the Department of Multicultural Services for promoting an understanding and appreciation of diversity.

GRANTS & FUNDING

INTERNAL FUNDING

Our faculty have been very successful at securing internal funding for research and teaching projects and initiatives. Table 2.9 provides a list of internal grants that faculty have earned in the last five years totaling \$364,510. For example, three of our faculty have earned grants from the Vice President for Research's Program to enhance Scholarly and Creative Activities or PESCA (Tasha Dubriwny, Jennifer Mercieca, & Cara Wallis), two Strategic Development Grants from the College of Liberal Arts (Kevin Barge, Josh Barbour, Jennifer Mercieca, & Srivi Ramasubramanian), and several Glasscock Center for Humanities grants.

EXTERNAL FUNDING

The best data that is available regarding grant activity for the Department of Communication is provided by the FY2014 NSF Higher Education R&D Survey. For 2014, the total R&D expenditures for the department were \$354,000 with \$163,000 in federal funding and \$186,000 in institutional funding. From 2010 to 2012, the department's total R&D expenditures were approximately \$200,000, then increased to \$308,000 in 2013 and \$354,000 in 2014.

This figure is somewhat conservative as many items do not route through Texas A&M's Sponsored Research Services (SRS).

For example, fellowship awards directly awarded to the individual rather than the institution and development foundation items are not included in these numbers. Moreover, if a faculty member is listed as co-PI on a grant, unless a split budget is created, it is only the PI and the PI's department that receives credit for the grant. Split budgets have only recently been created for co-PI's beginning in Fall 2014.

We have a number of faculty who are either co-PIs on grants with other colleges (Josh Barbour, Chris Beaudoin & Rick Street), have split appointments with other academic units (Randy Kluver), or have received fellowship awards which results in their grant activity not being totally reflected in the grant dollars we report. Since 2010, we have had faculty receive grants, fellowships, and contracts from the following organizations including Texas Department of Public Safety (Department of Transportation), U.S. Nuclear Regulatory Commission, Centers for Disease Control and Prevention, Cancer Prevention & Research Institute of Texas, BBN Raytheon, U.S. Department of Defense, National Institute of Health, and National Human Genome Research Institute.

Table 2.9 TAMU Internal Faculty Grants

<i>Texas A&M University</i>				
Ramasubramanian, Srivi	'10	Race & Ethnic Studies Institute		5,000
Dubriwny, Tasha	'10	Program to Enhance Scholarly & Creative Activities		10,000
Mercieca, Jennifer	'10	Program to Enhance Scholarly & Creative Activities		10,000
Burkart, Patrick	'11	Civil Dialogues Grant		3,000
Ramasubramanian, Srivi	'12	Initiative for Digital Humanities, Media & Culture		500
Dubriwny, Tasha	'13	50 Years of Inclusion		2,500
Burkart, Patrick	'14	Tier One Program Interdisciplinary Humanities Grant		165,000
Poirot, Kristan	'14	Montague CTE Scholar		6,500
Wallis, Cara	'14	Program to Enhance Scholarly & Creative Activities		10,000
<i>College of Liberal Arts</i>				
Campbell, Heidi	'09	Research Enhancement		5,000
Ramasubramanian, Srivi	'10	Research Enhancement		5,000
Street, Nancy	'10	Assessment Initiative		1,000
Street, Nancy	'10	Common Ground		1,000
Poirot, Kristan	'11	Civic Dialogue		3,000
Street, Nancy	'11	Common Ground		1,000
Street, Nancy	'12	Common Ground		750
Campbell, Heidi	'13	International Travel		1,500
Street, Nancy	'13	Common Ground		750
Campbell, Heidi	'14	International Travel		1,500
Mercieca, Jennifer	'14	Strategic Development		45,000
Barge, J. Kevin; J. Mercieca; S. Ramasubramanian	'14	Strategic Development		43,460
<i>Melbern G. Glasscock Center for Humanities Research</i>				
Campbell, Heidi	'09	Digital Humanities Project Fellowship		10,000
Dubriwny, Tasha	'10	Travel grant		1,000
Dubriwny, Tasha	'11	Publication Support		1,000
Heuman, Josh	'11	Ad Hoc Faculty Stipendiary Fellowship		
Wallis, Cara	'11	Stipendiary Fellow, Communication		1,500
Campbell, Heidi	'12	Faculty Fellowship-Equipment		4,800
Wallis, Cara	'12	Publication Support Grant		1,500
Wallis, Cara	'12	Internal Faculty Fellow		1,000
Wallis, Cara	'12	Stipendiary Fellow, Confucius Institute		1,500
Dubriwny, Tasha	'13	Faculty Research Fellowship		5,000
Dubriwny, Tasha	'13	Communicating Diversity Conference		500
Ramasubramanian, Srivi	'13	Cultural Enrichment/Diversity		500
Burkart, Patrick	'14	Summer Scholars Award		5,000
Burkart, Patrick	'14	Buttrill Ethics		750
Campbell, Heidi	'14-'17	3-Year Sem/Media & Religion		9,000

SALARIES

Table 2.11 presents a summary snapshot of the most recently available faculty salary data from 2012-2013. While the average salary for Assistant and Associate Professors are above the average for the College of Liberal Arts, Professors earn only 81% of Professors in the College of Liberal Arts. However, when compared to average salaries across the ranks for Texas

A&M and peer institutions, Department of Communication salaries are consistently below those averages ranging from 4% to 28% less. Table 2.12 presents an analysis of from 2008/2009 to 2012/2013. The data shows a steady decline in the weighted salary averages of Department of Communication Faculty when compared with the College of Liberal Arts, A&M university-wide, and peer institutions.

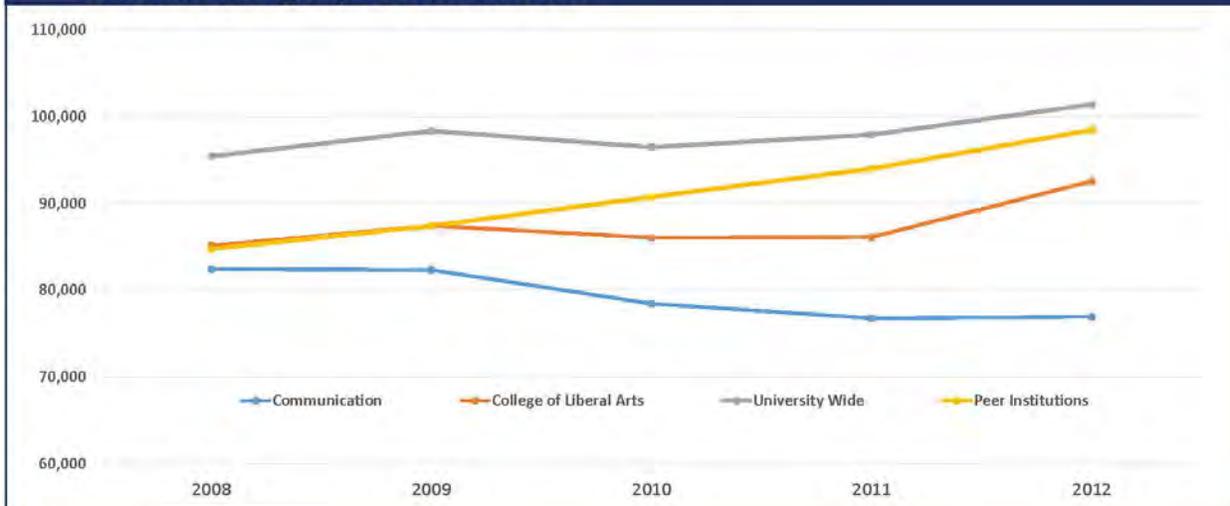
Table 2.11 Faculty Salary Comparisons, 2012-2012

Source: Texas A&M Office of Data & Research Services

	Assistant Professor	Associate Professor	Full Professor	Weighted Average	Sample Size
Communication	\$ 67,673	\$ 80,001	\$ 97,124	\$ 76,945	13
College of Liberal Arts	\$ 65,780	\$ 77,554	\$ 119,534	\$ 92,565	275
University Wide	\$ 77,211	\$ 87,964	\$ 121,938	\$ 101,407	1635
Peer Institutions	\$ 70,767	\$ 89,926	\$ 133,864	\$ 98,460	130

Table 2.12 Faculty Salary Comparisons, 2008-2012

Source: Texas A&M Office of Data & Research Services



CONCLUSION

The number of Communication faculty decreased by 30% from 2010 to 2013 and also resulted in a loss of senior leadership at the Professor level. The department is currently adding faculty and has taken steps to increase the number of Professors in the department. Despite this turnover, the current faculty is research active with tenured/tenure track faculty producing 169 articles, 14 books, 5 edited volumes

and 56 book chapters over the last five years. Many of our faculty have earned a number of teaching and research awards at the college, university, and national level. We continue to work at broadening the diversity of our faculty, improving the level of our external grant funding, and developing our faculty to be competitive for college, university, and national research and teaching awards.

CHAPTER 3.

UNDERGRADUATE STUDIES

OVERVIEW

The 2006 Academic Program Review focused solely on our graduate program, which makes this review the first time that the undergraduate program has been included in this kind of formal assessment. Guided by our faculty, our Alumni Advisory Board, and our Undergraduate Studies office, we have instituted a number of significant curricular updates and innovations since the undergraduate program came into existence in 1985. For this report, we will focus on the five most recent years. During this time period, we have added sixteen new courses, created four undergraduate certificates, added two department-specific study abroad trips, begun teaching some sections of some courses online as well as in “flipped” and hybrid formats, reaffirmed our place in the university’s core curriculum, infused the program with high impact opportunities for students, and continued to strengthen our First Year Experience for our freshmen. During this time, the number of undergraduate students has increased by approximately 25%.

INTRODUCTION

The Undergraduate Program in Communication features a rich set of offerings composed of sixty courses, three degrees, a minor, four certificates and several high impact experiences for our 1148 majors and our 337 minors. Additionally, students from across the University take our courses in fulfillment of the core curriculum, their degree plans as well as personal interest and goals.

PROGRAM STRUCTURE

DEGREE PROGRAMS

The Department of Communication at Texas A&M University offers three undergraduate degrees: (1) the B.A. in Communication, (2) the B.A. in Telecommunication Media Studies, and (3) the B.S. in Telecommunication Media Studies. As of Fall 2014, we have 1148 majors including 898 earning a B.A. in Communication, 201



pursuing the B.A. in Telecommunication Media Studies, and 48 the B.S. in Telecommunication Media Studies. There are an additional 337 students minoring in Communication.

The Bachelor of Arts degree in Communication (COMM) provides instruction in both the principles of effective communication and the application of those principles in a variety of communication situations. Students learn to describe communication phenomena, interpret them, evaluate them, and when appropriate, transform the world around them. Communication is an attractive major because it provides students with a broad liberal arts education, while at the same time focusing on vital communication skills, which are in high demand in the workplace and the community. Those communication skills include oral presentation skills: public speaking, argumentation, and technical communication, as well as other communication proficiencies, such as small group interaction, interviewing, rhetorical criticism, research skills, blogging, and communication technology literacy. Degree requirements include the study of rhetorical and communication theories, the study of communication research methods, and the use of those theories and research methods in a variety of communication contexts including leadership, conflict management, strategic communication, health communication, the democratic process, intercultural communication, interpersonal communication, mass media and new communication technologies, organizational communication, political rhetoric, religious communication, and others. Students use their communication skills to become leaders in business, non-profit, social, religious and political contexts. Some students pursue advanced degrees in communication, law, business, or religion while others take communication-related positions in marketing and sales, training and human resources, public relations, communication media, or

prepare for teaching careers.

Telecommunication Media Studies focuses on media industries, technologies, and communication systems in cultural and historical contexts, their audience processes and effects, and social implications of the media. The Telecommunication Media Studies (TCMS) major provides students with tools for understanding the media and their roles in social life theoretically, historically and critically. The degree allows students to choose a broadly based communication and media studies major or a more specialized study of telecommunication and media industries. The B.A. and B.S. are both available. The B.A. is a more flexible, liberal arts media-oriented degree; the B.S. is more directed and emphasizes developing quantitative skills. Students in both the B.A. and B.S. can choose Communication courses that address media industries, law and policy, technology and society, media audiences, processes, and effects, and the theory, history, and criticism of media, culture, and communication. A degree in Telecommunication Media Studies is useful in a broad variety of careers, from media and telecommunication industries, through communication-related positions in business, government, or non-profit organizations, to higher education. The curriculum is designed to educate citizens for a productive future in a changing world. Our students may become industry leaders, government regulators, spokespeople, politicians, writers, artists, activists, and informed citizens. The three degrees COMM-BA, TCMS-BA and TCMS-BS are similar in that they consist of 33 hours of coursework and specify a set of courses that students must take to complete the degree including central courses that develop the students' familiarity with a common body of knowledge for the field, two writing-designated courses designed to cultivate the students' ability to write for different audiences, a skills course intended to enhance their oral communication competency, and

then a choice of 9-12 hours of additional electives (see Table 3.1). They are distinct, however, in the kinds of central courses that are emphasized. All first semester,

First Time In College (FTIC) students are required to enroll in COMM 101 and COMM 291, regardless of degree program. COMM 101-Introduction to Com-

Table 3.1 Core Curriculum				
Generalist: Required Minor, No Certificates				
Specific to Degree	BA-COMM	BA-TCMS	BS-TCMS	
	<i>120 hours</i>	<i>120 hours</i>	<i>120 hours</i>	
	Speaking	Choose 3 hours: 203-Public Speaking 205-Technical Speaking 243-Arg & Debate		
	Skills	Choose 3 hours from: 210-Group Comm 215-Interviewing, 230-Tech Skill 240-Rhet Crit 250-Blogging	230-Comm Tech Skill	230-Comm Tech Skill
	Central	308-Res. Methods	308-Res. Methods	(308 part of the Quant skills)
		301-Rhetoric	360-Media History	345-Media Industries
		305-COMM Theory	350-Media Theory	350-Media Theory
			330-Comm & Tech	330-Comm & Tech
				375-Media Audiences
				Choose 3 hours from: 307-Media Law or 354-Pol, Econ TCMS
	Any COMM-W class	Any COMM-W class	Any COMM-W class	
	Any COMM-W class	Any COMM-W class	Any COMM-W class	
	12 hours COMM electives*	12 hours TCMS electives*	9 hours TCMS electives*	
Minor	COMM majors are required to choose a minor from the list of University approved minors. The Department offering the minor determines the number of hours in a minor 15-18 hours.			
University Core	6 hours Communication (Freshman English plus additional course in English composition) 6 hours Mathematics 9 hours Life and Physical Sciences 3 hours Language, Philosophy & Culture 3 hours Creative Arts 6 hours American History (3 of these hours may be Texas History) 6 hours U.S. Government/Political Science 3 hours Social and Behavioral Science			
Liberal Arts	6 hours English Literature 3 hours Language, Philosophy & Culture OR Creative Arts 3 hours Social and Behavioral Science (For TCMS, this is ECON 202) 14 hours Foreign Language			

munication and COMM 291-Research partially fulfill the electives category. The two B.A. degrees require four semesters of the same foreign language. Rather than foreign language, the B.S. degree requires four specified courses in Quantitative Concepts (including COMM 308.) All COMM and TCMS students complete the Texas A&M University Core Curriculum and Liberal Arts Core Curriculum which combined require six hours of Communication (Freshman English plus an additional writing course for COMM majors; Freshman English plus an additional writing course or additional speaking course for TCMS majors), six hours of MATH to include Calculus and/or Logic, nine hours of Life/Physical Sciences, nine hours from Creative Arts/Language/Philosophy/Culture, six hours English Literature, six hours Social Science (TCMS majors take ECON 202 in partial fulfillment of this requirement,) six hours of U.S. History (three hours may be Texas History,) six hours of Political Science (U.S. and State & Local,) and, as noted previously 14 hours of foreign language for B.A. students or 12 hours of Quantitative courses for B.S. majors. All COMM and TCMS students are required to earn a minor outside the Department. Minors are 15-18 hours. Therefore, most students have between 1 and 3 hours of general electives. There are some configurations that result in up to nine hours of general electives depending on the use of core curriculum courses in the minor. Undergraduate degrees are capped at 120 hours by the State of Texas with some exceptions for five-year programs. Students must earn Cs or better in courses counted toward the major.

MINOR IN COMMUNICATION

The minor in Communication is composed of 15 credit hours. These consist of three hours at the 200-level, three hours of either COMM 301-Rhetoric of Western Thought or COMM 305-Theories of Communication, six

additional hours of COMM at the 300-level and three additional hours of COMM from 200-499. A grade of C or better is required in each course applied to the minor. All students from outside the Department are eligible to earn the Minor in Communication.

HONORS

The Department of Communication has a well-established Honors plan and strong linkages to the University honors program. Undergraduate students may graduate with honors in Communication noted on the transcript. There are currently 99 honors students with an additional 98 invitations to COMM honors pending meaning that roughly 9% of our total majors currently participate in the honors program, and we expect the figure to be around the usual 15% figure by the end of this recruiting period. Patrick Burkart, a Professor in Telecommunication and Media Studies, serves as Honors Director, and Rachel Smith, a senior member of the Academic Advising staff, serves as Honors Coordinator.

Undergraduate students have several options for taking honors courses within the department. We offer three or four stand-alone sections of Honors COMM courses each year such as COMM 203, COMM 243, COMM 320 and COMM 446. We also offer ten to twelve embedded sections of Honors courses within regular courses. For all other courses, undergraduate students may work with the faculty member to



create an “honors contract” that specifies additional papers or projects that the student must fulfill to earn honors credit for the class. Honor students may also choose individualized instruction through COMM 497-Directed Study in Honors. Decisions regarding what stand-alone and embedded section courses to offer are based on faculty interest and previous enrollment patterns. As we increase our faculty, we hope to have a more coherent or predictable pattern of honors course offerings for our COMM honors students.

Communication and Telecommunication Media Studies majors with at least a 3.5 cumulative GPR are encouraged to apply for the Communication honors plan. Incoming freshmen in the top 15% of their graduating high school class with at least a 1250 on the SAT (no lower than a 570 on the Reading or Math sections) OR at least a 28 on the ACT (no lower than a 27 on the English, Reading, or Math sections) are also encouraged to apply.

Applications are accepted each summer (incoming freshmen only), fall, and spring, and accepted students will complete at least 18 total honors credits, including:

- At least 12 total honors credits in Communication
- At least 9 total honors credits at the 300/400 level
- At least 6 total honors credits at the 300/400 level in Communication
- Maximum of 6 credits waived based on AP/IB scores
- At least a 3.5 cumulative GPR at Texas A&M upon graduation
- At least a 3.25 honors GPR at Texas A&M upon graduation

CERTIFICATES

In 2011 the department made a strategic choice to begin developing certificates, which appear on the certificate holder’s transcript. Certificates combine

prescribed coursework with high impact experiences to provide focus in a particular area. Moreover, we have selected particular areas for certificates that not only integrate particular courses into a coherent plan of study, but also develop marketable skills. The Department of Communication offers certificates to our own majors, as well as to other interested students. See Appendix E for the detailed requirements for each certificate.

The Communication and Global Media Certificate (CGMC) is designed to provide students with an understanding of a communication perspective on the impact of media in a global context. Media and communication sectors are the second largest export markets for the U.S., after defense and aerospace. The rise of the BRICI (Brazil, Russia, India, China, Indonesia) economies also highlights the possibility for a certificate focusing on global media. The CGMC prepares students for understanding the growth and impact of communication and global media in a variety of similar contexts.

The Communication Leadership and Conflict Management Certificate (CLCM) is designed to develop communication leadership competence in interpersonal/group collaborative spheres and social/political arenas, to facilitate communication one on one in interpersonal interactions, across private and public boundaries and to mediate conflict in such diverse groups as families, work teams, political and religious groups and those engaged in geopolitical discord. The CLCM certificate prepares students for understanding the growth and impact of communication leadership and of conflict management, especially within the context of communication, and will serve undergraduate students well as they pursue diverse career options. Each CLCM certificate holder obtains a Certification in Basic Mediation by the State of Texas.

The Health Communication Certificate (HCC) is designed to offer students two options in the sphere of health communication. One track provides a path of study for students interested in communication in healthcare organizations and provider-patient relationships. The second track provides a path of study for students interested in health campaigns, other forms of mediated health communication, and health policy.

The Certificate in Strategic Communication (CSC) is designed to help students develop both an understanding of communication strategies along with the communication tactics necessary to operationalize the strategy. The ability to select, gather, and interpret information, conduct audience analysis, identify and implement specific communication strategies and tactics, work with digital communication and new media, and use language and visual communication ap-

propriately and effectively when designing communication campaigns or crafting messages are some of the skills that students learn. The Certificate in Strategic Communication will prepare COMM and TCMS majors to plan and execute communication strategically and to coordinate the integration of appropriate tactics to enhance commerce, government, and to further political, religious and social goals.

CUSTOMIZING ONE'S UNDERGRADUATE EXPERIENCE

The combination of three different majors, the communication minor, the possibility of honors, and four certificates permits undergraduate students to develop programs of study that are tailored to their personal interests. Table 3.2 highlights the various options that undergraduate students—majors, minors, and non-majors—have in creating their program of study.

Table 3.2 Summary of Undergraduate Degree Options

	COMM BA	TCMS BA	TCMS BS	COMM Minor	Any Student
Must Declare Minor Prior to completing 75 hours	Required	Required	Required	NA	NA
Honors For qualified COMM/TCMS Majors	Option	Option	Option	NA	NA
Generalists Minors only, no Certificate	Option	Option	Option	Option	Option
Communication Leadership & Conflict Management - CERTIFICATE	Option	Option	Option	Option	Option
Communication & Global Media CERTIFICATE	Option	Option	Option	Option	Option
Health Communication / Patient Provider & Organizations CERTIFICATE	Option	Option	Option	Option	Option
Health Campaigns & Public Policy CERTIFICATE	Option	Option	Option	Option	Option
Strategic Communication COMM/TCMS Majors Only	Option	Option	Option	NA	NA

UNDERGRADUATE COURSES IN COMMUNICATION

The Department of Communication offers courses in many areas in the discipline including health communication, organizational communication, rhetoric and public affairs, leadership and civic dialogue, and strategic communication with significant focus in intercultural and international communication across each area. Table 3.3 provides a listing of undergraduate courses in Communication.

Communication courses at the 100 and 200-level classes tend to be skills-oriented classes that focus on developing student's oral and written communication competency in areas such as public speaking, interviewing, and new media. The classes tend to be smaller in size ranging from 20-30 students and are predominantly taught by lecturers and Graduate Assistant Teachers. For our public speaking classes (COMM 203 and 205), we have purposively set an upper

Table 3.3 Undergraduate Courses in Communication

***Indicates course that is cross-listed in another discipline*

**Indicates course in the Core Curriculum for the University*

COMM 101 Intro to Communication	COMM 407** Women, Minorities & the Mass Media
COMM 203* Public Speaking	COMM 408 Advanced Research Methods in Communication
COMM 205* Communication for Technical Professions	COMM 410 Radio, Records, & Popular Music
COMM 210 Group Communication & Discussion.	COMM 411** Representations of Motherhood Examination
COMM 215** Interviewing Principles	COMM 415 New Media & Civil Society
COMM 230** Communication Technology Skills.	COMM 420** Gender & Communication Survey of
COMM 240 Rhetorical Criticism	COMM 425** Rhetoric of the Civil Rights Movement
COMM 243 Argumentation & Debate	COMM 428** Women's Rhetoric
COMM 250 New Media & the Independent Voice	COMM 431 Rhetoric of Social Movements
COMM 280 Careers in Communication.	COMM 434 Topics in Rhetorical Theory Application
COMM 291 Research	COMM 435** Rhetoric of Television & Film
COMM 301* Rhetoric in Western Thought	COMM 437 Visual Communication
COMM 305 Theories of Communication	COMM 438 Propaganda
COMM 307** Mass Communication	COMM 440 Political Communication
COMM 308 Research Methods in Communication.	COMM 443 Communication & Conflict
COMM 315* Interpersonal Communication	COMM 446 Communication, Organizations & Society
COMM 320* Organizational Communication	COMM 447 Communication, Group Processes & Collaboration
COMM 321 Strategic Communication Case Studies	COMM 449 Activism & Communication
COMM 322 Communication Tactics	COMM 450 Media Campaigns
COMM 323 Strategic Communication	COMM 452 Cultural Studies of Communication Technology
COMM 324 Comm Leadership & Conflict Management	COMM 453 Communication & Video Games
COMM 325* Persuasion	COMM 454 Telecommunication Policy
COMM 327* American Oratory	COMM 458** Global Media
COMM 330 Technology & Human Communication	COMM 460 Communication & Contemporary Issues
COMM 335* Intercultural Communication	COMM 470 Communication in Health Care Contexts
COMM 340 Communication & Popular Culture	COMM 471 Media, Health & Medicine
COMM 345** Media Industries	COMM 480** Religious Communication
COMM 350 Theories of Mediated Communication.	COMM 484 Internship in Communication
COMM 354 Political Economy of Telecommunication	COMM 485 Directed Studies
COMM 360 Cultural History	COMM 489 Special Topics
COMM 365* International Communication	COMM 491 Research Research
COMM 370 Health Communication	COMM 497 Independent Honors Studies
COMM 375 Media Audiences	COMM 289 Special Topics
COMM 403 Media, Children & Adolescents	

limit of 25 students per class so that students may have approximately 30 minutes of graded speaking time. 300-level classes focus on more general communication processes (e.g., persuasion) and contexts (e.g., intercultural) and tend to be taught in a large-lecture format ranging from 50-300 students, though classes are sometimes

offered with smaller class sizes. 400-level classes focus on narrowed and specialized topics in the discipline. The class size is strictly limited to 25 and each is writing-designated.

OUR STUDENTS

In 2014, we had 1148 majors. 898 are COMM, 201 are TCMS-BA, 48 are TCMS-BS. There are an additional 337 students minoring in COMM. Table 3.4 highlights that the number of undergraduate majors has risen steadily over the last three as we have experienced a 25% increase in majors. The Department of Communication has the second largest number of majors in the College of Liberal Arts as roughly

one of six majors in the college is a communication major (see Table 3.5).

Our undergraduate student demographics reflect that our majors tend to be white (71.6%) and female (76%). As Table 3.6 illustrates, our demographics for ethnicity and race tend to parallel the university's profile with the exception of Asian and International students. At the college level, Communication has fewer Asian, Black, and Hispanic students than the

Table 3.4 Number of Majors
Communication and Telecommunication Media Studies

Semester	COMM	TCMS	CLLA
Fall 2010	779	141	6,285
Fall 2011	736	170	6,419
Fall 2012	761	187	6,663
Fall 2013	835	229	6,788
Fall 2014	897	251	6,806

Undergraduate Majors

Relative to other majors in the College of Liberal Arts

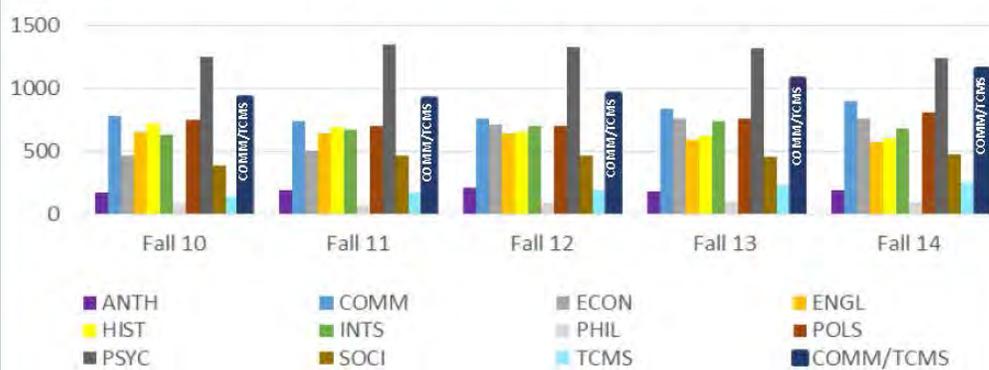


Table 3.5 Undergraduate Demographics, Fall 2014

Sex and Race/Ethnicity*												
Ethnic Origin	Dept of Communication				College of Liberal Arts				Texas A&M University			
	Female	Male	Total	Avg	Female	Male	Total	Avg	Female	Male	Total	Avg
Asian Only	24	6	30	2.5%	159	114	273	3.6%	1,631	1,920	3,551	5.7%
Black only + 2 or more/1 Black	31	13	44	3.7%	221	109	330	4.3%	1,218	947	2,165	3.5%
Hispanic or Latino of any Race	156	60	216	18.0%	1,110	671	1,781	23.2%	5,733	5,527	11,260	18.1%
International	7	5	12	1.0%	180	177	357	4.7%	1,974	3,762	5,736	9.2%
American Indian Only	2	2	4	0.3%	13	10	23	0.3%	76	97	173	0.3%
2 or more/excluding Black	24	4	28	2.3%	103	94	197	2.6%	632	728	1,360	2.2%
Native Hawaiian Only	1	1	2	0.2%	3	4	7	0.1%	25	34	59	0.1%
Unknown or Not Reported	4	1	5	0.4%	18	15	33	0.4%	170	231	401	0.6%
White Only	670	191	861	71.6%	2,746	1,922	4,668	60.9%	18,041	19,439	37,480	60.3%
	919	283	1,202		4,553	3,116	7,669		29,500	32,685	62,185	
	Female	Male			Female	Male			Female	Male		
	76%	24%			59.4%	40.6%			47%	53%		

*Provided by Office of Institutional Studies and Planning, Texas A&M University oisp.tamu.edu

college as a whole. At the university level, Communication tends to have fewer Asian students (2.5%) and International Students (1.0%) than the university percentages for Asian (5.7%) and International Students (9.2%). Similarly the percentage of women majoring in Communication (76%) is much higher than either the college (59.4%) or university (47%) percentages.

The number of total degrees awarded each year has decreased since 2009-2010 (see Table 3.6). This may be partially explained by enrollment variations college-wide. During this same time period, our average time to degree has remained around 4.0 years. Our first year retention rates for undergraduate students since 2006 have ranged from a low of 71.7% (2007) to a high of 83.5%

Table 3.6 Undergraduate Degrees Awarded

Most recent 5 Years					
	COMM BA	TCMS BA	TCMS BS	TOTAL/YR	Average Time to Degree
2013-14	234	18	19	271	3.92
2012-13	216	26	12	254	4.00
2011-12	249	39	5	293	4.07
2010-11	270	34	3	307	4.06
2009-10	<u>285</u>	<u>47</u>	<u>4</u>	<u>336</u>	<u>4.08</u>
Total Degrees	1,254	164	43	1,461	4.03

Table 3.7 Undergraduate Retention & Graduation Rates

Fall Cohort Year	Cohort	First Year Retention	Fourth Year Graduation	Sixth Year Graduation
2006	71	78.9%	62.0%	69.0%
2007	92	71.7%	50.0%	53.3%
2008	77	77.9%	58.4%	61.0%
2009	96	80.2%	62.5%	67.7%
2010	78	79.5%	60.3%	60.3%
2011	85	83.5%	NA	NA
2012	87	72.4%	NA	NA
2013	92	80.4%	NA	NA

(2011). Our fourth year and sixth year graduation rates dipped in 2007 to 50% and 53.3% respectively, however, they tend to be above 60% (see Table 3.7).

STUDENT CLUBS

Three student organizations and clubs are available for undergraduate students.

The Lambda Pi Eta (LPE) is a national honorary society that is supervised by Patrick Burkart. The purpose of LPE is to recognize, foster and reward outstanding scholastic achievement in communication, telecommunication, and media studies.

The Student Communication Association (SCA) is designed to provide students opportunity to learn more about careers in communication and the opportuni-

ties afforded by the skills communication students acquire. It is directed by Misty Wilson.

The Telecommunication Media Association (TMA) is supervised by Josh Heuman and serves as a link for A&M students interested in media technology and the industry. TMA focuses on a full range of modern media technologies, develops a fundamental understanding of the science of these technologies and examines the directions this science is moving society.

ADVISING

We employ team advising conducted by 3.5 advisors plus Nancy Street, a faculty member and Director of Undergraduate Studies. By team advising, we mean that students are not assigned to a particular advisor but rather that each advisor is responsible for each student. This provides an integrated approach to advising and eliminates bottlenecks in scheduling appointments as well as during walk-in advising. With the recent hire of an additional junior advisor, we have moved from a ratio of 459:1 (students to advisor) to a ratio of 328:1 which is more in line with the NACADA baseline of 300:1.

We recruit students through our website, prospective student materials and face-to-face contact. Advisors work at the TAMU open house each spring (Aggieland Saturday,) meet with prospective students and their parents throughout the year, and respond to numerous email inquiries. Once we receive the list of admitted students each spring, the Undergraduate Director makes email contact with them to offer to answer questions and to urge them to accept the offer of admission. Honors eligible students receive an honors program invitation through regular mail.

We orient COMM and TCMS majors new to TAMU at New Student Conferences

in the summer (or in January for spring admits.) These feature university-wide programming and include both advising sessions and registration sessions with our Undergraduate Office. The Department of Communication holds Change of Curriculum meetings throughout the school year for students who are joining the department from other majors, from Blinn Team, from TAMU-Galveston, and through readmission.

We retain students, prepare them for on-time graduation and for the next-step after graduation, through our Success Initiative. One aspect of the Success Initiative is "available advising" and "intrusive advising." We make our availability known by maintaining an online appointment system so that students may make an appointment with an advisor and we offer walk-in hours each week. We also offer advising through Google Hangout to students who cannot, or who do not prefer to, come to campus. First semester freshmen are required to attend an advising session prior to registering for the second semester. In addition to course selection, freshmen are reminded to participate in high impact experiences. Another element of the Success Initiative is the Degree check-up meeting held for students entering the second semester of their junior year. Attendance is mandatory. Students

are advised regarding their stated after-college goals and the match with what they have accomplished to date regarding those goals. Additionally, students are encouraged to participate in high impact opportunities. Data is collected for assessment regarding how well students are acquiring skills, the extent of participation in study abroad, internship, undergradu-

ate research and service learning. Finally, we prepare students for graduation by close monitoring of progress toward degree, yearly audits of each degree plan, constant referral to the Career Center and to career fairs, as well as networking with the Alumni Advisory Board.

HIGH-IMPACT OPPORTUNITIES FOR UNDERGRADUATE STUDENTS

Communication, along with Texas A&M as a whole, values high impact opportunities for students. High impact practices are described as, "you will actively pose and solve problems, work collaboratively in a community of peers, experience real-world applications of knowledge, and reflect on your learning processes." (us.tamu.edu/Students/High-Impact-Practices/High-Impact-Practices-Defined). We have embedded several high impact opportunities into our undergraduate curriculum.

FIRST-YEAR SEMINARS AND EXPERIENCES

COMM 101-Introduction to Communication is currently taught in conjunction with an hour of COMM 291-Research (lower division.) Students are introduced to the field of communication through elementary communication theory lessons combined with lecture, in-class activities and presentations by former students and by faculty. Freshman visit an upper division class and participate in the Annual Freshman Communication Research Conference.

Additionally, a number of our faculty have taught in the College of Liberal Arts Freshmen Critical Thinking Seminars as well as the University Studies First Year seminars. The FCTS is an initiative in the college designed to provide freshmen students with an intellectual transition into their college experience and to equip them with a skill that allows for lifelong learning. The pur-

pose of Liberal Arts Critical Thinking Seminars is to teach fundamental critical thinking skills for leadership, including problem solving, analytical reasoning, respect for difference, and the ability to synthesize and present different perspectives in a seminar-style of no more than 20 students. Examples of FCTS taught by our faculty include:

- Thinking Critically about American Citizenship (J. Mercieca)
- Judaism, Islam, and the Media: Representations and Responses (H. Campbell)
- Genes vs. Jeans: Reconciling personalized & patient-centered medicine (R. Street)

COMMON INTELLECTUAL EXPERIENCES

The Communication curriculum provides common intellectual experiences to our undergraduate student in two ways. First, Communication teaches a number of courses in the Core Curriculum. Communication's core curriculum courses cluster in the following area for the core:

- Communication (COMM 203-Public Speaking, COMM 205-Communication for the Technical Professions, COMM 243-Argumentation and Debate)
- Language, Philosophy & Culture (COMM 301-Rhetoric in Western Thought, COMM 327-American Oratory)
- Social and Behavioral Sciences (COMM 315-Interpersonal Communication, COMM 320-Organizational Communication, COMM 325-Persuasion, COMM 335-Intercultural Communication, COMM 365-International Communication)

Second, our freshmen class participates in the Common Ground Reader project. Each year the College of Liberal Arts picks a book over a contemporary social issue and encourages faculty teaching 100-level classes to integrate it into their class. Over the years, we have read the College of Liberal Arts designated reader, discussed it, participated in projects inspired by the book, and attended lectures by the authors, book-signings and the like. In some years, the first-year graduate students have led small group discussions with our first semester freshmen regarding the books.

Learning communities are often highlighted as a high impact learning opportunity. Learning communities are clusters of students who have a common experience through shared courses and activities. Many learning communities at TAMU are “living learning communities” where students live in the same dorm and take the same classes. At this time, Communication does not have a learning community. However, we would enjoy exploring this option in the future.

WRITING INTENSIVE COURSES

Communication has a rich set of writing-designated courses reflecting both the depth and breadth of our academic fo-

cus. Students enrolled in these courses must be juniors or seniors. The limit is capped strictly at 25 students. Each course meets or exceeds the requirements set forth by The Writing Center. These requirements include instruction in discipline-specific writing, mandatory formative feedback, 33% or more of the course grade based on writing, and a minimum of 2000 words of graded writing throughout the semester. Table 3.8 lists our current undergraduate writing intensive courses.

COLLABORATIVE ASSIGNMENTS & PROJECTS

Several faculty routinely feature collaborative assignments and projects in their classes. For example, our large-lecture COMM 305-Communication Theory has recently been offered in a flipped/hybrid format. In addition to more usual classroom activities including mini-lectures, online videos and readiness assessment quizzes, students collaborate in small groups within this mass lecture class each day to address hypothetical issues in the workplace through application of communication theory. Additionally, each group works together to create a presentation, which features an original case scenario and application of a particular theory to explore the scenario through description, interpretation, evaluation/criticism and transformation/solution.

Table 3.8 Undergraduate Writing Intensive Courses	
<i>**Indicates course that is cross-listed in another discipline</i>	
<i>*indicates course in the Core Curriculum for the University</i>	
COMM 403 Media, Children & Adolescents	COMM 440 Political Communication
COMM 407** Women, Minorities & the Mass Media	COMM 443 Communication & Conflict
COMM 408 Advanced Research Methods in Communication	COMM 446 Communication, Organizations & Society
COMM 410 Radio, Records, & Popular Music	COMM 447 Communication, Group Processes & Collaboration
COMM 411** Representations of Motherhood Examination	COMM 449 Activism & Communication
COMM 415 New Media & Civil Society	COMM 450 Media Campaigns
COMM 420** Gender & Communication Survey of	COMM 452 Cultural Studies of Communication Technology
COMM 425** Rhetoric of the Civil Rights Movement	COMM 453 Communication & Video Games
COMM 428** Women's Rhetoric	COMM 454 Telecommunication Policy
COMM 431 Rhetoric of Social Movements	COMM 458** Global Media
COMM 434 Topics in Rhetorical Theory Application	COMM 460 Communication & Contemporary Issues
COMM 435** Rhetoric of Television & Film	COMM 470 Communication in Health Care Contexts
COMM 437 Visual Communication	COMM 471 Media, Health & Medicine
COMM 438 Propaganda	COMM 480** Religious Communication

In COMM 449-Communication and Activism, students examine communicative behaviors used by individuals, grassroots, and established organizations in strategic ways to advocate on behalf of issues. In this course, students are not simply told how important it is to vote, or simply shown how to register to vote, they are assigned them to participate in Rock the Vote and they take to the community to register new voters.

UNDERGRADUATE RESEARCH

The Annual Freshman Research Conference is one example of student research in action. First semester students are encouraged to ask a question about communication and then working alone, with a partner or in a group of three, to select a research method, read a little bit of the literature, and to conduct their project. Findings are presented in poster session in an event attended by fellow students, graduate students, faculty and Deans. These students are enrolled in one hour of COMM 291-Research (lower division.) Over the last five years, a total of 644 students have participated (Fall 2010: 110; Fall 2011: 116; Fall 2012: 124; Fall 2013: 129 and Fall 2014: 165).

Students are encouraged to pursue research with faculty either on the student's own original project or working with facul-



ty on faculty projects. The numbers of students engaging in supervised research at the upper division level is relatively small. These students are enrolled in one to three hours of COMM 491-Research (upper division) or COMM 497-Honors Research. Over the last five years, a total of 25 students have participated (2010: 6; 2011: 3; 2012: 5; 2013: 6; 2014: 1; 2015 Spring: 4). Of these 25, 5 were Honors research. Table 3.9 provides a summary of the number of our undergraduate students engaged in supervised research at the lower- and upper levels.

DIVERSITY AND GLOBAL LEARNING

The department has recently put an increased focus on internationalization by emphasizing the value of infusing courses with global and diverse perspectives. For

Table 3.9 Number of UG Student Involved with Supervised Research

	<u>COMM 291</u> <i>Research</i>	<u>COMM 491</u> <i>Research</i>	<u>COMM 497</u> <i>Independent Honors</i>
2010	110	5	1
2011	116	3	-
2012	124	4	1
2013	129	5	1
2014	165	-	1
(Spring) 2015	-	3	1

examples, we offer several courses at the upper-level that emphasize an international or global perspective including COMM 335-Intercultural Communication, COMM 365-International Communication; COMM 375-Media Audiences; COMM 407-Women, Minorities and the Mass Media; COMM 415-New Media and Civil Society; COMM 420-Gender and Communication; COMM 425-Rhetoric of Civil Rights; COMM 428-Women's Rhetoric; COMM 431-Rhetoric of Social Movements; COMM 458-Global Media and COMM 480-Religious Communication.

Additionally, we urge each COMM and TCMS student to study abroad. Two experiences that we feature include our faculty-



led COMM to Italy trip and our reciprocal-exchange trip to Barcelona. Previous study abroad programs have seen our faculty travel with students to Mexico, China and Brazil. Launched in Spring 2013, the COMM to Italy program involves students studying at the Santa Chiara Study Center in Castiglione Fiorentino in Tuscany for the entire semester. COMM faculty rotate in and out for three week, intensive courses. The students and faculty reside and study at the center and enhance their study by frequent field trips in the region and throughout Italy. Undergraduate students in COMM and TCMS have presented papers at the Department's Communicating Diversity conference. The Communicating Diversity conference is a refereed, state-wide conference featuring a nationally known keynote speaker and wide variety of panels addressing diversity issues.

SERVICE LEARNING

Communication has engaged in service learning long before it was designated as a high impact practice. Each group in the COMM 210-Group Communication class completes a group project centered on service in the community. They must contact a community group, work to propose a service plan, and then actually complete the service. In any given semester, we have no fewer than 20-25 service learning projects underway in the Bryan-College Station area.

Our new Strategic Communication Case Studies class features a service-learning component that figures into the Certificate in Strategic Communication. Currently taught as a special topics course, COMM 321 will soon be the number of the course where COMM and TCMS majors create and implement a not-for-fee strategic communication plan for local businesses and non-profits. This semester, they are working with a no-kill shelter in Houston with a professor and a former student.

INTERNSHIPS

Employers and preceptors from across campus, across town, across the state, across the nation, and even across the world, seek COMM and TCMS majors for internships. Whether paid or unpaid, as long as the opportunity involves hands-on, supervised experience in the realm of communication or media, and is suitable as determined by the student, undergraduate students are able to earn academic credit. However, due to the cost of academic credit, many students simply pursue internships without earning credit and so it is difficult for us to track who is doing an internship or what they are doing. The University will offer zero credit, zero cost internship enrollment starting in Fall 2015 so that the internship credit may be transcribed, and without cost to the student. COMM and TCMS majors are not required to pursue internships, however, they are urged strongly to do so.

Students must identify and select their own internship experiences, however, because of the relationships developed and sustained through by the Undergraduate Director, we are able to send notices of many internship opportunities for students to consider. To be eligible to earn academic credit for an internship, a student must be a COMM or TCMS major, or COMM minor; have a minimum 2.5 GPR

overall at TAMU; and have completed 12 hours of COMM or have been a COMM or TCMS major for at least two semesters. Those who qualify complete an internship application that is signed by the employer/preceptor and then is submitted to the Undergraduate Director during a face-to-face internship conference. While pursuing the internship, students write two directed reports evaluating their goals, their progress toward their goals, the impact the experience has on them, the relationship of their work experience to their coursework, and some assessment of their readiness for work in the field of the internship. The Undergraduate Director in her role as Internship Director consults with the employer/preceptor twice during the semester regarding the satisfactory performance of the student. The Associate Provost for Undergraduate Studies as well the Department of English and Sociology in Liberal Arts has requested to adapt our materials for their use.

CAPSTONE COURSES AND PROJECTS
Students choose at least two of our Writing Designated classes to serve as capstone experiences. With 1148 majors spread over three degrees and four certificates, we find that offering a varied menu of options to be the appropriate capstone format.

ASSESSMENT OF LEARNING OUTCOMES

Over the last five years, we've have assessed a number of learning outcomes. These include:

1. COMM and TCMS majors will be able to define communication, explain the principles of communication research and explain the significance of communication theory. Assessment was conducted with first semester freshmen but this measure was discontinued.
2. COMM and TCMS majors will evidence

a variety of communication skills and competencies. Assessment was conducted through self-report measures and content analysis of student "CV" document.

3. COMM and TCMS majors will prepare to become leaders and productive citizens in an increasingly diverse and international context. Assessment was conducted through a survey administered during Communication Days in the fall semesters.
4. COMM and TCMS majors will think critically about and analyze communication

situations. Assessment conducted based on faculty assessment of student performance in 400 level COMM classes.

The learning outcome that has most influenced change in our undergraduate program is the second, COMM and TCMS majors will evidence a variety of communication skills and competencies. We assessed this learning outcome through administration of self-report measures over a three-year period, through analysis of internship reports and student resumes. We found that while some of our students were reporting the emergence and mastery of a number of skills useful in the workplace, 40% of COMM majors and 43% of TCMS majors reported no skills whatsoever. In response to Alumni Advisory Board confirmation along with that of College of Liberal Arts Marketing and Communication leaders that the mastery of communication skills is critical in the workplace, we have continued to require COMM majors to include both a speaking class and a skills class in the curriculum. Additionally, we have made COMM 230-Communication Technology Skills, a requirement in

the TCMS degree plans to attain media literacy. We have developed a course in Communication Tactics (COMM 322) for the Certificate in Strategic Communication and have taught Professional Communication under the COMM 460 title as a writing-designated course.

Responses to one of the questions on the final internship reflection, "What course do we not offer that you feel would have been helpful for you to have had before you did this internship?" inspired our efforts to create tracks of study using certificates within our broad and multi-faceted degree plans. Responses generally indicated that while students could find some examples from some coursework that they could apply in the working world, they generally felt under prepared to address applications of communication and media. Our four certificates and some of the new courses created for the certificates and/or combined for the certificate have added coherency for particular areas of study and provide a mechanism for helping students translate theory to practice

CONCLUSION

The undergraduate program has experienced strong growth within the last five years making it the second largest major within the college. To manage this growth the department has expanded its advising department and added additional T/TT and APT faculty. Nonetheless, our student to faculty ratio is high at 54:1 (using only T/TT faculty) and 41:1 (using T/TT and APT

faculty). The undergraduate program continues to make curricular changes in order to enhance the undergraduate experience as we have added four new undergraduate certificates, expanded our study abroad opportunities by developing COMM to Italy, and created numerous opportunities for undergraduate students to participate in high-impact activities.

CHAPTER 4.

COMMUNICATION GRADUATE PROGRAMS

OVERVIEW

The Department of Communication Graduate Program offers M.A. and Ph.D degrees and currently has 35 full-time graduate students in residence and 24 graduate faculty. Graduate students may create an individualized program of study selecting coursework from the department's four areas of specialization: (1) health communication, (2) organizational communication, (3) rhetoric and public affairs, and (4) telecommunication and media studies. 100% of full-time students are funded in the graduate program and are funded through a \$15,500 stipend/academic year and a \$500 travel bursary. Additional departmental travel and research funding is competitively awarded. The graduate program has a strong placement record with 100% of students receiving the doctorate having been placed at universities, research centers, or corporations.

INTRODUCTION

We have high expectations for our graduate program despite the fact that it is relatively young. The Texas Higher Education Coordinating Board approved the B.A. degree in Speech Communication in 1984, but the M.A. degree was not created until 1990 and the Ph.D. degree until January 1998. This means the doctoral program is only 16 years old as of Spring 2015—a time equivalent to approximately four generations of graduate students. However, thanks in large part to the early leadership of Kurt Ritter, the department has rapidly matured into a multi-area program with nationally ranked faculty and a graduate student body that began with 9 students in 1998 and now averages between 35 and 40 students in any given year.

Originally focused on Rhetoric and Public Affairs at its inception, under Dr. Ritter's leadership the department expanded its research foci into Organizational Communication and Health Communication, adding Telecommunication and Media Studies more recently within the past ten years. Although the natural flux in faculty changeover keeps ratios relatively fluid, the department has remained committed to maintaining a balance between faculty in each area. Accordingly, we also seek to maintain a healthy balance amongst graduate students, seeking first the best students in any area but also making an effort to create a healthy diversity amongst research interests.



The vision of the department is thus a balance between specialization and collaboration, on the one hand recognizing the need to prepare graduate students for jobs in their specific areas that require a mastery of a disciplinary language, and on the other hand encouraging work across areas with other graduate students and faculty in order to expand their intellectual horizons. Toward that end the department places high emphasis on collegiality and cooperation, hoping that students entering into the program will gain much from each other not only in the classroom but in their social relations with others. We hope that when graduate students leave our program, they will have been trained as excellent scholars as well as responsible and supportive

colleagues.

As part of our mission to become a top-ranked graduate program, we believe that we must accomplish three goals. First, we must create a diverse graduate student body, culturally, ethnically, and intellectually, which is essential to widening students' worldviews and stimulating intellectual curiosity and inquiry. Second, we must attract the very best talent both nationally and internationally by maintaining an effective recruitment program that helps make our department attractive amongst a competitive field. Third, we must structure a program that students believe will not only challenge them intellectually but will help them grow as teachers and scholars.

DEMOGRAPHICS AND DIVERSITY

Attracting a talented and diverse student body is a goal for any top-ranked research university and department. Alongside its desire to become an internationally acknowledged research university, Texas A&M has also challenged all departments to increase their emphasis on diversity. The Department of Communication is part of a university-wide effort to increase its commitment to diversity in both undergraduate and graduate student recruitment.

The other significant emphasis of the university is increasing its reputation as a top-tier research institution which attracts the best and most talented graduate students. Here, too, we share the university's commitment. Perhaps one of the most important measures of excellence in terms of a graduate program is the number of applicants who desire to enter the program relative to how many positions can be offered. Texas A&M has consistently averaged between 70 and 75 completed applications for its graduate program,

Table 4.1 Doctoral Graduate Program Applicants and Admissions

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	AVERAGE
PHD ADMISSIONS						
Applied	38	40	47	35	43	40.6
Admitted	19	18	14	19	20	18
Enrolled	15	9	7	9	13	10.6
Selectivity	50%	45%	30%	54%	47%	45%
Yield	79%	50%	50%	47%	65%	58%
Average GRE	291	301	301	311	313	303
PHD ENTERING CLASS						
Female	6	5	5	3	9	6
Male	9	4	2	6	4	5
White	8	6	3	4	9	6
Black	0	1	1	0	0	0
Latino	3	0	0	1	1	1
Asian	0	1	1	0	0	0
American Indian	0	0	0	0	0	0
International	4	1	0	4	2	2
Other/Unknown	0	0	2	0	1	1

including both M.A. and Ph.D. applications. Beginning in Fall 2014, we no longer directly admit students with Bachelor's degrees into our M.A. program. We do, however, admit a small number of highly-qualified B.A. applicants directly into our doctoral program. This number of applicants has been in competition for about 14 funded Graduate Assistant lines prior to 2010, although recent years have seen this number average closer to between 8 and 10. Table 4.1 reports our selectivity of admissions and yield rates for the last five years for our doctoral program. Average GRE score is a total of verbal and quantitative. The selectivity of admissions has averaged 45% of the total applicant pool, with the lowest selectivity in 2012-2013 at 54% and the highest selectivity in 2011-2012 at 30%. The yield rate for those accepted has averaged 58%. The selectivity rate of the most recent class (2013-2014) was 47%. Although these numbers are respectable, the department acknowledges that it would like the selectivity rates to be lower to indicate a more competitive process, at least amongst qualified Ph.D. applicants. Furthermore, having a yield rate of 50% or less, as occurred from 2010-2011 to 2012-2013 indicates that we also have challenges in terms of recruit-

ing those who have been attracted to the program enough to apply. However, it is important to note that this decrease in yield rate occurred at the same time the department experienced an approximate 30% decrease in the number of FTE full-time equivalent T/TT faculty.

Table 4.2 reports out the selectivity of admissions and yield rates for the M.A. program. The M.A. program has mirrored the Ph.D. program in terms of its demographics, with white females representing the majority of M.A. students and only 20% of the entire students being non-white. The yield rate is also almost identical at 52% (in comparison with 58% in the Ph.D. program). Notably different, however, is a selectivity rate which averages 19%, with a low of 7% in 2011-2012.

One of the most important marks of a successful graduate program is the ability to retain students throughout the course of their studies and for them to complete and defend their dissertation in a timely fashion. Table 4.3 provides a summary of time to completion by degree. We can see a steady reduction in the time to completion for doctoral students, beginning in 2006 with 6.5 years to degree and dropping almost every year until it levels out to

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	AVERAGE
MA ADMISSIONS						
Applied	32	31	29	40	31	32.6
Admitted	7	8	2	8	7	6.4
Enrolled	4	5	1	5	2	3.4
Selectivity	22%	26%	7%	20%	23%	19%
Yield	57%	63%	50%	63%	29%	52%
Average GRE	300	310	287	301	293	298
MA ENTERING CLASS						
<i>Female</i>	2	3	1	5	2	2.6
<i>Male</i>	2	2	0	0	0	0.8
White	2	3	0	4	1	2.0
Black	0	0	1	1	0	0.4
Latino	2	0	0	0	1	0.6
Asian	0	0	0	0	0	0.0
American Indian	0	0	0	0	0	0.0
International	0	2	0	0	0	0.4
Other/Unknown	0	0	0	0	0	0.0

Table 4.3 Graduate Degrees Awarded 2006-2014

	'06	'07	'08	'09	'10	'11	'12	'13	'14	Average
Masters	4	6	6	7	5	5	1	1	7	5
<i>Avg Time to Degree</i>	2	2	2	2	1.7	2.5	2	2.33	2.38	2
Doctoral	4	3	7	10	12	8	9	2	6	7
<i>Avg Time to Degree</i>	4.50	6.66	4.42	5.30	4.50	5.70	4.30	4.00	4.80	4.91

4-5 in the last few years, which approximates the ideal plan of study in the graduate handbook. We consider this a great success in the program and demonstrates a commitment on the part of all faculty to work together to ensure the timely success of students in their professional career.

There have, of course, also been students who have not completed their program and study and have withdrawn from the program. Table 4.4 shows our retention and attrition rate from 2007-2008 to 2011-2012. Of those who entered the program since 2009, 3 masters students have withdrawn and 5 Ph.D. students, for a total of 8 graduate students. This means that on average we have lost 1.3 students per year. Attrition numbers are difficult to interpret as attrition may be due to students deciding to pursue other career options or having some type of academic difficulty in the program that leads to their dismissal. Nonetheless, this suggests we need to give ongoing attention to the admissions process so we admit only those prepared to tackle the challenge of graduate study, develop strategies for making the tran-

sition to studying at Texas A&M easier, and closely monitor the progress of each student.

Our efforts to increase diversity in the department is mixed. The clearest success has been in our ability to attract talented female graduate students, with three of the five years being over 55% female admissions in the entering class. Another success is the number of international students that the program has attracted, with 3 years approximating 30 percent of our total admissions pool. Also consistent with the demographics of Texas A&M University as a whole, we have been moderately successful attracting Hispanic applicants, admitting in 2009 three Hispanic students to our graduate program out of four who applied.

Clear challenges are indicated, however, in the complete absence of American Indian applicants and the very low number of African Americans. In recent years, we have seen a steep rise in the number Asian applicants, particularly a tripling of Chinese applicants.

Table 4.4 Graduate Program Retention Rate / Students Admitted '08-'12*

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	AVERAGE
M.A. Program	08C	09C	10C	11C	12C	
Enrolled	5	4	5	5	1	4
Degreed	4	3	4	3	1	3
Retention Rate	80%	75%	80%	60%	100%	79%
Ph.D. Program						
Enrolled	9	5	15	9	7	9
Degreed or Enrolled	7	5	15	6	5	8
Retention Rate	78%	100%	100%	67%	71%	83%

*PhD Students admitted 2012-2014 are still in their four year cycle

GRADUATE STUDENT RECRUITMENT AND ADMISSIONS

Our recruitment strategies are similar in many ways to other communication departments. First, we try to maintain an accessible website that advertises our current program, makes our faculty biographies and CVs easily available, and describes what it is like to live at Bryan/College Station and work at Texas A&M. We also make use of the National Communication Association Convention, where we always organize a booth at the Graduate Fair, always well attended by graduate students and faculty. Whenever possible we also try to encourage faculty to meet and talk with interested students from other programs when they are invited to lectures or simply make informal visits to other departments, hoping to attract interested students. Texas A&M is also known for significant loyalty to the university through its identification of "Aggies," making alumni themselves a key resource for recruitment. This approach is especially relevant for exceptional students who are candidates for direct admission into our doctoral program. We also emphasize the personal touch with individual emails from our Director of Graduate Studies.

Starting in Spring 2011, we instituted a graduate student recruitment weekend, which has proven very popular and successful, with the majority of students attending this weekend accepting our offer into the program. Aided in part by the College of Liberal Arts and OGAPS, the recruiting weekend is designed to familiarize recruits with the department, including faculty, administrators, graduate students, and the program and facilities. It involves informal tours of the town and campus, meetings with individual faculty, social events and meetings, all of it trying to balance the need to give students all available information and the practical need to make it an enjoyable social experience. For students whose applications have

already been accepted, transportation is covered up to approximately \$500 and housing costs completely paid for a one or two day visit. Close to 90% of the faculty attended the keynote event of this weekend in Spring 2014, showing the overall department commitment, resulting in an impressive 70% acceptance rate for those recruits who attended.

Of course even with an excellent applicant pool, without a structured process by which we make admissions decisions, we would not be guaranteed a high quality recruitment effort. Consequently, the graduate admissions committee takes the job very seriously and put applications through a rigorous process before coming to a decision. The Graduate Admissions Committee is headed by the Director of Graduate Studies and includes at least one faculty member from each of the four areas in the department, making up at least a five-member committee, although there may be more depending on the level of interest from faculty.

Making decisions within this committee involves several steps. First, the Director of Graduate Studies organizes all of the applications and prescreens them in order to identify those applications which are clearly not up to the standards Texas A&M or whose career interests are not consistent with the research-oriented nature of our graduate program. However, this initial screening must still be approved by the committee as a whole. Once a



pool of acceptable candidates has been identified, the Director of Graduate Studies, when possible, communicates with the students in order to clarify any questions left unanswered by their application. Although applications are evaluated and marked according to relevant area (rhetoric, organizational communication, health communication, or telecommunication and media studies), the entire committee evaluates every application. However, many times representatives from individual areas share applications with other members of the general faculty in order to come to an initial evaluation and ranking, and are then submitted for the entire committee in order to compare and contrast them with applications from other areas in order to evaluate them. Although there are no quotas for students in each area, there is an agreement that when possible the area should be balanced when there are equivalent candidates put before it.

There are many criteria used to determine the strength of a candidate. At no point is

a single factor used to determine the acceptability of a candidate, but at all times a holistic procedure is employed. Several factors add up to this evaluation. First, there are the GRE scores, which are used as a rough indication of how prepared they are to enter graduate school. Second, their undergraduate or graduate institution and record is taken into account, acknowledging academic training as an important sign of success.

Third, the personal statement and writing sample are given considerable weight, both in terms of the subject matter that reflects the interests of the student, as well as the style of writing in the way it expresses intellectual ability. Lastly, personal considerations may come into play, in terms of his or her work life, cultural or ethnic background, or the challenges they overcame personally on their way to graduate study. Finally, we look at the whole person and consider how much they would contribute to the program and how much we would see their unique personality adding to the richness and diversity of the department.



GRADUATE STUDENT FUNDING & SUPPORT

The attractiveness of any graduate program to secure high-quality students partially depends on the competitiveness of its financial support, in terms of stipends and research support, including conference travel, as well as teaching load.

DEPARTMENTAL GRADUATE ASSISTANTSHIPS

Almost 100% of full-time graduate students are funded through departmental graduate assistantships. Funded graduate students serve primarily as Graduate Assistant Teachers (GATs), though some graduate students are assigned as Graduate Assistant Researchers (GARs). For most of the program, graduate students have been required to teach two courses each semester for every year of graduate funding. One of the improvements in the program instituted in Fall 2014 has been to reduce the teaching load to a 2-1 load for doctoral students in the first three years of their program, with future teaching reductions anticipated. We believe this will make the program much more attractive to students.

In terms of financial support, the department is near the median of departments within the college of Liberal Arts. However as seen in Table 4.5 the department has made improvement in the past two years. In 2009, a Ph.D. earned \$14,000 for the 9 month academic year and taught two courses each semester. In 2012, stipends were increased to \$15,500. The costs to the student for this program have fallen during the past few years, so that insuring

the student, the student and spouse, or student and children is fully paid for by the university (family coverage costs \$14.48 per month). This has made Texas A&M slightly more competitive in the market financially. However, unlike other universities that reduce the cost of student fees for graduate students, A&M requires graduate students to pay fees at a cost of approximately \$1,300/semester.

UNIVERSITY & COLLEGE FELLOWSHIPS

The University and College offer several fellowships that are designed to enhance recruiting graduate students.

The University awards two types of highly-competitive fellowships. Graduate Merit Fellowships are offered in lieu of a teaching or research assistantship for a student's first year. These awards are made primarily on the basis of academic merit: test scores, grade point averages, and external recommendations. An applicant's record of convention presentations and academic publications also are taken into consideration. Merit Fellowships provide all of the fringe benefits afforded teaching and research assistants.

Graduate Diversity Fellowships are designed for students who will enhance the diversity mission of the university in a variety of ways. Diversity Fellowships require the student to carry a regular assistantship in his or her academic department, but include additional funding benefits beyond the regular assistantship. The fellowship provides an \$18,000 stipend per year for three years from the Office of Graduate

and Professional Studies, \$9,000 per year for tuition and fees for three years and a departmental stipend of \$7,750 per year. Health insurance also is provided. During

Table 4.5 Graduate Assistantships

	2009-10	2010-11	2011-12	2012-13	2013-14
Degree					
Masters	\$12,000	\$12,000	\$12,000	\$14,000	\$14,000
Ph.D.	\$14,000	\$14,000	\$14,000	\$15,500	\$15,500
Teaching Load					
Masters	2/2	2/2	2/2	2/2	2/1
Ph.D.	2/2	2/2	2/2	2/2	2/1

year four the student receives a standard TA funding package, but can be nominated for a “top-up” award that would bring their stipend back up to the level of years one through three.

In addition, the College of Liberal Arts awards two types of fellowships. Vision 2020 Fellowships are selected in much the same way as University fellowships. They are for a two-year term, but may be renewed for a second two-year term. Each fellowship increases the student’s teaching or research assistantship stipend by \$10,000 per year. Lechner Fellowships are a one-time grant of \$5,000 that can be used to support research, professional travel, fees, books, and so on, or as a commitment bonus. At this point there is some doubt about the extent to which college-level fellowship programs will be continued.

During the past three years, approximately two-thirds of the students we have nominated for Merit, Diversity, and Vision 2020 fellowships have won them, and our yield rate for fellowship winners is about 75%. All of the students we have nominated for Lechner Fellowships have won them, and have decided to attend Texas A&M. Finally, Texas A&M University also sponsors Academic Excel-

lence Awards, student loans, and other specialized forms of financial aid. To be eligible for any of these non-assistantship awards, a student’s application must be complete by December 1 of the year prior to matriculation. Appendix F contains a full listing of graduate student awards.

RESEARCH AND TRAVEL SUPPORT

Table 4.6 summarizes the level of research and travel support the department offers graduate students. The communication department offers travel funding to students, designated at a minimum of \$500 a year for conferences. We also offer competitively selected research mini-grants to students for a focused research project. These are typically funded at a thousand dollars or less. As Table 4.6 shows, we have more than doubled travel to conferences, from \$13,000 in 2012-2013, to \$27,000 dollars in 2013-2014, including research mini-grants of roughly \$11,000 and \$9,000 in travel to other conferences.

Table 4.6 Graduate Student Support Travel/Research

	Travel to Conferences Department	Research Grants Department	Travel to Conferences TAMU-Other
2009-10	\$11,500	\$14,400	\$8,000
2010-11	\$13,100	\$18,000	\$3,200
2011-12	\$11,300	\$20,500	\$1,300
2012-13	\$13,000	\$16,250	\$2,800
2013-14	\$27,516	\$11,008	\$9,423

PROGRAM AND CURRICULUM

The Ph.D. program in the Department of Communication aims to prepare students for teaching and research at the college and university level or in research positions in government and industry. All students must have a firm grasp of the general field, a detailed understanding of literature and intellectual problems in a chosen specialty

area, and a sophisticated understanding of methods and theoretical foundations for research. The program of study for the doctoral degree can vary a great deal from student to student, depending on academic and professional goals, as well as previous educational experiences. Thus, it is critical that the program of study (and formal degree plan) be developed

by the student in close consultation with his or her advisor and advisory committee. For doctoral students the ultimate aim is to work closely with one's advisor and committee to design and defend a dissertation by year 4 or 5 of Ph.D. study.

DEGREE REQUIREMENTS

The degree requirements are designed to maximize student flexibility in choosing courses while at the same time ensuring that all graduates possess a comprehensive background in communication, not only in their own specialized area, but across multiple areas. The department has four areas of study, Health Communication, Telecommunication and Media Studies, Organizational Communication, and Rhetoric and Public Affairs. Rather than fostering difference, however, we believe that experiencing a diversity of robust and distinct perspectives enriches all of our understandings of communication as a whole. It is on this basis that we require every student to take courses outside of their specialized area within the Department of Communication and in consultation with his or her advisor and committee. In addition, it allows students with interests in more than one area to create an individualized program of studies in which she or he can pursue those interests. Table 4.7 provides a list of graduate seminars.

To earn a Ph.D. in the Department of Communication at Texas A&M, a student entering the program with an M.A. from another institution is required to take at least 38 credit hours of courses plus at least 11 hours of dissertation credit (for a total of no less than 64 total credit hours), pass a comprehensive exam on completion of coursework, and then successfully write and defend a dissertation. Ph.D. coursework should follow a plan of study that includes those research methods, theories, and topics that will best prepare the student to successfully complete her or his dissertation and other research projects.

During the Fall 2014, the Graduate Committee evaluated the programs of study completed during the first 15 years of our graduate program. Based on that analysis, it proposed to the faculty a number of changes in graduation requirements. In general, these changes were designed to ensure that students completed coursework in multiple areas of the department and maintained an appropriate balance between COMM seminars and outside courses. We also wanted to limit the use of independent studies in order to increase interaction with other students and professors in a structured setting.

Another change in the department has been to formalize a "direct admission" program to the Ph.D. for those who do

Table 4.7 Graduate Seminars

COMM 610	Social Science Methods in Communication Rsrch	COMM 659	Communication & Citizenship in the Public Sphere
COMM 615	Interpretive Methods in Communication Rsrch	COMM 662	Survey in Telecommunication Media Studies
COMM 620	Communication Theory	COMM 663	Mapping the Information Society
COMM 630	Interpersonal Communication	COMM 663	Media Processes & Effects
COMM 631	Group Communication	COMM 663	Media, Culture & Society in Contemporary China
COMM 632	Communication and Conflict	COMM 665	Technology & Communication
COMM 634	Communication & Gender	COMM 670	Communication in Clinical Contexts
COMM 637	Communication & Conflict Mgmt in Organizations	COMM 670	Health Communication Campaigns
COMM 637	Communication & Organizational Cultures	COMM 670	Health Communication in the Family Context
COMM 637	Perspectives on Organizational Discourse	COMM 670	Narrative Inquiry in Health Communication
COMM 637	Communication & Leadership	COMM 670	Culture & Health Communication
COMM 637	Organizational Rhetoric	COMM 689	Ritual & Communication
COMM 637	Power, Politics, & Organizational Communication	COMM 689	Ethnography
COMM 640	Rhetorical Theory	COMM 689	Media Sociology
COMM 645	Rhetorical & Textual Methods Communication Rsrch	COMM 689	Freedom of Speech
COMM 650	American Public Discourse since 1865	COMM 689	Myth & Popular Culture
COMM 655	History & Theory of Rhetoric since 1800	COMM 689	Visual Rhetoric
COMM 658	Communication & Culture		

not yet have an M.A.. This was in part to attract talented students who would not otherwise be able to be funded as an M.A. student. These changes mirrored trends taking place in the university and the College of Liberal Arts.

To earn a Ph.D. in the Department of Communication at Texas A&M, a student entering the program without an M.A. or equivalent degree from another institution is required to take at least 83 credit hours of courses (including 6 hours of M.A. thesis credit) plus at least 11 hours of dissertation credit (for a total of no less than 68 total credit hours), defend an M.A. thesis at the end of the second year, pass a comprehensive general exam on completion of Ph.D. coursework, and then successfully write and defend a dissertation.

PRELIMINARY EXAMINATION

A preliminary examination (also called a "comprehensive" examination) must be taken no later than the semester following the completion of the formal course work on the degree plan. The Department of Communication currently is transitioning from its original preliminary examination system to a revised version that is designed to facilitate the development of a student's publication record. Students who entered the program prior to the fall, 2012 semester may opt to take their preliminary examination under the original system. In the old system, there was a written portion of the examination typically consisting of eighteen (18) hours to be taken during approximately one week's time and consisting of questions covering the student's major research area(s), the student's sequence of research methods courses, a two hour question regarding social scientific and humanistic research traditions in the communication discipline and a 1 hour question on pedagogy. There would then be an oral portion of the examination consisting of no more than three (3) hours and must be completed within approxi-

mately two weeks of the first day of the written examination.

In 2013, however, a new comprehensive exam system was proposed in order to test a student's expertise in at least two areas of specialization, general field knowledge, theory, and methodology as declared in the student's Program of Study. The main difference was to integrate a formal written portion, in the form of a more scholarly piece of writing, that would be evaluated separately from the written answers prepared for the oral defense. The written component thus consists of a journal submission length paper or equivalent and 12 hours of essay question with the oral defense accounting for an additional 2 hours. The result of the changes is summarized as follows: Examination Structure. The examination includes: (1) the production of a journal submission quality paper or equivalent, and (2) answering 3-4 essay questions using a timed closed-book format, take-home format, or some combination of the two [12 hours].

Journal submission paper or equivalent.

Each student is assigned a paper to write that is (or is equivalent to) a journal submission. This paper should advance a focused and bounded argument in some way. While the paper may be related to the student's dissertation, it is not a complete prospectus. The essay portion of the test begins once the paper has been submitted.

Essays. Twelve hours of the examination may be taken in-house using a timed closed-book format, take-home format, or some combination. The essay portion of the examination consists of 3-4 questions that are to be divided among theory, method, and special topics as appropriate, and as determined by the committee chair in consultation with the student and other committee members. Potential areas for take-home examinations may include literature reviews, data analyses, and other sorts of problem-based ex-

ercises in which it makes sense to have an open book format and for which the amount of time needed doesn't equate to a carefully-timed number of hours.

DISSERTATION

Once a student has passed the Preliminary Examination, she or he has four years to complete all remaining requirements for

the degree, consisting primarily of the dissertation. Doctoral students must demonstrate their ability to conduct independent research of high quality by completing an original dissertation. While acceptance of the dissertation is based primarily on its scholarly merit, it must also have credible literary workmanship.

GRADUATE STUDENT ADVISING AND SUPERVISION

GRADUATE DIRECTOR AND PLACEMENT OFFICER

The Director of Graduate Studies (DGS) is in charge of all aspects of administering the graduate program including graduate student recruiting, student admissions, the development of professional development opportunities, graduate seminar scheduling, nomination of graduate students for college and university fellowships, and funding decisions. Charles Conrad is the current DGS. The DGS chairs the departmental Graduate Instructional Committee as well as serves as the department's representative for the college's Graduate Instructional Committee

In Fall 2011, the department created the position of a Graduate Student Placement Officer. The duties of the placement officer focus on preparing doctoral students for the job market by conducting workshops on the construction of CVs, application letters, and teaching portfolios, coordinating mock interviews, and scheduling job talks. The current Graduate Student Placement Officer is Kristan Poirot.

ADVISING IN THE DOCTORAL PROGRAM

Upon entering the Ph.D. program at Texas A&M, each student is assigned an interim advisor. The interim advisor's responsibilities include helping the new student understand the requirements and course options in the doctoral program, assisting in the assessment of curricular needs with relation to previous coursework at both the B.A. and M.A. levels, and familiarizing

the student with the graduate faculty, their research interests, and their expertise in anticipation of selecting a permanent advisor and advisory committee.

Students are encouraged to select a permanent advisor early in the second semester of the program. This permanent advisor may (or may not) be the interim advisor. Also, the permanent advisor (or a committee member) can be changed during the course of the program as circumstances require (for example, after the completion of preliminary exams). Committee changes must be approved by all members of the student's old and new committee, the



Director of Graduate Studies, and OGAPS. However, it is critical that an advisor be selected early in the program in order to help design a program of study, make decisions about mentorship opportunities, and start thinking about dissertation possibilities. The student must form his or her permanent advisory committee before submitting a formal plan of study and taking preliminary examinations. This advisory committee typically consists of an advisor,

two or more additional members of the departmental faculty, and one faculty member from outside the department. An outside member is required by the University.

ANNUAL REVIEW OF GRADUATE STUDENTS

In the fall semester, we do a brief review of all new students at the end of the semester. During each spring semester, the faculty as a whole conducts a more extensive annual review of all graduate students. The purpose of the review is to provide constructive feedback to students, identify strengths and weaknesses, and offer guidance in the program. As part of this evaluation, faculty members observe teaching assistants and write a one-page report on their observations and the student's instructional skills. The advisor for each student, then, provides brief reports on each person's progress toward the degree, number of incompletes, teaching

performance, grades, writing ability, and overall productivity. Minimal satisfactory requirements are that students maintain a 3.3 GPR or higher and successfully complete assistantship duties. Other faculty members who have taught or worked with the student add comments during this evaluation session.

On the basis of this review, each student receives a letter summarizing the faculty's feedback and suggestions for improving performance. In extreme cases, students may be placed on a probationary status for a specific time period and required to demonstrate improvement or they will be dropped from the program. However, the aim is primarily to address problems early in order that when they reach the job market they are ready to meet the challenges of being a tenured professor.

GRADUATE STUDENT TRAINING

RESEARCH TRAINING

In order to train graduate students to be future professionals, we encourage them to work closely with faculty, as well as other graduate students, in order to find ways to research and publish cooperatively (as well as independently). A research culture is first cultivated in the research seminars, which focus on giving students the methods and habits of becoming scholars. We also encourage them to attend research colloquia that we host on campus during the semester, where they get the opportunity to see the best researchers in the nation present their work and also get a chance to meet them and talk to them in social situations. Recently, the graduate students have also instituted a "Sandwich Seminar" in which the department caters lunch to encourage students and faculty to attend graduate students presentations of their work.

PEDAGOGICAL TRAINING

The department also engages in extensive teacher training for graduate students.

At the beginning of the school year, new graduate students receive a comprehensive orientation to graduate school and a training seminar for teaching the basic course. The week prior to the beginning of fall classes, new graduate students as well as returning students participate in a 17-hour workshop that provides general instruction on the TAMU student body and teaching policies as well as training for delivering material in our introductory COMM 203 class. COMM 203 is a performance-based class that teaches public speaking and is the class that all incoming graduate assistant instructors teach. During the fall workshop, we use the course manual to guide our conversations about university, departmental, and course policies as well as student engagement, grading practices, and course planning. The workshop also includes training for TAs assigned to teach three additional performance courses (COMM 205, 210, and 243).

A weekly 90-minute staff meeting is conducted for first-year teaching assistants in the fall and spring semesters. The staff meetings follow-up on the fall workshop

addressing the following topics as needed: (a) creating a positive learning environment, (b) grading, (c) ethical and legal duties associated with classroom duties, (d) classroom management, (e) pedagogical strategies for engaging students, and (f) building a strong positive classroom culture. The week before class begins in the spring semester, we also have a day-long workshop for our beginning teaching assistants that focuses on a specific element of their pedagogical practice.

During the fall semester, first-year teachers enroll in a 1-hour class, COMM 681 that focuses on broad issues regarding the university and designed to build the capacity of students to teach non-performance classes. This past year, we had instructors from the university's Center for Teaching Excellence (CTE) present lectures on "Teaching Large Classes," "Developing and Writing Learning Objectives," "Assessment and using Rubrics," and "Classroom (behavior) Management." Information Technology Services also conducted a session on technology in the classroom focusing on the use of social media.

Our workshops, staff meetings, and classes are reinforced through a rigorous set of policies for enforcement as specified in our Graduate Handbook as well as a system for classroom observation and course evaluation. We use the PICA system for assessing the overall teaching effectiveness of our graduate students at mid-semester and semester's end as well as have the supervisor for COMM 203 do classroom observations at least twice during the year. Teaching Assistants also have an additional faculty member observe their teaching during the spring semester who provides feedback and mentoring. Students who teach sec-

tions of 200-level classes such as small groups, interviewing, or argumentation work with a faculty supervisor who oversees general syllabi, course requirements, and course consistency across sections. Most of the department's 200-level classes, with the exception of honors courses, are taught by graduate assistants. Finally, doctoral students who have completed comprehensive exams have the option to teach 300-level courses. A faculty member is selected to serve as a mentor and resource to the graduate student for the course. 300-level classes are typically large lecture and enroll anywhere from 75 to 240 undergraduates. Table 4.8 indicates the wide range of courses available for all M.A. or Ph.D. students to teach, depending on availability and fit to their schedule.

Assignments to teach upper level courses are then determined according to the qualifications of the graduate students, determined largely by their coursework and area of specialization. We believe that providing graduate students a wide range of options to teach is the best way to prepare them for a tenure track position upon graduation. As Table 4.9 indicates, students who wish to teach these courses must detail their qualifications so we can assure that the undergraduates will receive the best possible teacher with a unique perspective on the course material.

Table 4.8 Course Taught by Graduate Students

COMM 203-Public Speaking
COMM 205-Communication for the Technical Professions
COMM 210-Group Communication
COMM 215-Interviewing
COMM 230-Communication Technology Skills
COMM 240-Rhetorical Criticism
COMM 243-Argumentation and Debate
MGMT 439-Negotiation

Table 4.9 Graduate Student Assignments to teach upper level courses

RANK	Course	Graduate Coursework relevant to the Course	Assisted / Mentored	Conducting research in this area. Published? Under review? In prep?
	COMM 307 Media Law			
	COMM 315 Interpersonal			
	COMM 320 Organizational			
	COMM 321 Strategic COMM Case Studies			
	COMM 322 COMM Tactics			
	COMM 323 Strategic COMM			
	COMM 324 Leadership and Conflict Management			
	COMM 325 Persuasion			
	COMM 327 American Oratory			
	COMM 330 Comm and Technology			
	COMM 335 Intercultural			
	COMM 340 Pop Culture			
	COMM 345 Media Industries			
	COMM 354 Political Economy of Telecomm			
	COMM 365 International			
	COMM 370 Health			
	COMM 375 Media Audiences			

GRADUATE STUDENT RESEARCH

Our graduate students have been very successful at attending major conferences and presenting competitive papers. Since 2009, we at least 39 graduate students have attended major conferences and have presented at least 217 competitive papers. In 2014, of our full-time in-residence graduate students, 69% presented a competitively selected paper at a conference. Appendix G contains a full listing of graduate student conference presentations.

The majority of presentations were given at the major communication conventions, including the National Communication Association, the International Communication Association, and the Central & Southern States Communication Association. However, students also attended many more boutique conferences according to their specialized interests, including the Feminist Action Project Conference, the Popular Culture & American Culture Association Conference, the Communicating Diversity Student Conference (held at Texas A&M), Global Fusion, the Society of Industrial Organizational Psychology, the

Elon Media and Religion Conference, the Critical Ethnic Studies Conference, and the Visual Communication Conference. Lastly, students often attended international conferences, not only at the International Communication Association, but also other specialized conferences. These included the Workshop on Muslim Religious Media and the Arab Spring at Doha, Qatar, the International Society for Media, Religion, and Culture Conference at University of Kent, UK, Cyber-cultures Conference in Prague, Czech Republic, and the International Conference on Communication in Healthcare, Montreal, Canada.

In terms of publications, since 2009 there have been 26 students who have published journal articles, book reviews, and encyclopedia articles. These students have published a total of 40 pieces, with 14 of them being either first authored or solo authored. Of the published essays, 16 of them—more than a third—have been coauthored by a faculty member with seven different faculty members co-authoring papers with students. In 2014, of our 34 full-time in-residence graduate students, 16 published. Appendix H contains

a full listing of graduate student publications.

Like the conference presentations, our graduate students have published in a range of different publications including *Mobile Media & Communication*, *Popular Communication*, *Food, Culture, and Society*, *Digital Methodologies in the Sociology of Religion*, *Journal of Religion*, *Media*, & *Digital Culture*, *Southern Law*

Journal, *Qualitative Inquiry*, *Patient Education & Counseling*, *Health Communication*, *Academic Medicine*, *Quarterly Journal of Speech*, *Argumentation and Advocacy*, *Communication Monographs*, *Communication Law Review*, *ETC: A Review of General Semantics*, and *Journalism History*.

GRADUATE STUDENT PLACEMENT

An important measure of a program's success position placement after graduation. From 2009 to 2014, 52 students completed the Ph.D. (see Appendix I for a list of doctoral student placements). All are currently employed either in academic, non-teaching positions at universities or research centers. 75% (39 students) are placed in academic tenured/tenure-track lines or their equivalent and 17% (9 students) are in non-tenure track positions. Using the Carnegie Foundation Classification Descriptions for academic institutions, for students placed in T/TT positions 8% (3 students) are placed at Associate's Colleges, 25% (10 students) at Doctorate-Granting Universities, 43% (17 students) at Master's Colleges and Universities, and 11% (5 students) at Baccalaureate Colleges with 8% (3 students) with internation-

al placements. Our analysis suggest that most our students are placed at Master' Colleges and Universities versus Doctorate-Granting Universities. Of the 10 placements at Doctorate-granting Universities, two students are in programs that offer a doctorate in communication (University of South Florida & the University of Utah). Many of our students have tenure-track positions at 4-year universities in Texas including Abilene Christian University, Hardin-Simmons University, Sam Houston State University, Southern Methodist University, Stephen F. Austin University, University of Houston, and University of North Texas. In this respect, Texas A&M is giving the taxpayers of Texas a strong return on their investment. We are proud of our success getting our students placed, although we would like to see more placed at top tier research institutions.

GRADUATE STUDENT SURVEY

A graduate student survey was constructed that consisted of a mix of closed and open questions regarding perceptions of the graduate program's strengths and weaknesses (see Appendix J). The survey was distributed in February 2015 with 27/35 full-time in-residence graduate students completing the survey for a response rate of 77%.

Graduate students experienced a high level of overall satisfaction with the department (M = 5.56 out of a 7-point item) and the quality of graduate teaching they

have received (M = 5.78 out of a 7-point item). Of four choices, graduate students ranked graduate teaching (M = 1.81) as the strongest aspect of the graduate program followed by atmosphere (M = 2.24); advising (M = 2.62); and curriculum (M = 3.32). They also rated the rigor of COMM classes as being high (M = 2.19, -5 to +5 item).

While graduate students highlighted the quality of graduate-level teaching as a strength, the quantitative measures rating their satisfaction with the variety of courses in the overall program (M = 4.41 out of a

7-point item) and specific specialty area (M = 4.37 out of 7-point item) clustered around the midpoint of the item. The interpretation of these “neutral” scores became clearer as a subsequent item asked graduate students to select an area of the graduate program that needed attention. Graduate curriculum was selected most frequently (17 mentions) followed by advising (6 mentions), teaching (2 mentions), and atmosphere (2 mentions).

In terms of professional development activities, students were asked to select from an array of activities and select one that they felt reflected the strongest aspect of professional development and one that needed attention. The data suggests that graduate students feel their teaching training is quite strong, but desire additional training in publishing and seeking grants. Graduate students felt that the strongest aspect of professional development activities was teacher training (13 mentions) followed by training on applying for jobs (6 mentions), training on publishing research (4 mentions), and training on research presentations (3 mentions). In terms of activities that need to be given attention, graduate students selected training on publishing research (13 mentions) most

frequently followed by training on applying for grants (6 mentions), training on teaching courses (5 mentions), training on research presentations (2 mentions), and training on applying for jobs (1 mention).

The two open-ended questions were also analyzed. Two strong themes emerged regarding what graduate students liked about the department: collegial department (13 mentions) and strong faculty (5 mentions). No consistent pattern emerged with responses to one thing that could be changed as responses included increasing variety of courses, offering methods courses in-house, and increased faculty mentoring, and offering summer classes.

Following the administration of the survey, two focus groups were held with graduate students. Seven out of 35 graduate students participated. They confirmed the analysis presented above. When asked what else needed to be included in the report, graduate students indicated they would like more transparency in how special assignments such as research assistants were made and for more methods classes to be offered within the department.

CONCLUSION

The department has made significant strides in the last few years in improving the level of support for graduate students by raising graduate student assistant stipends, developing a teaching reduction plan, and increasing funds for travel and research support. We are able to place our graduate students in jobs, with the majority of students being placed in academic tenure-track positions (74%). Of those graduates placed in domestic tenured/tenure-track positions 77% are placed in either doctorate-granting universities or

master’s colleges and universities. However, only two of those placements are associated with a program that offers a doctoral program in communication. Graduate students are satisfied with their overall experience in the program, the quality of teaching they have received in graduate seminars, and their pedagogical training. They have indicated they would like to see more variety of graduate seminars offered in the program as well as their specialty area and desire additional training regarding publishing and grant work.

CHAPTER 5.

CONCLUDING OBSERVATIONS

This self-study provides a description and assessment of the Department of Communication from 2010-2014. We compete very well on scholarly metrics that are important to the university such as the number of publications and citations. Our graduate program has made important strides as we have placed our graduates in solid academic positions, raised funding for graduate student travel and research, begun implementing a graduate teaching reduction plan, and earned several AFS teaching awards as well as college-level professional development grants and fellowships. At the undergraduate level, we have several strengths including the implementation of a freshmen research conference following the last review, the establishment of four program certificates to focus our undergraduate's study, our teaching efficiency, and strong time to completions rates ranging from 3.98 to 4.08 since 2010. We've also started to raise our faculty profile through very recent hires and maturing young senior faculty in the department.

The Department of Communication is committed to raising the ranking of our department. However, our ability to raise our profile requires us to be clear on the kinds of challenges we face and developing effective strategies for managing them. In this chapter, we look back at our 2006 Academic Program Review and examine how we have addressed the concerns raised by the External Review Team. Then, we look forward to the challenges and questions that our self-study has raised.

LOOKING BACKWARD

The last academic program review was conducted in spring 2006. Three key recommendations emerged from the study.

First, the External Review Team recommended that the Department develop a new strategic plan that addressed the vision, development, and integration of media studies into the graduate program in a way that was consistent with the maintenance of excellence in the three other highly acclaimed areas of study, health, rhetoric, and organizational communication. Since the last review, there have been a number of positive moves regarding the integration of TCMS within the graduate program. The moves include recruiting a critical mass of graduate students in TCMS, the development of new graduate course offerings, and the ongoing departmental sponsorship of the Global Fusion conference, a consortium of Texas A&M, University of Texas, Southern Illinois University, University of Ohio, Temple

University, and University of Virginia that sponsor a biannual conference bringing scholars together to focus on issues concerning international communication. Also, in the 2011 strategic plan, Global Media and Technology was identified as a "tipping point" for additional investment.

Second, the External Review Team recommended that the Department clarify the comprehensive examination process and establish a mini-grant program for research. The department has done both. Prior to fall 2011, the department allowed faculty and students considerable flexibility in what the comprehensive examination could be. The problem that emerged was that some examinations appeared to be much more rigorous and demanding than other examinations. In fall 2011, the department restructured the comprehensive examination process to offer students and advisors flexibility in creating an examination process that would assess and develop their professional expertise while putting into place structures to ensure

quality. Specifically, we revised our comprehensive examination procedures to require both in house, timed examinations as well as outside questions that allowed more flexibility in preparing answers. This allowed both tests of knowledge as well as opportunity for students to research some topics in more detail to prepare for a dissertation proposal. The department also established a mini-grant program that provides funding ranging from \$500-\$3,000 to support graduate student research. Since 2009, our funding for graduate student travel and research has steadily increased. Our graduate students have also had success in receiving college level and university-level teaching and research awards such as the college's Professional Development Support grants, Dissertation Enhancement Awards, and Vision 2020 Fellowships as well as university AFS teaching and research awards.

Third, the External Review Team recommended hiring three additional faculty members to reduce the student to faculty ratio which was 40:1 at the time of the 2006 review (college average 20:1) and also strengthen individual areas. Unfortunately, from 2006 to 2014, the full time equivalency for tenured/tenure track faculty has actually decreased from 18.50 to 17.23 while our student to faculty ratio has actually increased—54:1 (using only T/TT faculty) and 41:1 (using T/TT and APT faculty). While such a student to faculty ratio could be read positively indicating a high level of efficiency, it does pose challenges for offering some high-impact learning opportunities to undergraduate students. For example, we currently offer courses with relatively small class sizes at the freshman and senior level ranging from 25-40 while classes at our junior level tend to be taught in a large lecture format. This large student to faculty ratio poses challenges for offering smaller sections of central courses at the junior level such as communication research methods (COMM 308), communication theory (COMM 305), and

rhetoric of western thought (COMM 301). Smaller class sizes at the junior level would have several advantages including bringing undergraduate students into research and creating hands-on learning situation across the curriculum.

Some of the concerns voiced by the External Review Team about faculty balance and numbers by area still exist. For example, the team recommended an additional hire in organizational communication in the traditional social scientific paradigm to maintain the balance between interpretive and traditional social scientific approaches to organizational communication. However, the organizational communication area remains heavily slanted toward interpretive social science methods as opposed to quantitative methods. The External Review Team recommended that an additional hire in health communication be made. However, the health communication area lost 40% of its faculty since 2010 but is making strides at rebuilding with the hiring of Emily Rauscher in 2014 and a current hire underway. Rhetoric and Public Address lost their senior faculty member and do not have a full professor in their area. TCMS has not had a full professor in their area since 2010; however, that will change in the fall with the hiring of a Professor in Global Media and Technology and the promotion of Patrick Burkart.

The imbalance between interpretive social science and traditional normative social science, not only exists within organizational communication, but also at the departmental level. For example, with regard to who could teach the introductory quantitative course at the graduate level, roughly 30% of the faculty could teach that course and four of those would come from health communication (Street, Rauscher, Beaudoin & Hong), three from media studies (Kluver, Goidel & Ramasubramanian), and one from organizational communication (Barbour). In a higher-

education context that emphasizes such metrics as grants and citation indices as measures of impact, an important question for the department to address is the balance between interpretive and traditional social sciences.

Finally, it is also important to note that the landscape of higher education as well as the academic review process at Texas A&M has changed dramatically in the last 10 years. For example, the previous review focused only on graduate programs without regard to undergraduate education. Not only does the current review process

take into account all areas of academic programs, there is greater accountability at both the state and national level for the quality of undergraduate experience and how their education is enhancing their job prospects. Thus, while the previous review made a number of recommendations, many of which we have addressed, the game has changed and now we need to look forward with an eye toward the future challenges our department will face, many of which were not in play 10 years ago.

LOOKING FORWARD

The self-study has allowed us to collect and systematically analyze data regarding our department including its mission and vision, departmental structure, faculty, graduate students, and undergraduate students. As we reflect on this data and our analysis, several issues come in to focus as we endeavor to raise the ranking of our program.

SHARPENING STRATEGIC FOCUS

The Department's last strategic plan was created in 2011 and it is time to update the plan. Three important questions need to frame this conversation. First, are the existing program areas the best framework for organizing and portraying the department's intellectual foci? The current program areas mimic the traditional structure of professional associations such as the National Communication Association and International Communication Association. In many ways, this makes sense as this category system allows people to use a commonly understood shorthand when advertising positions and creating doctoral reputational studies based on program emphasis. However, in an academic environment that emphasizes interdisciplinarity, potential issues regarding whether certain faculty fit neatly within a particular area or the degree of intellectual overlap

within an area comes into question.

Second, what foci and strategies do specific program areas and strategic initiatives need to develop that allow them to achieve national and international prominence? This question centers on specific areas and the steps each program area or strategic initiative might take to build on their strengths and demonstrate impact in academic and nonacademic contexts. For example, how might we improve our Civic Dialogue and Leadership and Global Media and Technology strategic initiatives with regard to research, education, and national prominence? As particular areas begin to rebuild, for example, health communication, what strategies need to be pursued to recruit and build a critical mass of graduate students (e.g., presence at conferences)?

Third, what foci would allow our department to compete 15 years down the road that address multiple stakeholder needs: our academic professions, the A&M context, and the public? The academic landscape is rapidly changing and the focus for academic areas will shift. What are the emerging areas of focus in the communication discipline in the next 15 years? Which of these areas is the Department of Communication poised to enter as a significant player? How can existing

faculty strengths be leveraged and additional hiring be structured to position the department well in the future? Sharpening our strategic focus depends on a realistic assessment of where we are, a clear idea of where we want to go, and the required resources to implement a strategic plan.

FOSTERING INTELLECTUAL COMMUNITY

The department hosts a variety of public events that bring faculty and graduate students together to focus on communication scholarship and research. For example, we sponsor conferences such as biannual rhetoric conference and Global Fusion. The department also has historically held four departmental colloquia each year as well as the Kurt Ritter Lecture in Political Rhetoric. However, with the recent surge in hiring the last two years, job talks have tended to substitute for department-wide colloquia. In recent years, departmental colloquia have been supplemented by area colloquia, most notably the Rhetoric Salons. The health communication, organizational communication, and telecommunication and media studies areas have not systematically sponsored area colloquia involving faculty and graduate students. Starting in the spring 2014, the graduate students began sponsoring “Sandwich Seminars” where they present works in progress and invite a small number of faculty to participate.

There is a sense among some faculty that we need to do more to create a shared intellectual space where faculty and graduate students come together to engage each over important ideas. This already occurs in different ways within the department as faculty frequently co-author with each other as well as graduate students. The question is, “What is the frequency and mix between departmental and area colloquia that is needed to create an engaged and common intellectual experience?” For example, some Communication departments have weekly colloquia where faculty and graduate

students are expected to attend while others have monthly colloquia.

FACULTY DIVERSITY AND MENTORING

As we examined our faculty profile, two areas emerged that should be given attention: (1) faculty diversity, and (2) faculty mentoring. First, we need to continue to develop strategies for recruiting and retaining women and persons of color, particularly at the senior level. The department has relatively good gender diversity and in the last year, we have made great strides in increasing the number of women in the senior ranks. However, the ethnic and racial diversity among faculty members needs to be given attention and our current recruiting strategies examined and revised. We recognize that attracting a diverse faculty requires the department to develop recruiting strategies that are proactive, while at the same time we recognize that their may be institutional or societal structures that will influence recruiting success. For example, in the case of GLBT recruitment, the university does not offer health benefits to the partners of gay or lesbian faculty.

Second, the department needs to develop a more systematic mentoring plan. The department’s approach to mentoring can best be characterized as informal. Simply, individual faculty members establish connections with other faculty based on a perceived need—mentoring in one’s research area, mentoring in one’s teaching, or some other type of professional mentoring. While this approach historically has worked relatively well, with the dramatic influx of new faculty and a growing number of faculty at the associate level, this raises some questions regarding how the department should approach two important mentoring activities.

ONBOARDING OF NEW FACULTY

In the last two years, we have hired five new faculty members and are currently hiring for a number of new lines for next

year. We also anticipate additional future faculty lines in the future. Given that the first few months are crucial in establishing new faculty members' connection to the department, a set of clear onboarding practices may need to be established. This raises an important question, "How are new faculty oriented to the department?" If the department is going to succeed in maintaining a productive and collegial climate, creating a set of onboarding practices that orient new faculty to the department is critical.

TENURE AND PROMOTION PROCESSES

The primary documents that faculty have access to when developing their career path are the departmental by-laws which lay out the process for tenure and promotion, the College guidelines which lay out the process and the criteria for tenure and promotion, and the DOF Guidelines which layout the process for tenure and promotion and specify the format for the dossier. While these documents clearly lay out the process and general criteria for tenure and promotion, some faculty have indicated additional clarity is needed regarding specific criteria for tenure and promotion. With five new tenured/tenure-track faculty hires within the last two years and several potential hires starting in fall 2015 as well as the growing number of Academic Professional Track faculty, the department needs to update its tenure and promotion documents. Revising our tenure and promotion documents will help establish a shared orientation toward the criteria and expectations for tenure and promotion for both tenured/tenure-track faculty and Academic Professional Track Faculty.

STRENGTHENING UNDERGRADUATE EDUCATION

Since the last review, we have undertaken several new initiatives such as the establishment of the Freshmen Research Conference, the creation of four undergraduate certificates, increased our study abroad

opportunities, Debate Watch, and the development of new teaching formats such as flipped and online classes. The question we need to focus attention on is, "What are the next steps we need to take to strengthen the undergraduate experience so our students develop their capacity for integrating communication theory, research, and practice as they pursue their particular career path?"

There are several opportunities for enhancing the undergraduate experience. For example, the first semester of our Freshmen Year Experience is strong given such activities as the Freshmen Research Conference. However, we need to create activities such as learning communities, or learning cohorts, that continue to feature theory, problem-solving and practice to build off the first semester experience and to carry it into the second semester and beyond. Given our large number of undergraduate members, we may need to consider how to design and implement activities that will increase the positive identity of students with Communication and with Liberal Arts and also improve their ability to articulate what they know and how it relates to their future goals such as developing one's career. Such activities might be aimed at helping undergraduate students become aware of career requirements, how to articulate responses in interviews to employers that demonstrate their ability, how to choose additional coursework that facilitates attaining their career path, and explaining the value of the field and of their degree to various audiences.

RECRUITING AND DEVELOPING GRADUATE STUDENTS

While our graduate program has many strengths, there are at least two issues that need attention. The first is the level for graduate student stipends, which at an anecdotal level, is a ubiquitous problem for many programs nationwide. Our

current stipend level is \$15,500; however, graduate students are required to pay approximately \$1,300/semester in fees. While the College of Liberal Arts has recognized this problem and has provided additional tuition and fee money to help cover the high cost of fees, the reality is that many of our graduate students still have to pay a large portion of university fees either out of their stipend or student loans. An important question is, "What is an appropriate stipend level in light of high student fees?"

A second issue regards graduate placement. On one hand, a look at our placement record suggests that we are placing most of students in academic jobs; that is they are able to secure a job on their way out. However, our placement at research-intensive universities is relatively low. Given that the number of advertised entry-level appointments at research-intensive universities each year is relatively small and highly competitive and that not all gradu-

ate students aspire to research-intensive universities provides one accounting of our relatively low placement at research-intensive universities. We are supportive of our graduate students in that they need to make choices that fit with their aspirations regarding career choices and endeavor to provide ongoing support as their career develops. At the same time, a doctorate is a research degree and our overarching goal should be to prepare doctoral students for positions in research-intensive universities or research organizations such as the CDC, so they at least have an option of declining such an offer. However, this requires that graduate students have a research profile that warrants such an offer. The question is, "How do we need rework our curriculum, professional development activities, and graduate student mentoring to facilitate the development of a stronger research profile for our graduate students?"

CONSIDERING SCHOOL STATUS

A question that some of our faculty have raised is whether it would be beneficial to consider creating a school of communication within the College of Liberal Arts. There are several schools or colleges of communication across the country including the Moody College at the University of Texas-Austin and the School of Communication and Information at Rutgers University. These schools are often located within Colleges of Liberal Arts or Arts and Sciences as is the case with the Brian Lamb School of Communication at Purdue University, the Hugh Downs School of Communication at Arizona State University, and the School of Communication at the Ohio State University.

The department has always had a unifying

goal to focus on for growth and development. These were achieving departmental status (1985), offering a master's degree (1990), offering a Ph.D. (1998), becoming a comprehensive department of communication by acquiring media studies (2003), achieving national recognition as among the top programs in the country (the 2004 NCA doctoral reputational ranking), and being ranked by the National Research Council (2010). A possible next step would be to move to school status. The possible advantages might include development opportunities, an expansion of our growing focus on legacy and new media, and being more attractive to faculty trained or affiliated with other colleges of communication and mass communication where prospects for strong quantitative social scientists would be increased.

APPENDIX A.

THE 2011 STRATEGIC PLAN FOR THE DEPARTMENT OF COMMUNICATION

DEPARTMENTAL VISION

The vision of the Department of Communication can be summed up in the phrase, "Communication transforms lives" and focuses attention on:

- Producing graduates that are able to understand, critique, and transform communication.
- Developing leading edge transformative communication scholarship that promotes positive change.

OVERVIEW

Our goal is to become a nationally recognized Top 5 department. To do this, we plan to:

- Increase faculty scholarly productivity and intellectual capital.
- Enhance the undergraduate experience to prepare citizen-leaders who are able to understand, critique, and transform communication practices to facilitate meaningful social change.
- Strengthen the graduate program by elevating our students' capacity to engage in the scholarship of discovery, teaching, and application.
- Establish a program in civic dialogue and leadership.
- Develop a national research reputation in global media and technology.

INCREASE FACULTY SCHOLARLY PRODUCTIVITY

- Maintain and increase scholarly profile by hosting national and international conferences and organizations.
- Develop book projects with high-quality presses from work associated with conferences.
- Improve mentoring, retention, and productivity of junior faculty.
- Create development plans for senior faculty to enhance and sustain their research productivity.

ENHANCE THE UNDERGRADUATE EXPERIENCE

- Develop at least five new undergraduate certificate offerings in communication that reflect current career tracks and enhance the value of the degree.
- Revise undergraduate curriculum to reflect departmental vision, cultural diversity, and emerging research in civic dialogue and leadership as well global media and technology.
- Create new undergraduate research opportunities in our key research areas.
- Work with the Department of Communication Alumni Association Board to develop internship opportunities in corporations, non-profits, and governmental organizations.

- Promote international education experiences by developing high impact overseas programs.

STRENGTHEN THE GRADUATE PROGRAM

- Develop high-impact activities for first-year students to immediately engage in conducting and publishing research (e.g., faculty-student research teams).
- Create a Preparing Future Faculty program that builds on and systematically integrates existing academic coursework, mentorships with faculty, and workshops on research and teaching that prepare students for the job market.
- Revise graduate curriculum to reflect departmental philosophy and emerging areas in civic dialogue and leadership as well global media and technology.

ESTABLISH A CIVIC DIALOGUE AND LEADERSHIP PROGRAM

Our goal is to create a Civic Dialogue and Leadership Program (CDLP) as a vehicle for bringing together scholars interested in teaching and researching deliberative forms of communication. We are interested in promoting engagement and conversation regarding new forms of political discourse, active citizenship, and collaborative decision-making processes.

Our scholarly approach is distinct among national and Texas institutions of higher education as it incorporates humanities and social science research regarding civic dialogue and leadership. Our approach is also unique as it integrates rhetorical studies and organizational communication in an effort to study issues of civic leadership, the analysis of political issues and processes, and community outreach in the form of citizen training in communication concepts and practices for deliberation.

Comparisons with Existing Programs

Since civic dialogue and leadership research, pedagogy, and outreach tend to be located within centers and institutes, we compare the proposed CDLP with Texas, national, and aspirational centers.

Texas Centers

- *University of Texas, The Annette Strauss Institute for Civic Participation.* This Institute focuses on civic participation (e.g., voting) whereas we focus on civic dialogue and leadership in both organizational and political settings. It is an active center and an aspirational program.
- *University of Houston-Downtown, Center for Public Deliberation.* The center focuses on training students and communities in facilitation skills. The center is not research oriented.
- *Center for Applied Leadership, Texas A&M University Commerce.* The center appears to be a speaker's bureau rather than a research Center.

National Peer Centers

- *University of Washington Center for Communication and Civic Engagement.* This center focuses on relationship between public deliberation and digital

media technologies but ignores rhetorical studies of public deliberations and the role of organizations in the public sphere.

- *University of Maryland Center for Political Communication and Civic Leadership*. This center has databases for scholarly inquiry and conducts town hall meetings. It has not undertaken research on political communication or on the role of organizations in the public sphere.
- *University of Colorado Center for the Study of Conflict, Collaboration, and Creative Governance (3CG)*. The 3CG examines governance issues and hosts a number of colloquia, public talks, and conferences.

Aspirational Centers

- *Penn State, Center for Democratic Deliberation (CDD)*. The CDD center explores the role of rhetoric and new media in democratic deliberation and is developing civic pedagogy centered on areas of public speaking, argument and debate, rhetorical criticism, and critical thinking.
- *The University of Pennsylvania. Annenberg Public Policy Center*. This is the “gold standard” of centers as it integrates rhetorical and social science approaches to develop interventions within communities regarding policy issues regarding political communication, information and society, media and children, health communication, and adolescent communication.
- *University of Virginia, Center for Politics*. This center focuses on public policy, government, and civic education programs. It supports social science studies of political communication and not rhetorical studies of public deliberation or the role of organizations in the public sphere.

Links to TAMU Departments and Programs

Potential partners in the study and teaching of civil dialogue and leadership include the departments of English, Political Science, Sociology, and Performances Studies as well the Office of the Vice President and Associate Provost for Diversity and The Bush School of Government and Service.

Current Strengths and Projects

- A leader in sponsoring nationally known conferences on rhetoric, leadership, and the public sphere. This conference has generated 11 books published by TAMU Press.
- Strong existing undergraduate curriculum offering coursework on communication and activism, group collaboration, and the role of organizations in society.
- Pilot project on civil dialogue has been completed in COMM 203, a core curriculum course.
- Currently ranked 6th (Rhetoric & Public Affairs) and 5th (Organizational) by the CIOS (Communication Institute for Online Scholarship).
- Outstanding publication records among senior faculty as well as a commitment to public scholarship in the form of blog posts, interviews, editorials, and engaged scholarship.

- Award winning faculty (NCA Distinguished Scholar, NCA Diamond Anniversary Book Award, NCA Nichols Award, NCA Donald Ecroyd Mentoring Award)
- Significant prospects for furthering research and pedagogical partnerships locally (e.g., Bryan Dispute Resolution Center) and Texas (e.g., Texas Mediation Association).

Action Steps

- Host 2012 conference on symbolic violence and continue biannual conference schedule.
- Establish a book series on civic dialogue and leadership with a high-quality press such as TAMU press, develop a white paper series, and/or create special issues within national journals.
- For the presidential election in fall 2012, we will undertake Project 2012, an integrated series of undergraduate/graduate courses and public forums on the connections among civic dialogue, presidential leadership, and citizenship.
- Secure grants and funding appropriate for CDLP's activities.
- Establish undergraduate and graduate certificates in Civic Dialogue and Leadership.
- Establish CDLP website, quarterly open public forums on civic dialogue and leadership, and establish CLCD podcast series.
- Explore a partnership with the TAMU Speech & Debate Team.
- Develop facilitation training material for training TAMU students and community members.

CREATE A RESEARCH FOCUS IN GLOBAL MEDIA AND TECHNOLOGY

Global Media and Information Technology have become a predominant factor in politics, economic development, work life, and personal communication. Within the discipline, one of the fastest growing areas is in new media technologies. Our goal is to develop a strong national and international identity in global media and information technology, and to develop students and researchers who can contribute across a host of institutions and professions, including the media industries, governments, business and trade, and scientific and academic professions, that rely on these global media and technology networks.

Comparisons with Existing Programs

Our distinctive approach places complementary emphases on traditional media, new media (e.g, cable and satellite, internet, mobile telephony, social media), and technology applications in specific social contexts (politics and geopolitics, religion, governance, migration, identity formation, community, education, journalism, ICT4D).

Texas Centers

- *University of Texas.* Has developed research clusters within the College of Communication focused on global media, new media and society, and

technology and ICT policy. These programs have international reputations, but we differ in that our proposal represents a specific fusion of global media and new media, to develop new research areas.

National/International Peer and Aspirational Centers

- *Oxford Internet Institute.* The Institute was founded as a department of the University of Oxford in 2001, as an academic center for the study of the societal implications of the Internet. The Institute has established an international reputation for internet studies (or new media) studies, but without a grounding in global-international media studies.
- *The University of Pennsylvania. Center for Global Media Studies (CGCS).* The CGCS is a leader in international education and training in comparative media law and policy, including new media technologies. The center focuses on providing opportunities for students, academics, lawyers, regulators, and civil society representatives to evaluate and discuss comparative, global communications issues.
- *Harvard University, The Berkman Center for Internet and Society.* The Berkman Center's mission is to explore and understand cyberspace; to study its development, norms, and standards; and to assess the need for laws and sanctions.

Links to TAMU Departments and Programs

- The new interdisciplinary program in Digital Humanities will support the development of new media studies. Potential TAMU partners are sociology, performance studies, film studies, Bush School (geopolitics of media/new media), Health Science Center (health and technology), and the Colleges of Agriculture (ICT4D), Architecture (visualization), and Geosciences (Geospatial applications research).
- Significant prospects for intradepartmental research teams in health communication (health care technologies), organizational communication (technology in organizations, globalization in organizations), and civic dialogue and leadership (online community building, new media 'literacy')

Current Strengths and Projects

- Strong group of younger and mid-level faculty within related and relevant research clusters
- This proposed research cluster presents significant prospects for cultivating major grants, contracts, donor gifts, and corporate sponsorships
 - Currently supports the BMS Broadcast Monitoring System (funded by Technology Support Working Group) (Department of Defense).
 - Media Management Portal (potential, with BBN Raytheon)
 - Automatic translation/monitoring of multilingual social media

Action Steps

- Develop undergraduate curriculum in international and global communication and new media studies.

- Create “international/global media” certificate.
- Enhance targeted undergraduate study abroad programs to create exposure to global media hubs/centers.
- Establish undergraduate internships in global media/technology corporations.
- Targeted recruiting of internationally oriented graduate students that can enhance research capacity.
- Hosting of visiting scholars who can complement existing regional strengths and research areas.
- Support core faculty, teaching strengths, and research programs in global media/technology.
- Continue to sponsor high-visibility conferences, symposia, and other public events, especially interdisciplinary (e.g., Scowcroft Institute).

DEPARTMENTAL BENCHMARKS AND METRICS

- CIOS (Communication Institute for Online Scholarship) rankings: CIOS currently identifies Texas A&M's Department of Communication as a “Top Ten Research Department,” measured by faculty publications in health communication, rhetorical theories, international communication, organizational communication, and communication technologies.
- Reputational rankings: National Communication Association and NRC rankings will also be used as they become available.
- Peer and Aspirational Departments: We will benchmark the following activities and compare ourselves to the selected peer and aspirational communication departments: (1) research productivity, (2) grant and external funding, (3) editorial board membership in national and international communication and media journals, and (4) graduate student placement.

Civic Dialogue and Deliberation Benchmarks and Metrics

- Public Deliberation Center Activities: We have benchmarked eight leading centers in the United States as well as two centers associated with Texas universities and have developed a checklist of activities that must be undertaken regarding: (1) scholarship, (2) education, and (3) outreach. This list is available upon request.
- Expert Panels: The Public Deliberation Center Activities provide a list of what must be done but do not provide a rating of the quality of those activities. We will assemble an expert panel each year of three scholars that conduct work in civic dialogue and leadership to evaluate the quality of our efforts in scholarship, education, and outreach.
- Disciplinary Ranking: If the CDLP serves as an intellectual hub for communication faculty, particularly those in the rhetoric and organizational communication areas, we would anticipate the scholarly ranking and reputation of faculty in those areas would increase which would be measured by the benchmarks listed for departmental assessment (NRC, NCA, CIOS)

Global Media and Technology

- We will use the same metrics as articulated for departmental assessment.

Funding Priority for Targeted Excellence

- Civic Dialogue and Leadership—Hire a senior scholar in public deliberation, leadership, or political communication. Ideally, this person should be able to design, facilitate, and assess public deliberations and dialogues in addition to conducting research into these processes.
- Global Media and Information Technology—hire a senior scholar.
- Funding for hosting national/international conferences, workshops, and colloquia.

APPENDIX B.

COMMUNICATION DEPARTMENT BY-LAWS

I. DEFINITIONS

- A. A part-time faculty member is any member of the Department of Communication teaching faculty whose appointment is considered to be part-time with Texas A&M University.
- B. A full-time faculty member is any member of the Department of Communication teaching faculty whose appointment is considered to be full-time with Texas A&M University.
- C. A tenure track faculty member is any member of the teaching faculty who occupies a tenure-earning or tenure-accruing position.
- D. An academic professional track (academic professional track) faculty member is any member of the teaching faculty who does not occupy a tenure-earning or tenure-accruing position (e.g. lecturers, instructional professors, and visiting professors, among others.)
- E. A tenured faculty member is any member of the teaching faculty who has been awarded tenure by authority of the Texas A&M System Board of Regents.
- F. A graduate faculty member is any member of the teaching faculty who has been appointed by the Texas A&M University Office of Graduate and Professional Studies as a member, associate member, or adjunct member of the graduate faculty.
- G. A professor is any member of the teaching faculty whose primary title includes the word "professor" in the title, regardless of other rank or appointment qualifiers associated with the title.

II. MISSION STATEMENT

- A. The mission of the Department of Communication at Texas A&M University is to provide research, teaching, and service to the campus, community, state, university, and discipline.
- B. Within the broad outlines of the mission statement, the department seeks to work cooperatively with other departments and university units to further the study the human communication processes and practices.

III. ADMINISTRATIVE STRUCTURE

- A. The Department of Communication shall be administered by a Department Head who is appointed by the Dean of the College of Liberal Arts.
- B. Upon the completion of a Head's term (usually four years), the faculty will be consulted with respect to the reappointment or appointment of the Department Head, as specified in university policy. Such consultation is advisory and directed to the Dean of the College of Liberal Arts. However, if the Head does not get 50%+ approval of the faculty vote after the first term or 66% after the second term, the Head cannot be reappointed.
- C. The Department Head has the prerogative to appoint such other administrative officers as he or she deems advisable, including but not limited

to an Associate Department Head, Director of Graduate Studies and Director of Undergraduate Studies.

- D. The Department Head shall determine the duties of an Associate Department Head, Director of Graduate Studies and/or Director of Undergraduate Studies.
- E. An Associate Department Head, Director of Graduate Studies, Director of Undergraduate Studies or other administrative officer serves at the pleasure of the Department Head and therefore serves on a year-to-year basis.

IV. FACULTY MEETINGS

- A. The Department of Communication shall hold at least one faculty meeting each month from September through May.
- B. Faculty meetings may be called at any time and with any degree of frequency at the discretion of the Head or by petition of six or more faculty members.
- C. Faculty meetings are open to all full-time or part-time faculty without regard to rank or appointment.
- D. One representative of the graduate student body shall be appointed or elected by the department's graduate student association as the liaison with the faculty. This graduate student shall have the right to attend all faculty meetings except those involving faculty, staff, or student personnel matters, as defined by the Department Head.
- E. On matters concerning undergraduate curriculum, when formal votes are taken, academic professional track, tenure-track, and tenured faculty shall have voting rights. On matters concerning graduate curriculum, when formal votes are taken, only graduate faculty shall have voting rights. On matters concerning searches for tenure-track faculty, all professors, with the exception of Visiting, Adjunct, and Emeritus professors shall have voting rights. On matters of tenure and promotion, according to university and system policy, only tenured faculty shall have voting rights. On all other matters every member of the faculty, both full-time and part-time, shall have voting rights. On decisions regarding faculty hiring, graduate students and staff will be consulted.
- F. It is expected that the recommendations of the department's standing committees or ad hoc committees shall be brought before the whole faculty for debate and discussion prior to implementation by the Head or other administrative officer.
- G. While department faculty meetings normally operate through consensual decision making, any member of the faculty has the right to call for a formal, recorded vote on any issue brought forward for consideration.

V. COMMITTEE STRUCTURE

- A. The Department of Communication shall have two types of standing committees: (1) operating committees, and (2) strategic initiative committees.

1. *Operating Committees*: Operating committees address the core duties the department must perform regarding undergraduate program, graduate program, and tenure and promotion.
 - a. Advisory Committee: The advisory committee is primarily responsible for providing the Head advice and guidance regarding departmental issues such as personnel, budget, and strategic planning.
 - b. Undergraduate Instructional Committee: The Undergraduate Instructional Committee is responsible for the development of the undergraduate curriculum. Such matters as new courses, changes in titles of courses, the content of courses, liaison with the College's Undergraduate Instructional Committee and other matters directly affecting undergraduate instruction are handled by the curriculum committee. Many functions of the Undergraduate Instructional Committee are carried out through the office of the Director of Undergraduate Studies.
 - c. Graduate Instructional Committee: The Graduate Instructional Committee is responsible for all aspects of the graduate program, including curriculum, advisement to the Director of Graduate Studies, operating procedures, recruitment, the awarding of assistantships, fellowships, scholarships, or honors, and the day-to-day operation of the M.A. and Ph.D. programs. Many functions of the Graduate Instructional Committee are carried out through the office of the department's Director of Graduate Studies.
 - d. Assessment Committee: The Assessment Committee is responsible for assessing the effectiveness and quality of undergraduate and graduate programs. Such matters as developing learning outcomes, assessment procedures, conducting the assessment, and making recommendations for program development are handled by the Assessment Committee. The Assessment Committee is responsible for coordinating its activity with the Undergraduate and Graduate Instructional Committees.
 - e. Tenure and Promotion/Promotion Committee: The Tenure and Promotion Committee is composed of all tenured faculty members in the Communication Department. This committee is responsible for advising the Head on annual review of tenure-line faculty and the periodic review of faculty holding the ranks of Lecturer, Senior Lecturer, Distinguished Lecturer and faculty holding the Instructional ranks. It is also responsible for appointing, in consultation with the Head, the membership of individual tenure-review committees. In all cases of tenure review, each member of the promotion and tenure committee shall have a vote. In cases of promotion to full professor, only those currently holding that rank shall have a vote.

The Promotion Committee is responsible for the review of promotion cases for academic professional track faculty. It is composed of all academic professional track, tenure track, and tenured faculty that have a higher rank than the candidate. It is also responsible for

appointing, in consultation with the Head, the membership of individual promotion-review committees.

2. *Strategic Initiative Committees*: Strategic Initiative Committees are responsible for addressing departmental strategic opportunities and challenges.
 - a. Diversity Committee: The Diversity Committee's responsibilities typically include establishing guidelines to recruit and to retain diverse faculty members, developing strategies to assist graduate students and graduate student teachers in facilitating "moments of diversity" in their classrooms, and by developing strategies to recruit and to retain a more diverse body of graduate students.
 - b. Internationalization Committee: The Internationalization Committee responsibilities typically include creating study abroad programs specifically targeted to helping students earn their degrees within an international context, developing research programs that demonstrate the relevance of our scholarship to global communities, and developing additional resources to bring undergraduate and graduate students into contact with the global community.
 - c. Research and Instructional Technology Committee: The Research and Instructional Technology Committee responsibilities typically include advising the department on matters of technological change and innovation, with an eye to keeping the department at least current with contemporary technological advancements, especially those that can potentially facilitate the department's research agenda and its teaching responsibilities.
 - d. Awards and Recognition Committee (ARC): The Awards and Recognition Committee responsibilities typically include working with faculty to identify awards, recognitions, and honors regarding research, teaching and service and providing assistance in preparing nomination materials.
- B. The Department of Communication may, from time to time, appoint such other ad hoc committees—including search committees—as the Department Head deems necessary. All ad hoc committees will cease to exist upon completion of the task/s for which they were originally constituted.
- C. The Head or the Head's representative shall be an ex-officio member of all committees, both standing and ad hoc, with exception of the Promotion and Tenure Committee.

VI. COMMITTEE MEMBERSHIP

- A. All full-time members of the teaching faculty are eligible for committee assignments.
- B. The Department Head shall appoint both the chairs and the membership of each operating and strategic initiatives committee. All such appointments shall be reviewed on an annual basis.

- C. As a general operating procedure, the chairs of all standing committees should be rotated every three to four years, or earlier if the Head deems such a change necessary.
- D. Part-time and academic professional track faculty members may, at the request of the Head be added to any committee.
- E. Membership on the department Tenure and Promotion Committee is limited to those tenure-track faculty members with the rank of Associate or higher. Membership on the Promotion Committee is of all academic professional track, tenure track, and tenured faculty that have a higher rank than the candidate.
- F. Membership on the Graduate Instructional Committee is limited to members of the Graduate Faculty at Texas A&M University.
- G. A graduate student representative may, with the consent of the Department Head, be added to any standing committee or any ad hoc committee of the department. All requests for such representation should be directed to the Head.

VII. DEPARTMENTAL ACTIVITIES AND RESPONSIBILITIES

- A. To fulfill the mission of the department, certain activities, organizations, events, and functions shall be performed.
 - i. Departmental Colloquium Series Director: This person is responsible for scheduling regular department colloquia involving both local and external speakers.
 - ii. Departmental Public Information Officer: This person is charged with publicizing the department's various accomplishments, including publications, awards, activities, and other matters, that would tend to shed a positive light on the department as a whole or on individual members of the community, and the field of communication. The public information officer should develop and implement a strategy for accomplishing the PR goals with each of these audiences.
 - iii. Graduate Placement Officer: This person is accountable for coordinating training, programming, and guidance for current graduate students on the job market.
 - iv. Departmental Internship Coordinator: This person is responsible for coordinating the department's internship program in accordance with the department's internship guidelines. Handling the paper work involved in placing the intern, receiving and grading reports, corresponding with internship employers and creating/maintaining relationships with internship providers are primary responsibilities of the internship coordinator.
 - v. Departmental Advisor to the Student Communication Association (SCA): This person is the liaison between the department faculty and the student SCA. The advisor is available to render guidance and advice, and is responsible as provided by TAMU Student Activities but is not responsible for the day-to-day internal administration of the student group, which is under the control of the students.

- vi. Departmental Advisor to the student Telecommunication Media Association (TMA): This person is the liaison between the department faculty and the student TMA. The advisor is available to render guidance and advice, and is responsible as provided by TAMU Student Activities but is not responsible for the day-to-day internal administration of the student group, which is under the control of the students.
 - vii. Departmental Advisor to the student Lambda Pi Eta (LPE): This person is the liaison between the department faculty and the student LPE. The advisor is available to render guidance and advice, and is responsible as provided by TAMU Student Activities but is not responsible for the day-to-day internal administration of the student group, which is under the control of the students.
 - viii. Departmental Representative to Evans Library: This person is responsible for staying abreast of issues involving library funding and policies. The representative is also responsible for attending any meetings called to discuss library matters and is to facilitate faculty member's requests for the purchase of books, journals, and other library materials.
 - ix. Departmental Liaison to the Alumni Association Board (AAB): This person is responsible for coordinating the relationship between the department and AAB. The liaison is responsible for facilitating activities undertaken by the AAB to benefit the department and its students.
- B. Each of the above named activities shall be directed by a faculty member to be appointed by the Department Head.
- C. Service to the College of Liberal Arts and to Texas A&M University in general is expected of all faculty members. Such service includes, but is not limited to:
- i. Membership on the Liberal Arts Council.
 - ii. Membership on the Undergraduate or Graduate Instruction Committee.
 - iii. Membership on one or more of the standing committees of the Liberal Arts Council.
 - iv. Membership on the Dean's Advisory Committee.
 - v. Membership in the Faculty Senate.
 - vi. Membership in one or more of the standing committees of the Faculty Senate.
 - vii. Special ad hoc committees constructed by the Dean of the College, the Provost, of the President of the University.
- VIII. These by-laws can be amended at any time by a two-thirds vote of the faculty. In the event such a vote is held, all current faculty members, both part-time and full-time, will be polled by written ballot.
- IX. If any of the above provisions shall be found to be in conflict with the latest "Tenure and Promotion Guidelines" of the College of Liberal Arts or Texas A&M University those portions shall be considered severable and shall not affect the status of the remaining provisions.

Approved by unanimous vote of the communication faculty on September 3, 2014.

REVIEW OF FACULTY ON TENURE-LINE APPOINTMENTS

- I. All review procedures of the Department of Communication shall be in conformity with the current rules, regulations, and procedures of Texas A&M University and the College of Liberal Arts and the College's "Tenure and Promotion Guidelines."
- II. Review of faculty on tenure-line or tenure-accruing appointments.
 - A. The department shall conduct annual reviews of untenured faculty on tenure-line appointments. The purpose of these reviews is to assess, on an annual basis, the progress toward tenure and promotion, and to make such recommendations as seem warranted to assist the candidate in producing the strongest possible record at the time that a tenure decision must be made. Such assessment will identify both strengths and weaknesses of the candidate's performance in the areas of research, teaching, and service over the course of the previous twelve months.
 - B. Since all tenure-line appointments are probationary in nature and consist of a series of one-year renewable contracts, a recommendation to terminate the candidate's appointment can be made at the end of any annual review period.
 - C. Steady progress toward tenure and promotion in the areas of research, teaching, and service is the ultimate criterion for reappointment during the probationary period.
 - D. Major reviews of progress-to-date normally occur in the third year of employment—often called the midterm review—and in the sixth year when the candidate must stand for tenure. Although each annual review is important, the midterm review is especially important as an early indicator of progress toward tenure. A negative midterm review could result in the issuance of a one-year terminal contract.
 - E. Annual reviews, third-year reviews, and tenure/promotion reviews are conducted by the Tenure and Promotion Committee of the Department which, is composed of all tenured faculty members. The chair of the Promotion and Tenure committee, in consultation with the Department Head, is responsible for appointing the membership of individual review committees.
 - F. Individual review committees will be composed of four members of the Promotion and Tenure Committee—one member to chair the review, one to write the research report, one to write the teaching report, and one to write the service report. The chair of the review committee will write the overall evaluation report.
- III. Procedures for conducting a tenure and promotion review
 - A. The Department Head will obtain the candidate's latest annual report at least thirty days before the review is to commence. This report, along with all previous annual reports, will be made available to the review committee.

- B. An individual review committee will be formed in accordance with IIE above.
- C. To the extent possible, the chair of the individual review committee will come from a part of the communication discipline, which is similar to that of the candidate being evaluated.
- D. The members of the review committee shall study all relevant documents as submitted by the candidate under review, including the candidate's narrative statement, the annual reviews from past years, evidence of research performance, teaching quality, and service contributions, and other documents which the candidate may deem relevant. Materials required for a major review are listed in the College of Liberal Arts' "Tenure and Promotion Guidelines," a copy of which will be provided to the candidate in preparation for the review.
- E. It is the candidate's responsibility to assure that all materials relevant for the review have been collected and transmitted to the chair of the review committee. In conformity with University rules, the candidate will need to "confirm the status of the dossier" to make sure that all relevant materials are present before the review commences by submitting a signed Verification of Contents Statement.
- F. The review committee shall study the case and prepare written reports on research, teaching, service, and an overall evaluation. In cases of tenure/promotion, the review committee shall solicit outside letters of evaluation from nationally known scholars at leading peer institutions and shall consider those letters as part of its assessment of the candidate's research.
- G. Each member of the Tenure and Promotion Committee shall have a vote on whether tenure shall be recommended. The Department Head may be present for the deliberation if the Tenure and Promotion Committee invites the Department Head to attend. However, the Department Head will not cast a vote in this deliberation since she or he must provide a separate written evaluation for the Dean.
- H. The evaluation of the Department Head, along with the vote of the Tenure and Promotion Committee, the outside letters of evaluation, and the individual reports on research, teaching, and service, along with the entire dossier submitted by the candidate for tenure or promotion, shall be forwarded to the Dean of the College of Liberal Arts.
- I. The Dean, in consultation with the Dean's Advisory Committee (composed of six full professors from different departments within the College), will examine the entire dossier and accompanying materials and make a further recommendation to the Provost and President.
- J. Cases decided in the affirmative are forwarded to the Texas A&M University System Board of Regents, which is the body that officially grants tenure.

REVIEW OF FACULTY ON ACADEMIC PROFESSIONAL TRACK LINES

- I. All review procedures of the Department of Communication shall be in conformity with the current rules, regulations, and procedures of Texas A&M University and the College of Liberal Arts as found in the and the College's "Hiring and Promoting Faculty in Academic professional track Titles in the College of Liberal Arts."
- II. Review of faculty on academic professional track lines.
 - A. The department shall conduct annual reviews of academic professional track faculty. The purpose of these reviews is to assess, on an annual basis, the faculty member's performance, and to make such recommendations as seem warranted to assist the candidate in producing the strongest possible record at the time that the candidate wishes to pursue promotion. Such assessment will identify strengths and weaknesses of the candidate's performance in the areas of teaching and service over the course of the previous twelve months. The Department Head shall conduct the review.
 - B. Because academic professional track appointments consist of a series of one-year renewable contracts, a recommendation to terminate the candidate's appointment can be made at the end of any annual review period. Lecturers and academic professional track assistant professors who have been on faculty for more than five consecutive years will be given a one-year notice on non-renewal. Any faculty hired at or promoted to senior lecturer or academic professional track at the associate or full level shall be provided a one year notice if it is the University's intent not to renew the appointment. If the department head believes renewal is not warranted, a special meeting of the Tenure and Promotion committee – that is, all faculty eligible to deliberate and vote on the candidate – will be called to consider and decide the matter. If agreed upon by a majority vote of the promotion committee, the department head will notify the faculty member of the decision not to renew the contract in writing as soon as possible, but within two weeks at most.
 - C. The decision of when to apply for a promotion is at the discretion of the candidate. The candidate should write a memo the Department Head by the end of the fall semester academic year indicating their desire to be considered for a promotion in rank.
 - D. In the case of promotions for academic professional track faculty, the Promotion Committee shall consist of all non-tenure and tenure track faculty that are at a higher rank than the candidate.
 - E. The members of the review committee shall study all relevant documents submitted by the candidate as part of their dossier. The dossier and review process will follow the guidelines provided by the college's "Hiring and Promoting Faculty in academic professional track Titles in the College of Liberal Arts."

APPENDIX C.

COMMUNICATION DEPARTMENT POST-TENURE REVIEW POLICY

Revised August 28, 2014

The Department of Communication conducts post-tenure review of faculty in accordance with University SAP [12.06.99.M1](#).

The specific procedure for peer evaluation in these departments is as follows:

- I. All Associate and Full professors shall be subject to a committee review once every six years, on a staggered basis. The Promotion and Tenure Committee will constitute the peer review committee in a given year.
 - A. The full professors will review other full professors undergoing peer review.
 - B. The entire Promotion and Tenure Committee will review the associate professors undergoing peer review.
 - C. Faculty who are undergoing review cannot serve on the committee while they are under review.
 - D. One committee member may be from outside the department.

- II. For the initial review, all associate and full professors appointed before 2007 will be peer reviewed in the coming year. After this, the review schedule will follow a 6-year cycle with some staggering to avoid large reviewing loads in any one year. The staggered terms will be determined through drawing straws.
 - A. Administrative appointees who step down from their positions (e.g. Deans, Associate Deans, Department Heads, etc.) and return to their academic responsibilities, will be subject to Post-Tenure Review in 6 years' time to allow time for re-adjustment to full academic responsibilities.
 - B. Tenured faculty will not be peer reviewed until at least five years since their last promotion review, nor will faculty be peer reviewed more frequently than once every six years.
 - C. Any tenured faculty member may request peer review more often than this.

- III. Faculty being reviewed will provide the review committee with a current curriculum vitae and a summary of teaching, research, and service activities during the preceding six-year period (three pages or less, single-spaced). Additional material can be provided to the review committee by the faculty if desired.

- IV. The committee will review the submitted materials and prepare a written evaluation of the individual's activities for the Department Head, providing an evaluation rating in each of the three review categories and an overall evaluation. The standards for the individual and overall performance ratings follow the criteria established in the Department Annual Review Policy.

- V. If evaluations in all of the review categories are satisfactory or better, the individual will be subject to peer review again in six years' time.
- VI. If the committee's overall evaluation indicates that the Faculty Member has fallen below performance norms, the Department Head will initiate a Professional Review with the assistance of an ad hoc review committee to identify and officially acknowledge if substantial or chronic deficits in performance exist. If substantial or chronic deficiencies are identified, the review committee will elaborate the deficiencies in writing and a copy will be provided to the faculty member, department head, and dean. The faculty member, review committee, and department head will then work together to draw up a professional development plan acceptable to the dean. The Faculty Member will be re-evaluated annually by the review committee to ensure that the peer-coordinated professional development plan has been satisfactorily accomplished. In the event that the overall evaluation remains unsatisfactory after three years, the review committee shall recommend appropriate corrective action to the Department Head.

After receiving the Dean's ratification of the above Post-Tenure Review Procedure, the department will present it to the department faculty for final comments and approval.

APPENDIX D.

FACULTY BIOGRAPHIES AND SHORT CVs

The following pages include an abbreviated CV for each current faculty member, with an emphasis on the last five years (2009-2014). Longer versions of faculty CVs can be found on the department webpage at communication.tamu.edu/html/directory-faculty.html.

STACY H. ASCHENBECK | ASSISTANT LECTURER

M.A., Southwest Texas State

Stacy received her B.A. in Speech Communications from Texas A&M. She received her M.A. in English from Southwest Texas State University where she specialized in twentieth century women's literature. She has continued her coursework with graduate studies in the Texas A&M Department of Communication. Currently she serves as a full-time lecturer teaching sections of COMM 203 - Public Speaking. Her research interests include women's rhetoric, sixties rhetoric, and interpersonal communication. Stacy's career goals include obtaining a Ph.D. in communications while continuing to teach at the college level. When not on campus she is likely to be found chasing her twins Mia and Reid or her son Zane, spending time with her husband, and scouring the area for antique treasures. In 2004, Stacy was a Fish Camp namesake.

Courses Taught: COMM 203- Public Speaking,
COMM 205- Technical Communications.



STACY H. ASHENBECK

M.A., English, Southwest Texas State: English

B.A., Speech Communications, Texas A&M University

Professional Summary and Objective

It is my goal to educate undergraduate students to become more open minded, more creative, more critical of thinkers, and better communicators. I use my backgrounds in education, English, and communication to work with students, so they will be able to both learn the information and apply it to real life speaking situations. By training college students in effective oral and written communication, I am preparing them for their future employment needs.

Academic Appointments

September 2000-Present: Communication Lecturer, Texas A&M University.

- 3 time SLATE award

- Hiring committee for new lecturers

- Fish-camp namesake

- Course Director for Technical Communication

September 2013-Present: Assisting the department of petroleum engineering by teaching PETE 335 and 435 in order to train undergraduate petroleum majors to give presentations for their student paper contest, Texas A&M University.

September 1999-May 2000: Taught Freshman English in both the regular and GT classrooms, Brenham High School.

January 1995-May 1998: Taught junior high and high school English, GT, and public speaking, Round Top-Carmine ISD.

Community Involvement

Sunday School Committee- St. Paul's Lutheran Church (2011-present)

Youth soccer coach- Washington County Youth Soccer Association (2012-present)

Officer- St. Paul's Day School Parent Support Group (2003-2013)

JOSHUA BARBOUR | ASSISTANT PROFESSOR

Ph.D., University of Illinois at Urbana-Champaign
M.A., University of Illinois at Urbana-Champaign
B.A., The George Washington University

Specialty: Organizational Communication

Dr. Barbour's research interests center on the confluence of the macromorphic and communicative in organizational life. It is concerned with how and why individuals, groups, and organizations manage information and meaning and how we can (re)design conversations, change groups, and help individuals to do so with more sophistication. His works reflects the assumption that by changing how we communicate with one another we can work together more equitably and more effectively. His past projects have focused on collaborative, engaged scholarship in organizations including a toxic waste storage facility; nuclear power plants; organizations involved in disaster preparation, response and recovery; and healthcare organizations, where the management and interplay of information and meaning have important societal consequences. His work has appeared in *Communication Monographs*, *Management Communication Quarterly*, *Communication Theory*, the *Journal of Health Communication*, and the *Journal of Communication*.

Courses Taught: COMM 305--Communication Theory, COMM 320--introduction to organizational communication, COMM 446--Communication, Organizations and Society, COMM 636--Survey of organizational communication.



JOSHUA B. BARBOUR

Ph.D., University of Illinois at Urbana-Champaign, Organizational Communication

M.A., University of Illinois at Urbana-Champaign, Organizational Communication

B.A., The George Washington University, Communication

Academic Appointments

2015-Present: Assistant Professor, The University of Texas at Austin

2008-2015: Assistant Professor, Texas A&M University

2007-2008: Visiting Assistant Professor, University of Illinois at Chicago

2006-2007: Post Doctoral Fellow, Midwest Center for Health Services and Policy

Selected Publications (2010-Present)

Undergraduate (#) and graduate student () collaborators during the production of the manuscript.*

Barbour, J. B., & James, E. P.* (forthcoming). Collaboration for compliance: Identity tensions in the interorganizational regulation of a toxic waste storage facility. *Journal of Applied Communication Research*.

Barbour, J. B., Doshi, M.,* Hernandez, L.* (forthcoming). Telling global public health stories: Narrative message design for issues management. *Communication Research*

Barbour, J.B., Gill, R., Dean, M. (forthcoming). Work space, gendered occupations, and the organization of health: Redesigning emergency department communication. In T. Harrison & E. Williams (Eds.) *Organizations, health, and communication*. New York, NY: Routledge.

Barbour, J. B., & Lammers, J. C. (2015). Measuring professional identity: A Review of the literature and a multilevel confirmatory factor analysis of professional identity constructs. *Journal of Professions and Organizations*, 2, 38-60.

Barbour, J. B., & Gill, R. (2014). Designing communication for the day-to-day safety oversight of nuclear power plants. *Journal of Applied Communication Research*, 42, 168-189.

Gill, R., Barbour, J. B., & Dean, M. (2014). Shadowing in/as work: Ten recommendations for shadowing fieldwork practice. *Qualitative Research in Organizations and Management*, 9, 69-89.

Scott, T. J.,* White, A.,# Politte, A.,# Collard, S.,# Saathoff, S.,# Baltensperger, A.,# Zechman, E.M., Barbour, J. B. Sprintson, A. (2014). A test of the Stormwater Footprint Calculator for improving knowledge and changing attitudes about design for sustainability in stormwater management. *Sustainability: Science, Practice, & Policy*, 10, 1-14.

Huang, M., Barbour, J.B., Su, C., & Contractor, N. (2013). Why do group members provide information to digital knowledge repositories? A multilevel application of Transactive Memory Theory. *Journal of the American Society for Information Science and Technology*, 64, 540-557.

Chinn, J.N.,* & Barbour, J.B. (2013). Negotiating aging and agedness in the volunteer disaster response teams. In M. Kramer, L. Gossett, & L. Lewis (Eds.), *Volunteering and communication: Studies from multiple contexts* (pp. 229-250). New York, NY: Peter Lang. [Refereed edited volume – 29% acceptance rate. Winner of the 2014 Distinguished Edited Book Award from the Applied Division of the National Communication Association.]

Barbour, J. B., Rintamaki, L. S., Ramsey, J. A., & Brashers, D. E. (2012). Avoiding health information. *Journal of Health Communication*, 17, 212-229.

Harrison, T. R., Morgan, S. E., Chewning, L. V., Williams, E. A., Barbour, J.B., DiCorcia, M. J., & Davis, L. A. (2011). Revisiting the worksite in worksite health campaigns: Evidence from a multi-site organ donation campaign. *Journal of Communication*, 61, 535-555.

Barbour, J. B. (2010). On the institutional moorings of talk in health care organizations. *Management Communication Quarterly*, 24, 449-456. [Editor reviewed forum contribution.]

Selected Professional Activities and Awards

Dr. Barbour's research focuses information behavior, knowledge management, and uncertainty with a secondary emphasis on contexts relevant to sustainability topics including funded projects with the Nuclear Regulatory Commission [PI with Gill, R. (Co-PI), Barge, J. K. (Co-PI), Nuclear Regulatory Commission, *Information management for safety oversight: A communication perspective*, contract awarded 2010 for 2011-2012, \$57,318.], the Texas Department of Emergency Management [Co-PI with Beirling, D. (PI), Texas Division of Emergency Management, Department of Public Safety through the Texas Transportation Institute, *Fort Bend County Chemical Hazards Planning Assessment Network Analysis*, 2013, \$69,828.], and the Environmental Protection Agency [Co-PI with Zechman, E. M. (PI), & Springston, A. (Co-PI), Environmental Protection Agency's P3 Awards: A National Student Design Competition for Sustainability Focusing on People, Prosperity and the Planet, *Increasing stormwater awareness through development of a stormwater footprint game*, 2010, \$10,000.].

Dr. Barbour is an award winning scholar of organizational communication including top paper and book awards (2014 Top paper award, Group Communication Division of the National Communication Association, 2010 Top paper award, Organizational Communication Division of the International Communication Association, Contributor to *Volunteering and communication: Studies from multiple contexts*, winner of the 2014 Distinguished Edited Book Award, Applied Division of the National Communication Association, edited by Drs. M. Kramer, L. Gossett, and L. Lewis, 2006 W. Charles Redding Dissertation Award for best dissertation in the field of Organizational Communication, Organizational Communication Division of the International Communication Association), and his students' work on stormwater management was honored at by a 2011 Honorable Mention at the EPA National Sustainable Design Expo (*Using the Hydrologic Footprint Residence for Raising Awareness of Stormwater Sustainability: The Stormwater Footprint App*).

Dr. Barbour has extensive experience applying his research through workshops (Study-ing communication among inspectors at the Nuclear Regulatory Commission. Plenary case presentation at the 2014 Aspen Conference on Engaged Scholarship, Aspen,

CO; Barbour, J. B. (2013). *Making healthcare safer and more effective by changing communication practice*. LUISS Business School, Public administration, healthcare and nonprofit unit. Rome, Italy; Barbour, J.B., & Doshi, M. (2012). *Making the case for narrative*. Invited Scholar, Centers for Disease Control and Prevention, Center for Global Health. Atlanta, GA.), facilitation (e.g., RP2 Prosperity Game: Creating a Critical Mass for Change in STEM participation, American Indian Higher Education Consortium, funded by the National Science Foundation HRD-1352270, 2014), and process improvement interventions (Kouba, S., Toothman, M., Barbour, J.B., & James, E. (2015, March). *Assessing and improving regulatory communication processes. The case of the WIPP CRA*. Paper to be presented at the 2015 Waste Management Conference, Phoenix, AZ.).

Editorial Boards

Health Communication, 2007-present

Management Communication Quarterly, 2014-present

Southern Journal of Communication, 2014-present

Courses Taught

COMM 446: Organizations and society

COMM 305H/620: Communication theory

COMM 460/636: Survey of organizational communication

COMM 305: Communication theory

COMM 637: Information, networks, and organizing

COMM 320: Organizational –Castiglion Fiorentino Italy, Fall 2011

COMM 636: Survey of organizational communication –

COMM 305: Communication theory

Graduate Student Committees

Ph.D. Chair

Paul Sommer, Department of Communication, expected 2015.

Ph.D. Co-Chair

Jordan Ziemer, Department of Communication, expected 2016.

Greg Ormes, Department of Communication, expected 2015.

Ph.D. Committee Member

Cade Spaulding, Department of Communication, *In the middle: Experiencing Medicaid as a Texas healthcare provider*, 2011.

Paul Mbutu, Department of Communication, *Leadership training, inter-ethnic conflict management, and the youth*, 2012.

Cara Jacocks, Department of Communication, *The dialectics of women's entrepreneurship*, 2014.

Chara Ragland, Department of Wildlife and Fisheries Sciences, expected 2014.

Jacquelyn Chinn, Department of Communication, expected 2015.

M.A. Chair

Jacquelyn Chinn, Department of Communication, Communicating 21st century statecraft: Evaluating the paradigm shift argument, 2011.

Michaella Walton, Department of Communication, The Fall of PR and Rise of CSR, 2014.

M.A. Committee Member

Tommi-Jo Scott, Department of Civil Engineering, Measuring the effectiveness of educational tools and hydrologic metrics in raising awareness about stormwater sustainability, 2011.

J. KEVIN BARGE | PROFESSOR & DEPARTMENT HEAD

Ph.D., University of Kansas

Specialty: Organizational Communication, Leadership, Conflict

J. Kevin Barge (Ph.D., University of Kansas, 1985) is a Professor of Communication at Texas A & M University and an Associate with the Taos Institute. He is also a member of the planning team for the Aspen Conference, a community of engaged organizational communication scholars focused on developing practical theory and collaborative research that bridge academic-practitioner interests.

Kevin's major research interests center on developing a social constructionist approach to leadership, articulating the connections between appreciative practice and organizational change, as well as exploring the relationship between discourse and public deliberation, specifically practices that facilitate communities working through polarized and polarizing issues. Other research interests include investigating the role of reflexivity in leadership and management practice, examining ways to develop effective academic-practitioner collaborations, and developing practical theory. Kevin's research is inspired by interpretive and discursive research approaches and he is keenly interested in how collaborative research methods can be used to generate usable knowledge and forward movement in organizations and communities.

He has published articles on leadership, dialogue, and organizational change in *The Academy of Management Review*, *Management Communication Quarterly*, *Human Relations*, *Communication Theory*, *Journal of Applied Communication Research*, and *Communication Monographs*. Kevin has served on a number of national and international editorial boards for journals such as *Management Communication Quarterly*, *Journal of Applied Communication Research*, *Human Relations*, and *Journal of Management Studies*. He is a former editor of *Communication Studies* and a former president of the Central States Communication Association.

Courses Taught: COMM 443—Communication and Conflict, COMM 620—Communication Theory, COMM 632—Communication and Conflict, and COMM 637—Leadership and Communication.



J. KEVIN BARGE

Ph.D., Department of Communication, University of Kansas, Lawrence, KS, 1985

M.A., Department of Communication, University of Kansas, Lawrence, KS, 1985

B.A., Communication, Millikin University, Decatur, IL, summa cum laude, 1981

Academic Appointments

2013-Present: Department Head, Department of Communication, Texas A&M University

2007-Present: Professor, Department of Communication, Texas A&M University

2001-2007: Associate Professor, Department of Speech Communication, University of Georgia

1985-2001: Assistant to Associate Professor, Department of Communication Studies, Baylor University

Articles and Book Chapters

Barge, J. K. (2014). Pivotal leadership and the art of conversation. *Leadership*, 10, 56-78.

Bisel, R.S., Barge, J. K., Dougherty, D. S., Lucas, K., & Tracy, S. J. (2014). A roundtable discussion of "mig" data in qualitative organizational communication. *Management Communication Quarterly*, 28, 625-649.

Barge, J. K. (2014). Conversational reflexivity in systemic action research: In G. Symon & A. Chard (Eds.), *Systemic inquiry: Innovations in reflexive practice research* (pp. 206-229). London: Everything is Connected Books.

Dempsey, S., & Barge, J. K. (2014). Engaged scholarship and democracy. In L. L. Putnam & D. Mumby (Eds.), *The SAGE handbook of organizational communication* (pp. 665-688). Thousand Oaks, Sage.

Barge, J. K., & Andreas, D. (2013). Communication, conflict, and the design of dialogic conversations. In J. Oetzel & S. Ting-Toomey (Eds.), *The SAGE handbook of conflict management* (pp. 609-634, 2nd ed.). Thousand Oaks, CA.

Barge, J. K. (2013). Communication competence as a relationally-responsive activity. In S. W. Littlejohn & S. McNamee (Eds.), *The Coordinated Management of Meaning: A Festschrift for Barnett Pearce* (pp. 137-159). Madison, NJ: Fairleigh Dickinson University Press.

Barge, J. K. (2012). Systemic constructionist leadership and working from within the present moment. In S. Ospina & M. Uhl-Bien (Eds.), *Advancing relational leadership theory: A conversation among perspectives* (pp. 107-142). Charlotte, NC: Information Age Publishing.

Bisel, R., & Barge, J. K. (2011). Discursive positioning and planned change in organization. *Human Relations*, 64, 257-283.

Tourish, D. J., & Barge, J. K. (2010). An exchange of letters: What can a specifically social constructionist perspective bring to bear on what must be one of the most studied subjects in human history? *Management Communication Quarterly*, 24, 322-347.

Paek, H. J., Hilyard, K., Freimuth, V., Barge, J. K., & Mindlin, M. (2010). Theory-based approaches to understanding public emergency preparedness: Implications for effective health and risk communication. *Journal of Health Communication*, 15, 428-444.

Textbooks

Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2013). *Communication: Motivation, knowledge, and skills* (3rd ed.). New York: Peter Lang. (1st ed. published in 2001)

Editorial Experience

Editorships

- Guest Editor, *Communication Theory*, Special issue titled: "Practical Theory, Public Participation, and Community," 2001
- Editor, *Communication Studies*, 1995-1997

Editorial Boards

- Editorial Board, *Management Communication Quarterly*, 2008-present
- Editorial Board, *Journal of Applied Communication Research*, 1997-present
- Editorial Board, *Human Relations*, 2006-present
- Editorial Board, *Journal of Management Studies*, 2012-present
- Editorial Board, *Southern Communication Journal*, 2003-present
- Editorial Board, *Leadership*, 2012-present

Elected Offices and Disciplinary Service

National Communication Association

- Member, Doctoral Education Committee, National Communication Association, 2013-present.
- Member, Publications Board, National Communication Association, 2007-2010.
- Chair, Organizational Communication Division, 2013-2014.
- Chair, Group Communication Division, National Communication Association, 2006-2007.
- Chair, Student Section, Speech Communication Association, 1985-1986.

Central States Communication Association

- President, Central States Communication Association, 2001-2002.

T&P Letters and Program Reviews

- 19 T&P cases and 3 Academic Program Reviews

Courses Taught

- COMM 324: Communication, Leadership, and Conflict
- COMM 443: Communication and Conflict
- COMM 447: Communication, Group Processes, and Collaboration
- COMM 632: Communication and Conflict

- COMM 637: Seminar in Leadership, Collaboration, and Change
- COMM 685: Collaborative Research

Graduate Student Committees

- Number of graduate students advised to completion 2010-2014: 5
- Number of Ph.D. students currently advised: 3
- Currently serving on 4 dissertation committees.

CHRISTOPHER E. BEAUDOIN | PROFESSOR

Ph.D., University of Missouri-Columbia

Specialty: Social & Health Consequences of Mediated Communication

Dr. Christopher E. Beaudoin is a Professor in the Department of Communication. He conducts theoretically driven research that has real-world implications, with a primary focus on the social and health consequences of mediated communication. In one line of this research, Dr. Beaudoin investigates how the news media, media campaigns, and new information technologies influence social capital and civic engagement processes. In another line of this research, he implements and evaluates communication initiatives in domestic contexts (e.g., New Orleans and the Texas Colonias) and international contexts (e.g., Pakistan and Malawi) on topics such as cancer prevention, community development, healthy diet and physical activity, smoking prevention, youth development, post-disaster health and safety, fall prevention, and family planning.

With more than 40 scholarly journal publications in the fields of communication and public health, Dr. Beaudoin has been a principal investigator, core director, or co-investigator on externally funded grants totaling more than \$27 million, including from the Bill & Melinda Gates Foundation, Cancer Prevention & Research Institute of Texas, Centers for Disease Control and Prevention, Louisiana Cancer Research Consortium, Louisiana Cooperative Endeavor Agreement, Natural Hazards Center, and Robert Wood Johnson Foundation. He is on the editorial boards of *Communication Research*, *Communication Yearbook*, *Health Communication*, *Journal of Communication*, *Journal of Health Communication*, and *Journalism & Mass Communication Quarterly*.

Dr. Beaudoin received his PhD from the University of Missouri School of Journalism and has worked in professional capacities as a Peace Corps volunteer in Lesotho; journalist in the United States, South Korea, and Japan; and broadcasting representative for a major U.S. professional sports team.

Courses Taught: Dr. Beaudoin teaches Comm 308: Research Methods in Communication; Comm 375: Media Audiences; Comm 450: Media Campaigns; Comm 610: Social Science Methods in Communication Research; and Comm 670: Health Communication Seminar (Media Campaigns).



Christopher E. Beaudoin

Ph.D., University of Missouri-Columbia, Mass Communication

M.A., University of Missouri-Columbia, Journalism

B.G.S., University of Michigan, Business/History

Academic Appointments

2009-Present, Associate Professor/Professor, Department of Communication, Texas A&M University

2010-2014, Director of Communication and Training Cores, Center for Community Health

Development, School of Rural Public Health, Texas A&M University

2007-2009, Research Member, Prevention Research Center, Tulane University

2006-2009, Usdin Family Professor of Community Health Sciences, Tulane University School of Public Health & Tropical Medicine

2005-2009, Assistant Professor, Tulane University School of Public Health & Tropical Medicine

2001-2005: Assistant Professor, Department of Telecommunications, Indiana University-Bloomington

Selected Publications (2010-Present)

Thorson, E., & Beaudoin, C. E. (2004). The impact of a health campaign on health social capital. *Journal of Health Communication, 9*(3), 167-194.

Beaudoin, C. E. (2002). Exploring antismoking ads: Appeals, themes and consequences. *Journal of Health Communication, 7*(2), 123-137.

Beaudoin, C. E., Thorson, E., & Hong, T. (2006). Promoting youth health by social empowerment: A media campaign targeting social capital. *Health Communication, 19*(2), 175-182.

Beaudoin, C. E., Fernandez, C., Wall, J. L., & Farley, T. A. (2007). Promoting healthy eating and physical activity: Short-term effects of a mass media campaign. *American Journal of Preventive Medicine, 32*(3), 217-223.

Beaudoin, C. E. (2007). News, social capital and health in the context of Katrina. *Journal of Health Care for the Poor and Underserved, 18*(2), 418-430.

Beaudoin, C. E. (2007). Media effects on public safety following a natural disaster: Testing lagged dependent variable models. *Journalism & Mass Communication Quarterly, 84*(4), 695-712.

Beaudoin, C. E. (2007). HIV prevention in sub-Saharan Africa: A multilevel analysis of message frames and their predictors. *Health Promotion International, 22*(3), 198-206.

Beaudoin, C. E., & Thorson, E. (2007). Evaluating the effects of a youth health media campaign. *Journal of Health Communication, 12*(5), 439-454.

Beaudoin, C. E., & Tao, C. C. (2007). Benefiting from social capital in online support groups: An empirical study of cancer patients. *CyberPsychology & Behavior, 10*(4), 587-590.

- Beaudoin, C. E., & Tao, C. C. (2008). The impact of online cancer resources on supporters of cancer patients. *New Media & Society*, 10(2), 321-344.
- Beaudoin, C. E. (2008). Assessment of a media campaign and related crisis helpline following Hurricane Katrina. *Public Health Reports*, 123(5), 646-651.
- Beaudoin, C. E. (2009). Social capital and health status: Assessing whether the relationship varies between Blacks and Whites. *Psychology & Health*, 24(1), 109-118.
- Beaudoin, C. E. (2009). Evaluating a media campaign that targeted PTSD after Hurricane Katrina. *Health Communication*, 24(6), 515-523.
- Beaudoin, C. E. (2009). Bonding and bridging social capital in the context of health. *Social Science & Medicine*, 68(12), 2129-2136.
- Beaudoin, C. E. (2011). Addictive behavior trends and predictors in the context of Hurricane Katrina. *Public Health Reports*, 126(3), 400-409.
- Beaudoin, C. E., & Hong, T. (2011). Health information seeking, diet and physical activity: An empirical assessment by medium and critical demographics. *International Journal of Medical Informatics*, 80(8), 586-595.
- Beaudoin, C. E., & Hong, T. (2012). Media use and perceived risk as predictors of marijuana use. *American Journal of Behavioral Health*, 36(1), 134-143.
- Agha, S., & Beaudoin, C. E. (2012). Assessing a thematic condom advertising campaign on condom use in urban Pakistan. *Journal of Health Communication*, 17(5), 601-623.
- St. John, J., Beaudoin, C. E., Nimmons, K., Adame, D., & Ory, M. (2013). Promotores and ÉPICO: A model for implementing a cancer training and education program among Hispanics with increased cancer risk. *Texas Public Health Journal*, 65(1), 20-24.
- Hong, T., Beaudoin, C. E., & Johnson, C. C. (2013). A panel study of peer norms and adolescent alcohol consumption: Developing strategies for communication interventions. *Journal of Health Communication*, 18(8), 913-930.
- Clark, H. R., Ramirez, A., Drake, K. N., Beaudoin, C. E., Garney, W. R., Outley, C., Burdine, J. N., Player, H. D., & Wendel, M. L. (2014). Utilization of an interorganizational network survey to evaluate capacity building in a community-campus partnership. *Progress in Community Health Partnerships: Research, Education, and Action*, 8(1), 41-51.

Selected Professional Activities and Awards

- 2006-2009, Usdin Family Professorship of Community Health Sciences
Tulane University School of Public Health and Tropical Medicine
- 2006 Award for Outstanding Progress in Competitive Research,
Tulane University Health Sciences Center

Editorial Boards

- 2012-Present, *Communication Yearbook*
- 2012-Present, *Journal of Communication*
- 2010-Present, *Communication Research*

2010-Present, *Journalism & Mass Communication Quarterly*

2008-Present, *Health Communication*

2007-Present, *Journal of Health Communication*

Courses Taught

COMM 308, 370, 375, 450, 471, 610, and 670.

Graduate Student Committees

At Texas A&M University, Dr. Beaudoin has been on various Dissertation Committees (e.g., J. Chinn, D. Vollmer Dahlke, K. Wesner) and Thesis Committees (e.g., M. Boenker).

PATTY ANN BOGUE | LECTURER

Ph.D., Texas A&M University

M.A., Wake Forest University

Patty Ann's primary research interests include organizational rhetoric and civic engagement in higher education. Specifically, her qualitative research focuses on applied communication theories to serve local community needs through engagement.

She received a Bachelor of Arts in Communication Studies from the University of Alabama in 2009, Master of Arts in Communication at Wake Forest University in 2011, and her Doctoral Degree in Communication at Texas A&M University in 2014.



PATTY ANN BOGUE

Ph.D., Texas A&M University

M.A., Wake Forest University

Academic Appointments

Texas A&M University, Lecturer; January 2015-Present

Texas A&M University, Graduate Assistant, 2011-2015

Assistant Course Director for COMM 203; Academic Year 2013-2014

Courses Taught

COMM 203: Public Speaking

COMM 210: Group Communication

COMM 215: Interviewing

COMM 280: Careers in Communication

COMM 320: Honors Organizational Communication

COMM 325: Persuasion

SOMS 381: Workshop in Leadership Education II for Corps of Cadets Leadership Program

SOMS 481: Executive Leadership Seminar for Corps of Cadets

SOMS 482: Executive Leadership Seminar II for Corps of Cadets

Teaching Awards

Distinguished Graduate Student Teaching Award, Texas A&M Association of Former Students; 2014

Murray & Celeste Fasken Graduate Student Teaching Award, Texas A&M College of Liberal Arts; 2014

Publications

Riley, C. & Bogue, P.A. Commemorative Spaces as Means of Enhancing Campus Diversity. *Journal for Multicultural Education*. Printed August 2014.

Conference Presentations

Bogue, P.A. & Riley, C. (2014, November). Commemorative Spaces as Means of Enhancing Campus Diversity. Paper presentation at the National Communication Association Conference, Chicago, IL.

Bogue, P.A., Lazo, M., & Shehane, M. (2014, March). Transforming Faculty as Leaders in Service-Learning Pedagogy Through Innovative Partnerships in Academic and Student Affairs. Workshop presentation at the National Association of Student Personnel Administrators National Conference, Baltimore, MD.

Bogue, P.A., (2014, March). An Analysis of the Undergraduate Service Movement in American Institutions of Higher Education. Paper presentation at the Sooner Communication Conference, Norman, OK.

Bogue, P.A. & Riley, C. (2013, April). Tell Me Your Story: Storytelling as a Means of Civic Engagement and Renewal. Workshop presentation at the Continuums of Service Conference, Portland, OR.

Bogue, P.A., (2013, April). Using Walter Fisher's Narrative Paradigm as an Approach to Analyzing Civic Engagement Practices in Institutions of Higher Education. Paper presentation at the Central States Communication Association Conference, Kansas City, MO.

Bogue, P.A., (2013, February). A Communicative Analysis of Marketing Discourse of Undergraduate Leadership Programs at Baylor University, Southern Methodist University, Texas A&M University, and the University of Texas. Paper presentation at the Southwest/Texas Popular Culture and American Culture Association Conference, Albuquerque, NM.

Bogue, P.A., Sizemore, S., & Von Burg Beasley, A. (2011, November). Citizenship in Today's Society. Paper presentation at the National Communication Association Conference, New Orleans, LA.

Green, P.A. (2011, April). A Rhetorical Study of Civic Engagement Rhetoric and Practices at Wake Forest University. Paper presentation at the Eastern Communication Association Conference, Arlington, VA.

Green, P.A. (2010, November). Building Bridges: Case Study on the Chinese Government's Engagement with Foreign Publics. Complimentary panel presentation at the National Communication Association Conference; San Francisco, CA.

DeMonbrun, M., Green, P.A., & Reamey, B. (2010, February). The Blackburn Institute Model at the University of Alabama. Workshop presentation at the Jon C. Dalton Institute on College Student Values Conference, Tallahassee, FL.

PATRICK BURKART | ASSOCIATE PROFESSOR

Ph.D., The University of Texas at Austin, International communication
M.A., McGill University, Montréal, Canada, Political theory

Specialty: Social & Health Consequences of Mediated Communication

Patrick Burkart teaches and researches the culture industries, global media, and media technology, law and policy. His latest work (*Pirate politics: The new information policy contests*, MIT Press, 2014) focuses on the development of free-culture oriented Pirate Parties in Europe. Burkart has taught in Sweden (Karlstad University), Denmark (Copenhagen Business School), and Mexico City (Texas A&M Study Abroad - LaSalle University), has lectured internationally, and contributes to the Global Fusion conference consortium. In previous careers he has managed corporate software development teams and was General Manager for the legendary Austin Community Television cable access facility.

Editor in Chief, *Popular Communication: The International Journal of Media and Culture*.



PATRICK BURKART

Ph.D., The University of Texas at Austin School of Communication, Department of Radio-TV-Film, International communication, 2000

M.A., McGill University, Montréal, Canada, College of Liberal Arts, Department of Political Science, Political theory & Comparative politics, 1993

B.A., Reed College, Portland, Oregon, Department of Political Science, Political theory, Distinction: Phi Beta Kappa, 1991

Academic Appointments

2002-2003, Instructor, Lecturer, Department of Radio-Television-Film, University of Texas at Austin

2003-2009, Assistant Professor, Department of Communication, Texas A&M University

2008, External Professor (Extern Lektor), Copenhagen Business School, Denmark

2012, Visiting Associate Professor (Docent), Department of Media and Communication Studies, Karlstad University, Sweden

2014, Visiting Scholar, Swedish School of Social Science, Helsinki University, Finland

2009-present, Associate Professor, with tenure, Department of Communication, Texas A&M University

Selected Publications

Burkart, P. (2014). Pirate Politics: The New Information Policy Contests. Cambridge, MA: The MIT Press.

Burkart, P. (2014). Music in the cloud and the digital sublime. Popular Music & Society. DOI:10.1080/03007766.2013.810853

Burkart, P. (2010). Music and Cyberliberties. Middletown, CT: Wesleyan University Press.

Burkart, P. and McCourt, T. (2006). Digital music wars: Ownership and control of the Celestial Jukebox. Lanham, MD: Rowman & Littlefield.

Burkart, P. (2008). Trends in digital music archiving. The Information Society 24(4), 246-250

Burkart, P. (2007). Moving targets: Introducing mobility into universal service obligations. Telecommunications policy, 31, 164–178.

Selected Professional Activities and Awards

Helsinki Times Foundation (with Dr. Johanna Jääsaari), Communication Rights in the 2014 European Election Campaign, to study pirate politics. Visiting Scholar, Swedish School of Social Science, University of Helsinki, May 1 - August 31, 2014, \$153,692.

Diversity Service Team Award to the Department of Communication Diversity Committee, Department of Multicultural Services, Texas A&M University, 2010.

Institute for the Digital Humanities, Media, and Culture, co-PI for the Texas A&M Research Roadmap, 2008-2010, \$165,000.

Editorial Boards

Editor-in-Chief, Popular Communication: The International Journal of Media and Culture

Editor, Rock Music Studies

Courses Taught

Communication and Technology; Political Economy of Telecommunications; Media Economics; Telecommunications Policy; Video Games; Radio, Records, and Popular Music

Graduate Student Committees

Lucas Logan (COMM Ph.D. 2014, Chair)

Robin Bedenbaugh (COMM Ph.D., Chair)

Christopher Johnson (MA Performance Studies, Member)

Liu Zhijiao (Ph.D. Computer Science, Member)

HEIDI CAMPBELL | ASSOCIATE PROFESSOR

Ph.D., University of Edinburgh

Heidi Campbell's teaching and research centers on the social shaping of technology, rhetoric of new media, and themes related to the intersection of media, religion and culture, with a special interest in the internet and digital, mobile culture. She is also affiliate faculty in Religious Studies and director of the Network for New Media, Religion and Digital Culture Studies. She has written over 60 articles and book chapters on religion and new media. Her key works include *Exploring Religious Community Online: We are one in the network* (Peter Lang, 2005) looking at how online religious communities connect their online and offline social-religious networks, *When Religion Meets New Media* (Routledge, 2010) investigating Jewish, Muslim & Christian communities' negotiations with media technologies and *Digital Religion: Understanding Religious Practice in New Media Worlds* (Routledge, 2013) which maps the study of religion online. Her current research explores how bounded communities domesticate the internet in light of their core beliefs and the relationship between religious digital creatives and established, offline religious authorities. She is on the advisory board of the *Journal of Computer-Mediated Communication*, *New Media & Society* and the *Journal of Religion, Media & Digital Culture*.

Courses Taught: COMM 330 Human Communication & Technology, COMM 340 Popular Culture and Communication, COMM 480 Religious Communication and COMM 665 Communication and Technology.



HEIDI A. CAMPBELL

Ph.D., University of Edinburgh--Edinburgh, Scotland, 2002

M.A., University of Edinburgh--Edinburgh, Scotland, 1997

B.A., Spring Arbor University--Spring Arbor, MI (USA), 1992

Academic Appointments

2011-Present: Associate Professor, Department of Communication, Texas A&M University

2005-2011: Assistant Professor, Department of Communication, Texas A&M University

2010-Present: Affiliate Faculty in Religious Studies, Religious Studies Minor-College of Liberal Arts

Interdisciplinary Program, Texas A&M University

November 2001-April 2004: Project Research Officer/Adjunct Lecturer, Media and Theology

Project-University of Edinburgh (Scotland)

January 2000-December 2004: Adjunct Faculty in Communication, Spring Arbor University- Spring Arbor, Michigan (USA)

Publications (2010-2015)

Books

Campbell, H. (2010). *When religion meets new media*. London: Routledge.

Edited Books

Campbell, H. (forthcoming 2015). *Digital Judaism: Jewish negotiations with digital media and culture*, New York: Routledge.

Campbell, H. & Grieve, G. (2014). *Playing with religion in digital games*. Bloomington, IN: Indiana University Press.

Campbell, H. (2013). *Digital religion. Understanding religious practice in new media worlds*. London: Routledge.

Refereed Journal Articles

Golan, O. & Campbell, H. (forthcoming) Strategic Management of Religious Websites: The Case of Israel's Orthodox Communities. *Journal of Computer-mediated Communication*.

Campbell, H.A., Grieve, G.P., Gregory, R., Lufts, S., Wagner, R. & Zeiler, X. (forthcoming). "Gaming Religionworlds: Why Religious Studies Should Pay Attention to Religion in Gaming", *Journal of the American Academy of Religion*.

Campbell, H & Delashmutt, M. (2014). Studying technology & ecclesiology in online multi-site worship. *Journal of Contemporary Religion*. 29 (2): 267-285.

Campbell, H.A., Altenhofen, B.,* Bellar, W.* & Cho, K.J.* (2014) There's a Religious App for that!: A Framework for Studying Religious Mobile Applications, *Mobile Media & Communication*. 2(2): 154-172.

Grieve, G. P. & Campbell, H. A. (2014) Studying Religion in Digital Gaming: A Critical Review of an Emerging Field. *Online – Heidelberg Journal of Religions on the Internet*. 5(1). Retrieved from <http://archiv.ub.uni-heidelberg.de/ojs/index.php/religions/article/view/12183/6027>

Campbell, H. (2013). Religion and the internet: A microcosm for studying internet trends and implications. *New Media & Society*. 15(5): 680-694.

Kluser, R., Campbell, H. & Balfour, S. (2013). The limits of language: Digital technologies and new methodologies for global media research. *Journal of Electronic Broadcasting and Media*, 57(1), 4–19. [Lead Article]

Campbell, H. & Hawk, D.# (2012). Al Jazeera's framing of social media during the Arab Spring. *CyberOrient*, 6(1). Retrieved from <http://www.cyberorient.net/article.do?articleId=7758>

Campbell, H. (2012). Understanding the relationship between religious practice online and offline in a networked society. *Journal of the American Academy of Religion*. 80(1), 64-93.

Ward, P. & Campbell, H. (2011). Worshiping as narrative and performance: An empirical study of a charismatic worship event. *International Journal of Practical Theology*, 15(2), 226-242.

Campbell, H. & Lovheim, M. (2011). Studying the online-offline connection in religion online. *Information, Communication & Society*, 14(8), 1083-1096. [Lead Article]

Campbell, H. (2011) Religious engagement with the internet within Israeli Orthodox groups. *Israel Affairs*. 17(3), 364-383.

Campbell, H. & Golan, O. (2011). Creating digital enclaves: Negotiation of the internet amongst bounded religious communities. *Media, Culture & Society*. 33(5), 709-724.

Campbell, H. & LaPastina, A. (2010). How the iPhone became divine: Blogging, religion and intertextuality. *New Media and Society*. 12(7), 1191-1127.

Campbell, H. (2010). Bloggers and religious authority online. *Journal of Computer-Mediated Communication*, 15(2), 251-276.

Book Chapters

Campbell, H. (forthcoming). Studying Jewish Engagement with Digital Media and Culture . In H. Campbell (Ed), *Digital Judaism: Jewish Negotiations with Digital Media and Technology*, New York: Routledge.

Campbell, H. & Bellar, W.* (forthcoming). Sanctifying the Internet: Aish's Use of the Internet for Digital Outreach. In H. Campbell (Ed), *Digital Judaism: Jewish Negotiations with Digital Media and Technology*, New York: Routledge.

Campbell, H. & Connelly, L. (forthcoming). Religion and Digital Media: Studying Materiality in Digital Religion. In V. Narayanan & M. Vásquez, (Eds.), *Blackwell's Companion on Material Religion*, London: Blackwell.

Campbell, H. & Altenhofen, B.* (forthcoming). Methodological Challenges, Innovations and Growing Pains in Digital Religion Research. In S. Cheruvallil-Contractor & S.

Shakkour (Eds.) *Digital Methodologies in the Sociology of Religion*. London: Bloomsbury Publishing.

Campbell, H. & Teusner, P. E. (forthcoming). Internet and social media, In J. Lyden & E. Mazur, (Eds.), *Routledge's Companion to Religion and Popular Culture*, London: Routledge

Campbell, H. & Grieve, G. (2014). Playing with Religion Offers Digital Game Studies IN: *Playing with Religion in Digital Gaming*, (pp. 1-24) Bloomington, IN: Indiana University Press.

Campbell, H. & Fulton, D.# (2013). Bounded religious communities management of the challenge of new media: Baha'i negotiation with the internet, In D. Herbert & M. Gillispe, (Eds.), *Social Media and Religious Change*, (pp. 185-200) Berlin: De Gruyters.

Haughey, R.# & Campbell, H. (2013). Modern-day martyrs: Fans' online reconstruction of celebrities as divine, In D. Herbert & M. Gillispe, (Eds.), *Social Media and Religious Change*, (pp.103-120) Berlin: De Gruyters.

Campbell, H. (2013). Evangelicals and the internet. In R. Woods (Ed.) *Evangelical Christians and popular culture*, Vol. 1: Film, Radio, Television and the Internet, (pp. 277-291) Santa Barbara, CA: Praeger Publishing.

Campbell, H. (2013). Community, In H. Campbell, (Ed.), **Digital religion. Understanding religious practice in new media worlds**. (pp. 57-71) London: Routledge.

Campbell, H. (2013). The rise of the study of digital religion, In H. Campbell, (Ed.), *Digital religion. Understanding religious practice in new media worlds*. (pp. 1-22) London: Routledge.

Campbell, H. (2012) Religious engagement with the internet within Israeli Orthodox groups. In G. Doron & A-Lev-On (Eds.), *New Media, Politics and Society in Israel*. London: Routledge.

Campbell, H. (2012). How religious communities negotiate new media religiously. In C. Ess & P. Cheong (Eds.), *Digital faith and culture: Perspectives, practices and futures*. (pp. 81-96) New York: Peter Lang Publishing.

Campbell, H. (2011). Internet and religion. In C. Ess & M. Consalvo (Eds.), *Handbook on Internet studies*. (pp. 236-250). Oxford: Blackwell.

Campbell, H. (2010). Islamogaming. Digital dignity via alternative storytelling. In C. Deitweiler (Ed.), *Halos and avatars: Playing (video) games with God*, (pp. 63-74). Louisville: Westminster Press.

CHARLES CONRAD | PROFESSOR & GRADUATE PROGRAM DIRECTOR
Ph.D., University of Kansas

Specialty: Organizational Communication, Organizational Rhetoric

Charles Conrad is the author of *Organizational Rhetoric: Strategies of Resistance and Domination*; co-author of *Strategic Organizational Communication*, now in its 7th edition, and *Global Engineering: Design, Decision Making, and Communication*. Editor of *The Ethical Nexus*, a study of the role of values in organizational decision-making. Research published in *Communication Monographs*, the *Quarterly Journal of Speech*, *Journal of Applied Communication Research*, the *Western Journal of Communication*, the *Southern Communication Journal*, *Communication Yearbook*, *Rhetoric and Public Affairs* and elsewhere. Former editor of the *Management Communication Quarterly*. Dr. Conrad's research has been recognized by the National Communication Association's Organizational Communication Division and by the *Southern Communication Journal's* Outstanding Article Award. He won the NCA Donald Ecroyd Award for Outstanding Teaching in Higher Education and has received more than a dozen college and university teaching awards, including the university wide Distinguished Teaching Award from the Association of Former Students at Texas A&M University.



Courses Taught: COMM 203H - Honors Public Speaking; COMM 320 - Organizational Communication; COMM 446 - Communication, Organizations, and Society; COMM 637 - Seminar in Organizational Communication

CHARLES CONRAD

Ph.D., University of Kansas, 1980

M.A., University of Kansas, 1979

B.S., Northwestern University, 1972

Academic Appointments

Professor, Department of Communication, Texas A&M University, 1995-present

Director of Graduate Studies, Department of Communication, Texas A&M University, 1996-2000, 2003-2004, 2012-2015.

Associate Professor, Department of Speech Communication and Theatre Arts, Texas A&M University, 1989-1995.

Associate Professor, Department of Speech Communication, The University of North Carolina at Chapel Hill, 1986-1989.

Assistant Professor, Department of Speech Communication, The University of North Carolina at Chapel Hill, 1980-1986.

Instructor, Department of Speech Communication, The University of North Carolina at Chapel Hill, 1979-1980.

Selected Publications, 2010-2014

Books

Charles Conrad and M.Scott Poole, *Strategic Organizational Communication: In a Global Economy, 7th ed.* Chichester, West Sussex, UK: Wiley-Blackwell, 2012.

Charles Conrad, *Organizational Rhetoric: Resistance and Domination.* London: Polity Press, 2011.

Carlos Acosta, V. Jorge Leon, Charles Conrad, & Cesar Malave, *The Global Engineer.* New York: Taylor & Francis, 2010.

Articles and Book Chapters

Charles Conrad and Chris Cudahy, "Rhetoric and the Origins of the Canadian Medicare System," *Rhetoric and Public Affairs*, 13(2010): 543-580.

Katherine Russell, Megan Dortch, Rachel Gordon, and Charles Conrad. "Déjà vu all Over Again: Ethics and Financial Industry Crises and Bailouts," in May, S. (Ed.), *Case Studies in Organizational Communication Ethics, 2nd ed.* Los Angeles: Sage.

Zachary A. Schaefer, Charles Conrad, George Cheney, Steve May, & Shiv Ganesh "Economic Justice and Communication Ethics," in Cheney, G., May, S., & Munshi, D., (Eds.), **The International Communication Association Handbook of Communication Ethics** (436-456). New York: Routledge/Erlbaum, 2011.

Charles Conrad, Jane Stuart Baker, Chris Cudahy, and Jennifer Willyard, "The Dialectics of Organizational Crisis Management," in Coombs, T. & Holladay, S. (Eds.), *The Handbook of Crisis Communication.* Chichester, West Sussex, UK: John Wiley & Sons, Ltd, 2010.

Awards

"Outstanding Research in Organizational Communication, 1991, Speech Communication Association.

"Outstanding Article," *Southern Journal of Speech Communication*, vols. 50-53, 1984-1987.

Karl A. Wallace Memorial Award, Speech Communication Association, 1984.

Student Led Award for Teaching Excellence, Texas A&M University, 2009, 2010, 2011.

Teacher-Scholar Award, University Honors Programs, Texas A&M University, 2007.

Donald Ecroyd Award for Outstanding Teaching in Higher Education, National Communication Association, 2003.

College of Liberal Arts Nomination, President's Award for Teaching, Texas A&M University, 2003, 2005, 2009, 2011.

Association of Former Students, Award for Distinguished Teaching, Texas A&M University, 1997

Texas A&M University Award and Nominee, Piper Foundation Award of Excellence for Teaching in Texas Higher Education, 1996

Gamma Epsilon Delta Honor Society Award of Merit for Distinguished Teaching, College of Agriculture and Life Sciences, Texas A&M University, 1995.

Association of Former Students, Award for Distinguished Teaching, College of Liberal Arts, Texas A&M University, 1993.

Editorial Boards

Management Communication Quarterly, Editor, 2003-2005

Management Communication Quarterly, Editorial Board Member, 1992-2002, 2006-present.

Communication Monographs Editorial Board Member, 1992-1995.

Journal of Applied Communication Research, Editorial Board Member, 1985-1999.

Quarterly Journal of Speech, Editorial Board Member, 1989-1991, 1998-2001.

Communication Theory, Editorial Board Member 1990-1993.

Southern Journal of Speech Communication, Associate Editor, Organizational/Applied Communication, 1983-1986.

Elected Offices

Member, Chair-select, and Chair. Donald Ecroyd Award Selection Committee, National Communication Association, 2004-2006.

Vice-Chair Elect, Chair-elect, and Chair, Commission of Graduate Directors, Southern Communication Association, 1997-2000.

Vice Chair Elect, Chair elect, and Chair, Communication Theory Division, Southern States Communication Association, 1989-1991.

Chair, Public Relations Committee, Speech Communication Association, 1986-1989.

Vice Chair Elect, Chair elect and Chair, Organizational Communication Division, Speech Communication Association, 1984-1987.

Research Awards Committee, Organizational Communication Division, Speech Communication Association, 1982-1984 (Chair); 1991-1993, 1999.

Chair, Constitution Committee, Southern Speech Communication Association, 1986-1989.

Courses Taught at Texas A&M

COMM 203, Public Speaking, Mass Lecture and Honors

COMM 305, Mass Lecture

COMM 320, Organizational Communication, Mass Lecture and Honors

COMM 446, Communication, Organizations and Society, Regular and Honors

COMM 485, Seminar in Rhetoric and Healthcare Policymaking, University Scholars Program.

COMM 601, Introduction to Graduate Study

COMM 636. Research and Theory in Organizational Communication

COMM 637: Organizational Rhetoric

COMM 637: Communication, Power and Politics

Graduate Student Committees, 2010-present

Chair

Jonathan Shipley, In Process

Rachel Whitten, In Process

Misti Carter, In process

Kevin Cosgriff-Hernandez, In Process

Chris Cudahy, 2015

Patty Ann Bogue, 2014

Eric James, 2014

Joelle Cruz, 2013

Renee Cowan, 2010

Member (current only)

Greg Ormes

Paul Sommer

Eleni Gesh-Karamanlidis

Jeremy Rogerson

NATHAN CRICK | ASSOCIATE PROFESSOR

Ph.D., University of Pittsburgh

Dr. Crick investigates the many intersections between rhetoric, art, science, media, and politics in order to better understand the complex movements of democratic (and undemocratic) culture. With a grounding in Classical Rhetoric, American Pragmatism, and Continental Thought, he uses philosophy as a means to better understand practical persuasion as it occurs in contemporary social movements, propaganda, journalism, and political advocacy.

After working as a journalist for the Adirondack Journal in upper state New York and a science educator for the Oregon Museum of Science and Industry, Dr. Crick earned his PhD from the University of Pittsburgh in 2005 and afterwards spent seven years at Louisiana State University before coming to Texas A&M in 2013.

Courses Taught: COMM 301-Rhetoric in Western Thought, COMM 431-The Rhetoric of Social Movements, COMM 649: American Public Discourse up to 1860 (graduate level), COMM 655: History and Theory of Rhetoric after 1800 (graduate level)



NATHAN CRICK

Ph.D., University of Pittsburgh, Communication 2005

M.A., University of Pittsburgh, Communication 2001

B.S., University of Massachusetts, Environmental Science and Journalism 1995

Academic Appointments

2013-Present: Associate Professor, Department of Communication, Texas A&M University

2011-2013: Associate Professor, Department of Communication Studies, Louisiana State University

Awards

2012 James W. Carey Memorial Lecturer, Grand Valley State University

2011 Carruth McGegee Award for Excellent Research by a Junior Faculty Member, Louisiana State University

2010 Phi Kappa Phi Non-tenured Faculty Award for the Humanities and Social Sciences, Louisiana State University

University Press Books

Crick, Nathan. *Rhetoric and Power: The Drama of Classical Greece* University of South Carolina Press, 2014

Crick, Nathan. *Democracy and Rhetoric: John Dewey on the Arts of Becoming*, University of South Carolina Press, 2010.

Textbooks

Crick, Nathan. *Rhetorical Public Speaking, 2nd Edition*, Allyn & Bacon, 2012.

Journal Publications

Crick, Nathan and Joseph Rhodes. "Death and Eloquence," Rhetoric Review 33 (4) 2014: 327-343.

Crick, Nathan and Joseph Gabriel. "Medical Narrative and Rhetorical Identification: The Many Faces of Anna White Dildane," forthcoming in Health Communication.

Crick, Nathan. "When We Can't Wait on Truth: The Nature of Rhetoric in The Rhetoric of Science." POROJ 10 (2): 2014.

Crick, Nathan. "Rhetoric and Events." Philosophy and Rhetoric 47 (3) 2014: 251-272.

Bodie, Graham and Nathan Crick, "Listening, Hearing, Sensing: Three Modes of Being and the Phenomenology of Charles Sanders Peirce," Communication Theory 24 (2) 2014: 105-123.

Butterfield, Rya and Nathan Crick. "From Edicts to Human Flesh Searches: Legal Communication and Practice in China's New Media Environment." Communication Law Review 14 (1): 2014.

Crick, Nathan and David Tarvin. "A Pedagogy of Freedom: John Dewey and Experimental Rural Education" Inter-American Journal of Philosophy 3(2) 2012: 68-84.

Crick, Nathan. "Barack Obama and the Rhetoric of Religious Experience." Journal of Communication and Religion, 35(1) 2012: 1-15.

Poulakos, John and Nathan Crick. "There is Beauty Here, Too: Aristotle's Rhetoric for Science." Philosophy and Rhetoric, 45(3) 2012: 295-311.

Crick, Nathan and Jeremy Engels. "'The Effort of Reason, and the Adventure of Beauty': The Aesthetic Rhetoric of Randolph Bourne." Quarterly Journal of Speech, 98(3) 2012: 272-296.

Crick, Nathan. "Nietzsche's Sophist: Rhetor, Musician, Stoic." Advances in the History of Rhetoric, 14 (1) 2011: 1-16.

Crick, Nathan and Joseph Gabriel. "The Conduit Between Lifeworld and System: Habermas and the Rhetoric of Public Scientific Controversies." Rhetoric Society Quarterly 40(2) 2010: 1-23

Crick, Nathan. "The Sophistical Attitude and the Invention of Rhetoric." Quarterly Journal of Speech 96(1) 2010: 25 – 45.

Crick, Nathan. "The Search for a Purveyor of News: The Dewey/Lippmann Debate in an Internet Age." Critical Studies in Media Communication. 26(5) 2009: 480-497.

Teaching

2013-Present, Associate Professor, Texas A&M University

- Rhetoric of Social Movements
- Rhetoric in Western Thought
- American Public Discourse up to 1860 (graduate)
- History and Theory of Rhetoric after 1800 (graduate)

Graduate Advising

Completed Dissertations

Rya Butterfield (PhD, LSU 2012)

Joseph Rhodes (PhD, LSU 2012)

David Tarvin (PhD, LSU, 2013)

Completed Theses

Raquel Robvais (MA, LSU, 2013)

Director

David Munson, (PhD, TAMU)

Bryan Moe (PhD, LSU)

Michael Althouse (PhD, LSU)

Elizabeth Sills (PhD, LSU)

Andrew Jones (PhD, LSU)

Brian Leslie (PhD, LSU)

Service (TAMU)

Member of Faculty Senate

Member of Faculty Senate Core Curriculum Committee

Member of graduate curriculum committee
Member of tenure and promotion committee
Member of assessment committee

TASHA N. DUBRIWNY | ASSOCIATE PROFESSOR

Ph.D., University of Georgia

Specialty: Feminist rhetorical studies, rhetoric and health

Dr. Dubriwny holds a joint appointment with Communication and Women's Studies and Gender Studies. Her research focuses on the intersections of feminism, health, and politics. Her first book, *The Vulnerable Empowered Woman: Feminism, Postfeminism, and Women's Health*, surveys popular media discourse about women's health issues, including prophylactic mastectomies, cervical cancer, and postpartum depression. She is beginning work on a second book project focusing on the public memory of second-wave feminism.

Courses Taught: COMM 645: Rhetorical and Textual Analysis, COMM/WGST 420 and COMM 634: Gender and Communication, COMM 471: Media, Health and Medicine, COMM 301: Rhetoric of Western Thought, WGST 200: Introduction to Women's and Gender Studies, COMM/WGST 411: Representations of Motherhood, WGST 401 and WGST 680: Feminist Theory



TASHA N. DUBRIWNY

Ph.D., University of Georgia, Department of Speech Communication, 2005

M.A., University of Cincinnati, Center for Women's Studies, 2001

B.A., University of Oklahoma, Women's Studies Program, 1999

Academic Appointments

2014-Present: Associate Professor, Department of Communication & Women's and Gender Studies Program, Texas A&M University

2007-2014: Assistant Professor, Department of Communication & Women's and Gender Studies Program, Texas A&M University

2005-2007: Assistant Professor, Department of Communication, University of South Florida

Selected Publications

Books

Dubriwny, T. N. (2013). *The Vulnerable Empowered Woman: Feminism, Postfeminism, and Women's Health*. Rutgers University Press. 237 pages.

**Winner, Outstanding Book Award, Organization for the Study of Communication, Language and Gender

**Winner, Bonnie Ritter Book Award, Feminist and Women's Studies Division, National Communication Association

Refereed Articles

Dubriwny, T. N. (2013). Feminist for president: Hillary Clinton, feminism, and the 2008 Democratic primaries. *Women & Language*, 36(2), 35-56.

Dubriwny, T. N. and Ramadurai, V. (2013). Framing birth: Postfeminism in the delivery room. *Women's Studies in Communication*, 36(3), 243-266.

**Winner, Outstanding Research Article, Organization for Research on Women and Communication

Dubriwny, T. N. (2010). Television news coverage of postpartum disorders and the politics of medicalization. *Feminist Media Studies*, 10(3), 285-303.

Dubriwny, T. N. (2009). Constructing breast cancer in the news: Betty Ford and the evolution of the breast cancer patient. *Journal of Communication Inquiry*, 33(2), 104-125.

Lynch, J. & Dubriwny, T. N. (2006). Drugs and double binds: Racial identity and pharmacogenomics in a system of binary race logic. *Health Communication*, 19(1), 61-73.

Dubriwny, T. N. (2005). Consciousness-raising as collective rhetoric: The Redstockings' abortion speak-out of 1969. *Quarterly Journal of Speech*, 91(4), 395-422.

Dubriwny, T. N. (2004). First ladies and feminism: Laura Bush as advocate for women's and children's rights. *Women's Studies in Communication*, 28(1), 84-114.

Selected Professional Activities and Awards

Grants/Fellowships

- Texas A&M University, College of Liberal Arts, Ray A. Rothrock '77 Fellowship, \$15,000 (2014-2017)
- Texas A&M University, Faculty Research Fellowship, Glasscock Center for the Humanities, \$5000 (2013)
- Texas A&M University, Program to Enhance Scholarly and Creative Activities, \$10,000 (2010)

Awards/Honors

- Association of Former Students Distinguished Achievement Award for Teaching, College of Liberal Arts (2014).
- Outstanding Research Article for Women's Studies in Communication, "Framing Birth: Postfeminism in the Delivery Room," co-authored with Vandhana Ramadurai (2013).
- Bonnie Ritter Book Award for The Vulnerable Empowered Woman, Feminist and Women's Studies Division, National Communication Association (2013).
- Outstanding Authored Book Award for The Vulnerable Empowered Woman, Organization for the Study of Communication, Language and Gender (2013).

Disciplinary Positions

- Chair, Stephen E. Lucas Award Committee (2015), Public Address Division, National Communication Association
- Member, Nominating Committee (2014), National Communication Association
- Member, Stephen E. Lucas Award Committee (2013-2015), Public Address Division, National Communication Association
- Member, Nominating Committee (2013), Public Address Division, National Communication Association

Editorial Boards

Southern Communication Journal, 2014-present

Courses Taught

Communication: COMM 240 Rhetorical Criticism, COMM 301 Rhetoric of Western Thought, COMM 411/WGST 411 Rhetoric of Motherhood, COMM 420/WGST 420 Gender and Communication, COMM 471 Media, Health and Medicine, COMM 634 Gender and Communication, COMM 645 Rhetorical and Textual Methods, COMM 689 Special Topic on Gender and Citizenship

Women's and Gender Studies: WGST 200 Introduction to Women's and Gender Studies, WGST 401 Feminist Theory, WGST 481 Senior Seminar, WGST 680 Theories of Gender

Graduate Student Committees

Current Doctoral Committees

Committee Chair:

Jeremy Rogerson, Communication

Committee Co-Chair:

Travis Cox, Communication

Committee Member:

Nina French, Communication

Karee Gregg, Education

Jocelyn Lewis, Sociology

Ellie Lockhart, Communication

Jesus Smith, Sociology

Ruth Tsuria, Communication

Completed: Co-chair of 2 doctoral committees, member of additional 7 doctoral committees

ROBERT K. GOIDEL | PROFESSOR

Ph.D., University of Kentucky

Specialty: Political/ Mass Communication

Robert K. Goidel received his PhD from the University of Kentucky in 1993 and is the author of three books, the editor of *Political Polling in the Digital Age*, and over thirty journal articles. His latest book, *America's Failed Experiment: How We The People Have Become the Problem* was published in January 2014 by Rowman & Littlefield. His research interests include political participation, elections and campaign finance, public opinion, and the media and politics. Dr. Goidel's research has been published in several journals, including *Social Science Quarterly*, *American Politics Research*, *American Journal of Political Science*, and *Journal of Politics*.

Courses Taught: COMM 440 Political Communication



ROBERT K. GOIDEL

Ph.D., American Government, University of Kentucky, 1993.

M.A. (in pursuit), American Government, University of Kentucky, 1992.

B.S., magna cum laude, James Madison University, 1989.

Academic Appointments

Professor & Fellow, Department of Communication & Public Policy Research Institute
Texas A&M University, 2014-present

Scripps Howard Professor, Director of the Public Policy Research Lab & the Annual
Louisiana Survey, Manship School of Mass Communication & Department of Political
Science

Louisiana State University, 2002 – 2014

Chair, Department of Political Science, Indiana State University, 2001-2002; Interim
Chair, 2000-2001; Associate Professor of Political Science, 1999-2002. Assistant Profes-
sor, 1995-1999.

Assistant Professor of Political Science, University of Southwestern Louisiana, 1993-95.

Selected Publications 2010-2015

Books

Kirby Goidel, Craig Freeman, and Brian Smentkowski. 2015. *Misreading the Bill of Rights: Top Ten Myths Concerning Your Rights and Liberties*. Praeger Publishing.

Kirby Goidel. 2014. *America's Failing Experiment: How Too Much Democracy Undermines Our National Leaders*. Rowman & Littlefield.

Goidel, Kirby (Editor). *Political Polling in the Digital Age: The Challenge of Measuring and Understanding Public Opinion*. 2011. Louisiana State University Press.

Articles

Johnson, Martin., Kirby Goidel and Michael Climek. 2014. "The Decline of Daily Newspapers and the Third-Person Effect," *Social Science Quarterly* 95: 1245–1258,

Turcotte, Jason, & Kirby Goidel. 2014. "Political knowledge and exposure to the 2012 U.S. presidential debates. Does debate format matter?" *PS: Political Science & Politics* 47: 449-453.

Goidel, Kirby, Ashley Kirzinger, Margaret DeFleur, and Jason Turcotte. 2013. "Difficulty in Seeking Information about Health Care Quality and Costs," *Social Science Journal* 50: 418-425.

Dunaway, Johanna, Kirby Goidel, Ashley Kirzinger, and Betina Wilkinson. 2011. "Rebuilding or Intruding? News Media Coverage and Public Opinion on Immigration in Louisiana." *Social Science Quarterly* 92(4): 917-937

Goidel, Kirby, Wayne Parent, and Bob Mann. 2011 "Race, Racial Resentment, Attentiveness to the News Media, and Public Opinion Toward the Jena Six." *Social Science Quarterly* 94: 20-34.

Goidel, Robert K., Steven Procopio, Dek Terrell, and H. Denis Wu. 2010 "Sources of Economic News and Economic Expectations." *American Politics Research* 38: 759-777.

Editorial Boards

Co-Editor (with Kumar Rao, Nielsen Media), Survey Practice (sponsored by the American Association of Public Opinion Research), 2012-present

Social Sciences Quarterly, 2011-Present; White House Studies

Courses Taught

Political Communication (Texas A&M)

Political Communication Capstone (LSU)

Public Opinion (LSU)

Campaigns & Elections (LSU)

Advanced Quantitative Methods (LSU)

Survey Research (LSU)

Graduate Student Committees

Andy Philips (Political Science, Texas A&M)

Jason Turcotte (California State Pomona, LSU)

Chance York (Kent State, LSU)

Ashley Kirzinger (University of Illinois-Springfield, LSU)

JOSH HEUMAN | INSTRUCTIONAL ASSISTANT PROFESSOR

Ph.D., University of Wisconsin-Madison

Specialty: Media and Cultural Studies; Media Industries; Media Regulation

Dr. Heuman's research and teaching explore media industries and regulation (especially television), with an emphasis on the regulation of media work. His current research projects follow historical and contemporary negotiations of "ownership" in radio and television writing, from law and policy to contract and organization.

Courses Taught:

COMM307: Mass Media, Law and Society

COMM345: Media Industries

COMM350: Theories of Media Communication

COMM360: Cultural History of Media

COMM435: Rhetoric of TV and Film

COMM437: Visual Communication

COMM662: Survey in Telecommunication

Media Studies



JOSH HEUMAN

Ph.D., University of Wisconsin-Madison, Communication Arts/Media and Cultural Studies, 2006.

M.A., University of Wisconsin-Madison, Communication Arts/Telecommunications, 1998.

B.A., University of Illinois at Urbana-Champaign, French and Comparative Literature, 1994.

Academic appointments

2011-Present: Instructional Assistant Professor, Department of Communication, Texas A&M University.

2008-2011: Visiting Assistant Professor, Department of Communication, Texas A&M University.

2003-2007: Lecturer, Faculty of Communication and Culture, University of Calgary.

2001-2007 (at large 2003-2007): Lecturer, Department of Speech Communication, Colorado State University.

Publications

Heuman, Josh (2015) "Judging Authorship in Divided Cultural Work: Broadcast Series Formats in Midcentury Idea Law." *Journal of Screenwriting* 6 (in press).

Heuman, Josh (2013) "'Independence,' Industrial Authorship, and Professional Entrepreneurship: Representing and Reorganizing Television Writing in the FCC Media Ownership Reviews." *Cinema Journal* 52, 120-144.

Heuman, Josh (2013) "Unpacking the Gift: Negotiating Property and Custody in Archival Hardcore Blogs." *Popular Music* 32, 177-195.

Heuman, Josh (2012) "Free as in Regulated: Television Copy Protection, Cultural Enclosure, and the Myth of User Sovereignty." *Law, Culture and the Humanities* (online first at ich.sagepub.com/content/early/2012/02/27/1743872112437718).

Heuman, Josh (2012) "'Let's Light this Candle'? Early Online Investment and the Regulation of Freedom in 'New' Work Forms." *Communication and Critical / Cultural Studies* 9, 146-170.

Heuman, Josh (2011) "'Integral to the Plot, and in no way Gratuitous'? Constructing Creative Freedom in the Liberalization of Canadian Content Regulation." *Television & New Media* 12, 248-272.

Heuman, Josh (2011) "'I Don't Want to Pay for What I Don't Watch': The Cultural Politics of à la Carte Cable Television, and the Cultural Life of Communication Policy." *Communication, Culture & Critique* 4, 30-54.

Heuman, Josh, with Richard Burt (2002) "Suggested for Mature Readers? Deconstructing Shakespearean Value in Comic Books." In Burt, ed, *Shakespeare After Mass Media* (NY: Palgrave), 151-171.

Courses taught

COMM307/JOUR301: Mass Media, Law & Society.

COMM345[/FILM489]: Media Industries.

COMM350: Theories of Mediated Communication.

COMM360[/FILM489]: Cultural History of Media.

COMM435[/FILM489]: Rhetoric of TV and Film (*recertified Fall 2011, Fall 2014).

COMM460/437: Visual Culture / Visual Communication.

COMM662: Survey of Telecommunication Media Studies.

Graduate student committees

Victoria Stiegel (PhD), co-supervisor.

Brian Altenhofen (PhD), committee member.

Nina French (PhD), committee member.

Ngoma Moghalu (PhD), committee member.

Lucy J Miller (PhD, Spring 2012), co-supervisor; directed studies Summer 2010, Spring 2010, Fall 2009.

Jonathan Chacon (MS, Spring 2011), co-supervisor; directed studies Fall 2010, Summer 2010.

Cymone Davis (MA, Spring 2014), committee member.

Caroline Basham (MA, Spring 2014), committee member.

Josh Street (MS, Spring 2012), committee member.

David Robie (MA, Performance Studies, Spring 2013), outside committee member.

Christina Summers (MS, Science and Technology Journalism, Fall 2011), outside committee member.

Megan Collins (MS, Sociology, Fall 2010), outside committee member.

TRACI HONG | ASSOCIATE PROFESSOR

Ph.D., University of Southern California

Traci Hong's program of research has two primary foci: 1) the influence of Internet content on health behavior; and 2) the influence of social norms on health behavior. Her research has been funded by the National Institutes of Health, Robert Wood Johnson Foundation, and Ford Foundation. Her research has appeared in the Journal of Communication, Communication Research, Journal of Health Communication, Journal of Computer-Mediated Communication, Journal of the American Society for Information Science and Technology, and American Journal of Preventive Medicine. She is on the editorial board of the Journal of Communication and the review board of the American Journal of Health Behavior.

Courses Taught: COMM 325 - Persuasion; COMM 450 - Media Campaigns; COMM 470 - Communication in Health Care Contexts; COMM 670 - Health Communication Seminar: Technological and Social Influences of Health



TRACI HONG

Ph.D., Communication, Annenberg School for Communication, University of Southern California, 2002

M.A., Communication, Annenberg School for Communication, University of Southern California, 1999

B.A., Communication and Biology (double major), University of California at Davis, 1996

Academic Appointments

Texas A&M University, Department of Communication, Associate Professor with tenure, 2013 -

present, Assistant Professor, 2009 - 2013

Texas A&M University, School of Rural Public Health, Department of Social and Behavioral Health, Courtesy Appointment as Associate Professor, 2013 - present, Courtesy Appointment as Assistant Professor, 2009 - 2013

Tulane University School of Public Health and Tropical Medicine, Department of Community Health Sciences, Assistant Professor, 2006 - 2009, Research Assistant Professor, 2005 - 2006

Indiana University-Bloomington, Department of Telecommunications, Assistant Professor,

2002 - 2005

University of Southern California, Annenberg School for Communication, Instructor, 1998 - 2002

University of Southern California, Marshall School of Business, Experiential Learning Center, Trainer, 2001 - 2002

Recent Refereed Journal Articles

Hong, T. (2014). Examining the role of exposure to incongruent messages on the effect of message framing in an Internet health search. *Communication Research*, 41(2), 159-179.

Hong, T., Beaudoin, C.E., & Johnson, C.C. (2013). A panel study of peer norms and adolescent alcohol consumption: Developing strategies for communication interventions. *Journal of Health Communication*, 18(8), 913-930.

Hong, T. & Johnson, C.C. (2013). A longitudinal analysis of adolescent smoking: Using smoking status to differentiate the influence of body weight measures. *Journal of School Health*, 83(5), 314-321.

Hong, T. (2012). Internet health search: When process complements goals. *Journal of the American Society for Information Science and Technology*, 63(11), 2283-2293.

Hong, T., Rice, J., & Johnson, C.C. (2012). Ethnic group and temporal influences of social norms: Smoking behavior among a panel of adolescents. *Journal of Communication*, 62(1), 158-174.

Beaudoin, C. E. & Hong, T. (2012). Media use and perceived risk as predictors of marijuana use. *American Journal of Health Behavior*, 36(1), 134-143.

Hong, T., Rice, J., & Johnson, C.C. (2011). Social environmental and individual factors associated with smoking among a panel of adolescent girls. *Women & Health*, 51(3), 187-203.

Beaudoin, C. E., & Hong, T. (2011). Health information seeking, diet and physical activity: An empirical assessment by medium and critical demographics. *International Journal of Medical Informatics*, 80(8), 586-595.

Selected Honors and Awards

Robert Wood Johnson Foundation, New Connection Travel Award, Academy Health, 2011

Diversity Service Team Award to the Department of Communication Diversity Committee, Department of Multicultural Services, Texas A&M University, 2010

Undergraduate Public Health Studies Research and Teaching Award, Tulane University, 2009

Interdisciplinary Women's Health Research Scholar, Building Interdisciplinary Research Careers in Women's Health (BIRCWH) Program, National Institutes of Health, 2006 - 2008

Current Editorial Boards

Health Behavior and Policy Review, 2013 - present

Journal of Communication, 2009 - present

American Journal of Health Behavior, 2007 - present

Courses Taught at TAMU

COMM 325, 375, 450, 470, and 670.

Graduate Student Committees at TAMU

Doctoral Dissertation Committee Member:

M. Dean (Department of Communication, Completed 2014)

K. Wesner (Department of Communication, Completed 2014)

Doctoral Comprehensive Exam Committee Member:

M. Dean (Department of Communication, Completed 2013)

Master's Thesis Committee Member:

C. Kwiatkowski (Department of Health and Kinesiology, Completed 2012)

JENNIFER JONES BARBOUR | INSTRUCTIONAL ASSISTANT PROFESSOR
Ph.D., University of Illinois at Urbana Champaign

Specialty: Rhetorical Theory and Criticism, Visual Rhetoric

Dr. Jones Barbour's research focuses on practices of deliberation in American democratic spaces and the rhetorical aspects of public memory and memorials. She is currently working on a project examining the ways that the rhetorical practices of commemoration and contestation frame memorialization, deliberation, and public memory on the National Mall in Washington, D.C.

Courses Taught: Comm 440 Political Communication, Comm 460 Communication and Contemporary Issues: Rhetoric of Public Memory, Comm 340 Popular Culture



JENNIFER JONES BARBOUR

Ph.D., Rhetorical Studies, University of Illinois at Urbana-Champaign, IL, 2006

M.A., Political Communication and Rhetorical Studies, University of Illinois at Urbana-Champaign, IL, 1999

B.A., American History, Minor: Speech Communication, Linfield College, McMinnville, OR, 1996

Academic Appointments

2011-Present: Instructional Assistant Professor, Texas A&M University.

2008-2011: Visiting Assistant Professor, Texas A&M University.

2006-2008: Lecturer, Lake Forest College, Lake Forest, IL.

Administrative Appointments

2013-Present: Basic Course Director (Public Speaking/Comm 203), Texas A&M University.

2011-Present: Course Director (Argumentation and Debate/Comm 243, American Oratory/Comm 327)), Texas A&M University.

Selected Publications and Conference Presentations

Jones Barbour, Jennifer L. "Stirring Up and Smoothing Out the Landscapes of Commemoration: Authenticity, Building, and Consumption in Public Memorials." *Quarterly Journal of Speech* 96.1 (2010): 89-102.

Finnegan, Cara A. and Jennifer L. Jones Barbour. "Visualizing Public Address." *Rhetoric and Public Affairs* 9.3 (2006): 489-532.

Jones Barbour, Jennifer L. "We Get More When We Yell Than We Do When We Plead": A. Philip Randolph and the 1941 March on Washington for Jobs and Freedom." Paper presented at the Rhetoric Society of America Convention, San Antonio, TX 2014

Jones Barbour, Jennifer L. and Adam J. Gaffey, "To Praise or Blame? Rhetoric of the Texas A&M University Bonfire Memorial." Paper presented at the Rhetoric Society of America Convention, San Antonio, TX, 2014

Jones Barbour, Jennifer L. "City of Magnificent Distances: Visible Citizenship and the Memorials of Washington, D.C." Paper presented at AEJMC Convention, Washington, D.C., 2013.

Jones Barbour, Jennifer L. Visible Citizenship: The McMillan Plan and the Transformation of the National Mall. Book manuscript in progress

Jones Barbour, Jennifer L. and Adam J. Gaffey, "A Spirit That Can Never Be Told': Tradition and Determinism in the Texas A&M University Bonfire Memorial, " manuscript in progress for submission to *Rhetoric and Public Affairs*

Courses Taught

Visual Rhetoric (Comm 689)

Visual Communication/Writing Intensive (Comm 437)

Rhetoric of Public Memory/Writing Intensive (Comm 460)

Political Communication/Writing Intensive (Comm 440)

Freedom of Speech/Writing Intensive (Comm 434)

Communication and Popular Culture (Comm 340)

American Oratory (Comm 327)

Honors Argumentation and Debate (Comm 243)

Honors Public Speaking (Comm 203)

Public Speaking (Comm 203)

Selected Grants and Awards

Glasscock Center for the Humanities Non Tenure Track Faculty Research Fellow, Texas A&M University, \$1500, 2015

Merit for Service, Texas A&M University, College Station, TX, \$1200 award, spring 2014

SLATE Award, Student Led Award for Teaching Excellent, Texas A&M University, College Station, TX, \$5000 award, fall 2009

Recent University and Departmental Service

Civic Dialogue and Leadership Conference Organizer, Texas A&M University, College Station, TX, 2013-2014

Rhetoric Faculty Search Committee Member, Texas A&M University, College Station, TX, 2013-2014

Graduate Student Pedagogical Training (including week long orientation in the fall and day long orientation in the spring), Texas A&M University, College Station, TX, 2012-present

Undergraduate Curriculum Committee, Texas A&M University, College Station, TX, 2012-present

Symbolic Violence Conference Planning Committee Member, Texas A&M University, College Station, TX, 2011-2012

Lead faculty development seminar on teaching public speaking in C courses (courses which fulfill the University requirement of communication) hosted by the Writing Center for faculty across the University, Texas A&M University, College Station, TX, 2010, 2011 (video of the day long seminar is hosted on the Writing Center website)

Communication Faculty liaison with the Texas A&M University Writing Center to develop materials for the writing center to aid their work supporting the communication across the curriculum/C course requirements, Texas A&M University, College Station, TX, 2010

Obama Phenomenon Conference Planning Committee Member, Texas A&M University, College Station, TX, 2009-2010

Current Membership in Professional Organizations

National Communication Association

Rhetoric Society of America

RANDY KLUVER | ASSOCIATE PROFESSOR

Ph.D., University of Southern California

Specialty: New Media, Political Communication, International Communication

Alan R. (Randy) Kluver is an Associate Professor in the Department of Communication, and Executive Director of Global Partnerships in the Office of the Provost, where he coordinates global institutional partnerships and university-wide internationalization initiatives. To date, Dr. Kluver has been Principal Investigator or co-PI on over \$6 million for international research and educational grants and contracts. Dr. Kluver is the Principal Investigator for the Project GO ROTC, a Department of Defense project that has provided over \$4 million dollars in scholarships for critical language study and study abroad programs for Texas A&M students. In 2007, Dr. Kluver led the campus initiative to establish the Confucius Institute at Texas A&M, and served as the Director of the CI until 2012.

Currently, he is co-PI of the Media Monitoring System Project, a real time international broadcast transcription and translation system, and is developing research protocols and research studies using this pioneering technology.

Prior to coming to Texas A&M, Dr. Kluver taught at Oklahoma City University, Jiangxi Normal University, the National University of Singapore, and Nanyang Technological University in Singapore. He was the founder and Executive Director of the Singapore Internet Research Centre. Dr. Kluver is internationally known for his research in new media. He has published over fifty peer-reviewed journal articles and book chapters, and is the author, editor, or co-editor of five books.

Dr. Kluver's current research interests include digital and cultural diplomacy, the role of the Internet in Asian societies, globalization, and the political and geopolitical impact of information technologies. He was one of the principal investigators of the international "Internet and Elections" project, a comparative analysis of the use of the Internet in the 2004 election cycle. He serves on the editorial boards of the Journal of Communication, the Journal of Computer-mediated Communication, the Asian Journal of Communication, New Media and Society, China Media Research, and the Western Journal of Communication.

Dr. Kluver's book *Civic Discourse, Civil Society, and Chinese Communities* won the Outstanding Book Award from the International and Intercultural Division of the National Communication Association in 2000. His essay "The Logic of New Media in International Relations" received the 2003 Walter Benjamin Award from the Media Ecology Association as the outstanding research article in media ecology.



RANDY ALAN KLUVER

Ph.D., Annenberg School for Communication, University of Southern California.

M.A., California State University at Los Angeles, Los Angeles, CA. 1990.

B.A., University of Oklahoma, Norman, OK. 1986.

Academic Appointments

2006-Present: Texas A&M University

2006-2011: Director, Institute for Pacific Asia, and Research Professor, Department of Communication. Since 2011, Executive Director, Global Partnerships, Office of the Provost.

2010-Present: Associate Professor, Department of Communication (tenured in 2012).

2002-2006: Associate Professor of Communication and Executive Director of Singapore Internet

Research Centre, Wee Kim Wee School of Communication and Information, Nanyang Technological University, Singapore.

2000-2002: Visiting Fellow, Communication and New Media, Faculty of Arts and Social Sciences, National University of Singapore.

1993-2000: Assistant Professor of Communication Studies and Director of International and Asian Studies programs, Oklahoma City University.

Selected Publications

A. Esarey, and R. Kluver. (Eds), (2014). *The Internet in China: Cultural, Political, and Social Dimensions* (网络在中国：从文化，政治和社会视角看中国互联网). Great Barrington, MA: Berkshire Publishing.

Kluver, R., Foot, K., Jankowski, N., & Schneider, S. (Eds.). (2007). *The internet and national elections: A comparative study of web campaigning*. London and New York: Routledge.

Ho, K.C., Kluver, R., & Yang, C.C. (Eds.). (2003). *Asia.Com: Asia encounters the internet*. RoutledgeCurzon.

Kluver, R., & Powers, J. (Eds.). (1999). *Civic discourse, civil society, and Chinese communities*, Ablex Publishing. (Winner of Outstanding Scholarship Award in 2008, International and Intercultural Communication Division, National Communication Association.)

Kluver, R. (1996). *Legitimizing the Chinese economic reforms: A rhetoric of myth and orthodoxy*. Albany: State University of New York Press.

Hinck, R., Chinn, J., Kluver, R., Norris, W. (October 20, 2014) *Geopolitical Dimensions of the New Style of Great Power Relations*. Prepared for the Pentagon's Strategic Multi-Layer Assessment Report: Drivers of Conflict and Convergence in the Asia-Pacific Region in the Next 5-25 Years. . Report prepared by the Joint Staff, Washington, D.C.

Kluver, R. (2015). *Confronting the central paradox in media studies: The network society, digital technologies, and the future of media research*. In J. Pavlik (Ed). *Digital Technology and the Future of Broadcasting: A Global Perspective*. New York: Routledge.

Kluver, R. (2014) The Sage as Strategy: Nodes, networks, and the quest for geopolitical power in the Confucius Institute. *Communication, Culture, and Critique*, 7, 2.

Chinn, J., and R. Kluver, (2014, December). "Representations of ISIL in Arabic Language Social Media". In *Multi-Method Assessment of ISIL: A strategic Multilayer Assessment Periodic Publication*. Washington, D. C. Joint Staff.

Kluver, R., H. Campbell, and S. Balfour (2013). Language and the Boundaries of Research: Media Monitoring Technologies in International Media Research. *Journal of Broadcasting and Electronic Media*, 57, 1. 4-19. DOI:10.1080/08838151.2012.761701.

Kluver, R. (2010). Rhetorical Trajectories of Tiananmen Square. *Diplomatic History*, 34. 1, 71-94.

Kluver, R, and Y. Chen. (2008). The Church of Fools: virtual ritual and material faith. Online - Heidelberg Journal of Religions on the Internet. Available online: <http://www.ub.uni-heidelberg.de/archiv/8292>

Kluver, R. (2015). Confronting the central paradox in media studies: The network society, digital technologies, and the future of media research. In J. Pavlik (Ed). *Digital Technology and the Future of Broadcasting: A Global Perspective*. New York: Routledge.

Kluver, R. (2008). Singapore: Elections and the Internet-Online Activism and Offline Quiescence. In S. Ward; D. Owen; R. Davis, and D. Taras (Eds). *Making a Difference: A Comparative View of the Role of the Internet in Election Politics*. Lexington Books.

Selected Professional Activities and Awards

Fallon-Marshall Lecture Award, College of Liberal Arts, Texas A&M University, 2014

U.S.-Korea International Education Administrators Seminar. J. William Fulbright Foreign Scholarship Board. 2012.

Media Ecology Association Walter Benjamin Award for Outstanding Article in Media Ecology, for the Logic of New Media in International Affairs, *New Media and Society*, 4(4), 2002.

Grants and Funded Projects

2009-2015 Co-Principal Investigator, Media Translation System Research

Sponsor: Technology Support Working Group (US Dept of Defense)

Amount: Program/Research funding: \$965,074

2012-2014 Principal Investigator, Social Media Research and Methodological Evaluation

Sponsor: BBN Raytheon

Amount: Program/Research funding: \$154,000

2008-2015 Principal Investigator, ROTC Project GO (Global Officer)

Sponsor: Institute of International Education/Department of Defense

Amount: \$2,400,000 (approx. \$250,000 per year)

2007-2014 Principal Investigator, Confucius Institute at Texas A&M University (

Sponsor: Office of Chinese Language International-Hanban

Amount: Total: \$732,000

Journal Editorial Boards:

Asian Journal of Communication, 2007-Present

Chinese Media Research, 2006-Present

Journal of Communication, 2008-Present

Journal of Computer-mediated Communication, 2013-Present

Journal of Contemporary East Asia, 2013-Present

New Media and Society, 2003-Present

Western Journal of Communication, 2008-Present

Courses Taught (at Texas A&M University)

COMM 365 International Communication

COMM 458 Global Media

COMM 658 Culture and Communication

COMM 663 Seminar in TCMS: The Geopolitics of New Media

Graduate Student Committees

PhD:

Jacquelyn Chinn, COMM (Chair)

Robert Hinck, COMM (chair/member)

Lucas Logan, COMM (member)

Lu Jia, COMM (member)

Brian Hilton, HIST (member)

Matthew Yokel, HIST (member)

Matthew Giebert, POLS (member)

Masters:

Samantha Chiu (POLS) member

Taejin Koh, (COMM), member

Zhang Ge, Social Sciences, Hong Kong Polytechnic, (Outside member)

ANTONIO C. LA PASTINA | ASSOCIATE PROFESSOR

Ph.D., University of Texas at Austin

Specialty: Audience Studies, Media Ethnography, Telenovelas, Brazilian Media and Culture, Media Representation

Antonio C. La Pastina is an associate professor at the Communication Department at Texas A&M University in College Station. He holds a Ph.D. from the Radio-TV-Film Department at University of Texas at Austin. His research interests are on media reception, the representation of otherness in mainstream media and its role on diasporic cultures as well as the implications of the digital divide to peripheral communities. He has conducted research in the Lower Rio Grande Valley and central Texas, Northeast of Brazil and Central Italy. He teaches courses in intercultural communication, globalization, media, gender and race, and US and Latin American popular culture. His work has appeared in *Critical Studies in Media Communication*, *Journal of Broadcast and Electronic Media*, *International Journal of Cultural Studies*, *Children's Association Quarterly Journal*, *Communication Research*, as well as *Intercom* and *Comunicação e Sociedade* in Brazil. Before moving to the United States in the late 1980s he worked as a Journalist in São Paulo, Brazil, his native country.



Courses Taught: COMM 335 Intercultural Communication, COMM 460 Communication and Contemporary Issues: Gender, Race, and Popular Culture, COMM 689 Intercultural Communication. He also teaches LBAR 181 The Body as a Cultural Text and JOUR 406 International Communication.

ANTONIO C. LA PASTINA

Ph.D., Department of Radio-Television-Film, University of Texas at Austin, 1999.

M.A., Department of Communication and Theater, University of Illinois at Chicago, 1993.

B.A., School of Communication, Journalism, Instituto Metodista de Ensino Superior, São Paulo, Brazil, 1988.

Academic Appointments

2011-Present: Associate Dean for Diversity, College of Liberal Arts, Texas A&M University.

2010-2013: Guest Associate Professor, College of Humanities and Journalism, Ocean University of China, Qingdao, China.

February-June 2008: Visiting Associate Professor, Journalism and Communication School, Peking University, Beijing, China.

March-July 2008: Visiting Associate Professor, Department of Mass Communication, Hallym University, Chuncheon, South Korea.

2006-Present: Associate Professor, Department of Communication, Texas A&M University.

2000-2006: Assistant Professor, Department of Communication, Texas A&M University.

Fall 1999- Spring 2000: Visiting Assistant Professor: English, Philosophy, Classics and Communication, University of Texas at San Antonio.

Selected Publications

La Pastina, A. (2013). Watching telenovelas in Brazil: What do we know so far? In R. Parameswaran (Ed.) *Blackwell's International Companion to Media Studies: Audience Studies*. Blackwell.

Lentz, B., Straubhaar, J., Dixon, L., Graber, D. Spence, J, Letalien, B. & La Pastina, A. (2012). The Role of Austin Public Access center in Digital Inclusion. In J. Straubhaar, J. Spence, Z. Tufekci & B. Lentz (Eds.), *Inequality in the Technopolis: Race, Class, Gender and the Digital Divide in Austin*. Austin: University of Texas Press.

Campbell, H. & La Pastina, A. (2010). How the iPhone Became Divine: New Media, Religion and the Intertextual Circulation of Meaning. *New Media and Society*, 12, 5, 1-17.

Straubhaar, J. & La Pastina, A. (2007). The Multiple Proximities between Television Genres and Audiences: Choosing between National, Transnational, and Global television. Chapter 8 in J. Straubhaar, *World Television: global to local*. Thousand Oaks, CA: Sage.

Straubhaar, J., La Pastina, A., Rojas, V., Fuentes, M & Piñon, J. (2007). Making Sense of World Television: Hybridization or multi-layered cultural identities? Chapter 9 in J. Straubhaar, *World Television: global to local*. Thousand Oaks, CA: Sage.

Rego, C. & La Pastina, A. (2007). The Brazilian telenovela abroad: genre norms and market strategies. In D. Thussu (Ed.) *Global Media Bazaar: Contra-Flow in Cultural Products*. (pp. 99-115). London: Routledge.

La Pastina, A. (2006). The implications of an ethnographer's sexuality. *Qualitative Inquiry*, 12, 4, 724-735.

La Pastina, A. (2005). Up the Amazon without a paddle: developing nations and globalization. *Global Media and Communication*, 1, 36-41.

La Pastina, A. & Straubhaar, J. (2005). Multiple proximities between genres and audiences: The schism between telenovelas' global distribution and local consumption. *Gazette*, 67, 271-288.

La Pastina, A. (2004). "Telenovela reception in rural Brazil: gendered readings and sexual mores." *Critical Studies in Media Communication*. 21, 162-181.

La Pastina, A. (2004). Selling political integrity: Telenovelas, intertextuality and local elections in Brazil. *Journal of Broadcasting and Electronic Media*. 48, 302-325.

MATTHEW MAY | ASSISTANT PROFESSOR

PhD, University of Minnesota

Specialty: Rhetoric and Public Affairs, Cultural Studies, Labor and Social Movement Studies, Continental Philosophy, and Freedom of Expression

Biography: Dr. Matthew S. May is a scholar of rhetoric and American public address. He received his PhD from the University of Minnesota in 2009. His research is motivated by a longstanding interest in how public discourses reflect the tensions, contradictions, and differentials of power in modern society. As a theorist and advocate of social justice, Dr. May is concerned with how the historical discourses of the people may inform twenty-first century conversations about social and economic inequality. For example, in his recent book, *Soapbox Rebellion*, Dr. May illustrates how struggles in the early twentieth century for freedom of expression among migratory workers shed light on contemporary social movements, such as Occupy Wall Street, and contemporary concerns about corporate influence in American politics. Dr. May currently serves on the Editorial Board of the *Quarterly Journal of Speech*, *First Amendment Studies*, and *Communication Law Review*. Dr. May's research and teaching interests also include argumentation and democratic theory.

Dr. May's publications can be found in the *Quarterly Journal of Speech*, *Communication and Critical/Cultural Studies*, *Rhetoric and Public Affairs*, *Philosophy and Rhetoric*, *Journal of Communication Inquiry*, and the proceedings of national and international argumentation conferences.

Courses Taught: COMM 243: Argumentation & Debate, COMM 434: Topics in Rhetorical Theory



MATTHEW S. MAY

Ph.D., Department of Communication Studies, University of Minnesota, 2009.
M.A., Department of Communication Studies, University of North Texas, 2004.
B.A., Department of English, Arizona State University, 2002.

Academic Appointments

2014-Present: Assistant Professor, Department of Communication, Texas A&M University.

2011-2014: Assistant Professor, Department of Communication, North Carolina State University.

2009-2011: Andrew W. Mellon Postdoctoral Fellow, Department of Communication Studies, University of Minnesota.

2005-2009: Graduate Teaching Assistant, Department of Communication Studies, University of Minnesota.

2003-2005: Graduate Teaching Assistant, Department of Communication Studies, University of North Texas.

2002-2003: Graduate Teaching Assistant, Department of English, Auburn University.

Honors & Awards

Summer Research Award, College of Humanities and Social Sciences, NC State, 2013.
Research Grant, Office for Research, Extension, Engagement, and Economic Development, College of Human Arts and Science, NC State, 2011.

Andrew W. Mellon Postdoctoral Fellowship, Colgate University, 2009-2010.

Runner-Up Dissertation of the Year, American Society for the History of Rhetoric, 2010.

Top Student Paper, American Society for the History of Rhetoric, 2009.

Doctoral Dissertation Fellowship, Graduate School of the University of Minnesota, 2008.

Research Fellowship, Department of Communication Studies, University of Minnesota, 2008.

Old Buffalo Award for Academic Excellence and Prospect of Independent Scholarship, Department of Communication Studies, University of Minnesota, 2007.

Research Grant, Department of Communication Studies, University of Minnesota, 2007.

Doctoral Honor's Institute, Northwestern University, 2006.

French and Spanish Reading Proficiency, Auburn University, 2004.

Book

May, M. *Soapbox Rebellion: The Hobo Orator Union and the Free Speech Fights of the Industrial Workers of the World* (Tuscaloosa, AL: University of Alabama Press, 2013).

Articles in Referred Journals

Bost, M. and Matthew May. (2015). "The Surplus of the Machine: Trope and History in *The 18th Brumaire of Louis Bonaparte*," *Philosophy and Rhetoric*, Forthcoming.

May, M. and Daniel Synk. (2014). "Contradiction and Overdetermination in Occupy Wall Street," *Communication and Critical/Cultural Studies* 11: 74-84.

Reeves, J. and Matthew May. (2013). "The Peace Rhetoric of a War President: Barack Obama and the Just War Legacy," *Rhetoric and Public Affairs* 16: 623-650.
*Lead Article.

May, M. (2012). "Orator-Machine: Autonomist Marxism and William D. "Big Bill" Haywood's Cooper Union Address," *Philosophy and Rhetoric* 45: 429-451.

May, M. (2011). "Hobo Orator Union: Class Composition and the Spokane Free Speech Fight of the Industrial Workers of the World," *Quarterly Journal of Speech* 97: 155-177. *Essay featured by Routledge for Free Speech Week, 2011. **Essay nominated for Franklyn Haiman Award for Distinguished Scholarship in Freedom of Expression.

May, M. & Ronald W. Greene, (2011). "Corruption and Empire: Notes on Wisconsin," *Journal of Communication Inquiry* 35: 342-348. *Essay featured by JCI to promote special issue.

May, M. (2009). "Spinoza and Class Struggle," *Communication and Critical/Cultural Studies* 6: 294-298.

Book Chapters

May, M. (2013). "Fearless Speech: Parrhesia, Imitation, and Rhetorical Democracy," In *Argumentation, Debate, and Critical Thinking*, ed. Abdel Latif Sellami (Doha, Qatar: 4th International Conference on Argumentation, Rhetoric, Debate and Pedagogy): 287-295.

May, M. (2009). "Let us Be Realistic and Demand the Impossible: Defining Kairos in Contemporary Marxism," in S. Jacobs, Ed. *Concerning Argument* (Washington, DC: National Communication Association and the American Forensic Association): 515-523.

Book Reviews

May (2013). Review of *We are the Union: Democratic Unionism and Dissent at Boeing*. *Rhetoric and Society Quarterly* 43: 382-385.

May, M. (2009). Review of *From the Palmer Raids to the Patriot Act: A History of the Fight for Free Speech in America*. *Rhetoric and Public Affairs* 12: 130-132.

May, M. (2008). Review of *Saving Persuasion: A Defense of Rhetoric and Judgment*. *Quarterly Journal of Speech* 93: 470-473.

Works in Progress

May, M. *Vernacular Eloquence in the American Labor Movement* (Book project currently under construction).

Teaching Experience

Texas A&M University:

COMM 460, Roots and Rhetoric of American Radicalism

COMM 243, (Honors) Argumentation and Debate

North Carolina State University:

CRDM 702, Rhetoric and Digital Media (Grad)

COM/ENG 516, Rhetorical Criticism (Grad)

COM/ENG 554, Contemporary Rhetorical Theory (Grad)

COM 498/598, Revolution, Radicals, and Rhetoric (Grad/Undergrad)

COM 421, Communication and Law (Undergrad)

COM/ENG 321, Survey of Rhetorical Theory (Undergrad/History of Rhetoric)

Colgate University:

WRIT 315, American Public Address: History and Criticism (Undergrad)

WRIT 115, Public Speaking (Undergrad)

University of Minnesota:

COMM 3631, Freedom of Expression (Undergrad)

COMM 1313, Argumentation (Undergrad)

COMM 1101, Public Speaking (Undergrad)

COMM 3431, Persuasion (Teaching Assistant)

JENNIFER MERCIECA | ASSOCIATE PROFESSOR & ASSOCIATE DEPARTMENT HEAD

Ph.D., University of Illinois

Jennifer Mercieca is an historian of American political discourse, especially discourses about citizenship, democracy, and the presidency. She earned degrees from the University of the Pacific (B.A. and M.A. in Communication) and the University of Illinois (Ph.D in Speech Communication). She is now Associate Professor and Associate Department Head in the Department of Communication at Texas A&M University.

Her scholarship combines American history with rhetorical and political theory in an effort to understand democratic practices. She is the author of *Founding Fictions* and the co-Editor of *The Rhetoric of Heroic Expectations: Establishing the Obama Presidency*. Her essays have appeared in scholarly journals like *Rhetoric & Public Affairs*, *The Quarterly Journal of Speech*, and *Presidential Studies Quarterly*.

Dr. Mercieca teaches undergraduate and graduate courses on Political Communication, Presidential Rhetoric, Activism, Citizenship & the Public Sphere, Social Movements, Rhetorical Theory, and the History of American Public Discourse.

Dr. Mercieca frequently appears as an expert commentator or is consulted for news stories. If you are interested in interviewing Dr. Mercieca, please contact her at dr.rhetoric@gmail.com. Follow Dr. Mercieca on Twitter @jenmercieca or follow #teamrhetoric.



JENNIFER R. MERCIECA

Ph.D., Speech Communication, University of Illinois, 2003.

M.A., Communication, University of the Pacific, 1997.

B.A., Communication, University of the Pacific, 1995.

Academic Appointments

2011-Present: Associate Department Head, Department of Communication, Texas A&M University.

2009-Present: Associate Professor, Department of Communication, Texas A&M University.

2003-2009: Assistant Professor, Department of Communication, Texas A&M University.

Books

Justin S. Vaughn & Jennifer R. Mercieca, The Rhetoric of Heroic Expectations: Establishing the Obama Presidency (edited volume) (College Station: Texas A&M University Press, 2014).

Jennifer R. Mercieca & Justin Vaughn, "Introduction: The Rhetoric of Heroic Expectations," The Rhetoric of Heroic Expectations: Establishing the Obama Presidency, pp. 1-29.

Jennifer R. Mercieca & Justin Vaughn, "Epilogue: Carrying the Burden: How Barack Obama Both Embraced and Diminished Heroic Expectations," The Rhetoric of Heroic Expectations: Establishing the Obama Presidency, pp. 257-264.

Reviewed: *Presidential Studies Quarterly*, December, 2014

Jennifer R. Mercieca, Founding Fictions (Tuscaloosa: University of Alabama Press, 2010).

Reviewed: *Choice*, November, 2010; *Journal of Communication*, April, 2011; *Journal of American History*, December, 2011; *Journal of the Early Republic*, Spring, 2012; *Rhetoric & Public Affairs*, Spring, 2012; *Communication Review*, Winter, 2012; *The Quarterly Journal of Speech*, Spring, 2013; *Rhetoric Society Quarterly*, Spring, 2013; *Rhetorica*, Spring, 2013.

Refereed Articles

Jennifer R. Mercieca, "Did Election 2008 Change Everything?" (Review Essay) *Rhetoric & Public Affairs* 15 (2012): 717-735.

Refereed Book Chapters

Jennifer Mercieca, "Ignoring the President: Barack Obama's Post-Rhetorical Presidency," From Columns to Characters: The Presidency and the Press in the Digital Age, forthcoming, Texas A&M University Press.

James Jasinski & Jennifer R. Mercieca, "The Constitutive Approach to Effect and the Alien and Sedition Acts," Rhetoric and Public Address in the Twenty-First Century: A Handbook, Shawn J. Parry-Giles and J. Michael Hogan, Eds, (Malden, MA: Wiley-Blackwell Press, 2010): 313-341.

Book Reviews

Jennifer R. Mercieca, "Rhetorical Citizenship and Public Deliberation," *Rhetoric Society Quarterly*, 44 (2014): 499-502.

Jennifer R. Mercieca, "A Nation of Speechifiers," *Quarterly Journal of Speech* 98 (2012): 121-124.

Honors, Awards, Grants and Fellowships

Roundtable discussion of The Rhetoric of Heroic Expectations, Southern States Political Science Association, January, 2015.

Recognized by the Provost's Office for creating high impact classes and research related to TAMU's Grand Challenge to Strengthen Democracy, November 15, 2014.

Jennifer Mercieca, Freshman Critical Thinking Seminar, \$2,000, College of Liberal Arts, Spring 2015.

Joe Ura and Jennifer Mercieca, Strategic Development Grant, \$45,000, "Political Communication," College of Liberal Arts, 2014.

Guest Coach, Texas A&M Football, November 2, 2013.

J. Kevin Barge, Jennifer Mercieca, Srivi Ramasubramanian, Joshua Barbour, "Developing Citizenship Through Transformative Communication and Media," \$43,000, Strategic Development Grant, College of Liberal Arts, 2013.

Selected by Texas A&M University to attend the Aspen Institute Wye Faculty Seminar, July, 2013.

Founding Fictions chosen for "Recent Books in Rhetorical Theory" panel, Rhetoric Society of America, 2012.

Scholarly & Creative Activities Grant, Texas A&M University, 2009-2010, \$10,000 to support my work on Conjuncture: A Study of America's Discursive Crises.

Guest Lectures and Invited Presentations

Jennifer R. Mercieca, "Ignoring the President: Barack Obama's Post-Rhetorical Presidency," From Columns to Characters: the Presidency and the Press in the Digital Age, Invited Plenary Speaker, Southern Methodist University, February 17, 2015.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," University of Georgia, Department of Communication Studies, January 26, 2015.

Jennifer R. Mercieca, "Civil Dialogue in China: Response to Dr. Randy Kluver," Texas A&M University, June 10, 2014.

Jennifer R. Mercieca, "Drone Strikes, Public Deliberation, and Barack Obama's Post-Rhetorical Presidency," Pre-conference on War Rhetoric, The National Communication Association, Washington, DC, 2013. (invited presentation)

Jennifer R. Mercieca, "Constituting the Presidency: Heroic Expectations and Phenomenal Burdens in Barack Obama's First Term," American Politics Working Group, Department of Political Science, October 18, 2013.

Jennifer R. Mercieca, "Where We Stand: Minority Voters in the 2012 Election," Texas A&M University, November 1, 2012.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," Bowling Green State University, Department of Communication, May 29, 2012.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," University of Kansas, Department of Communication Studies, February 21, 2012.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," Willamette University, Department of Rhetoric & Media Studies, April, 21, 2011.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," University of Texas, Austin, Department of Communication, November 3, 2010.

"Rocking the Republican Rhetoric," Rock the Republic, Bryan, TX, October 23, 2010.

Jennifer R. Mercieca, "How do I make an academic argument?" First Friday Graduate Student Colloquium Series, September 10, 2010.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," Syracuse University, Department of Communication, May 21, 2010.

Jennifer R. Mercieca, "Founding Fictions: Citizens as Romantic Heroes, Tragic Victims & Ironic Partisans in American Political Discourse," The Pennsylvania State University, The Center for American Literary Studies, May 19, 2010.

Jennifer R. Mercieca, "Civil Dialogue," Liberal Arts Student Council, March 20, 2010.

LUCY MILLER | LECTURER

Ph.D., Texas A&M University

Specialty: Media Representation, Gender Studies, Fan Studies

Dr. Miller is interested in media representations of marginalized groups. In the collection she co-edited with Dr. Amanda Martinez from Davidson College, the focus is on bringing attention to voices and experiences that push back against the limits of the gender binary system. Her recent research has focused on transgender microaggressions and the construction of anime fan identities.

Courses Taught: COMM 203: Public Speaking; COMM 205: Communication for Technical Professions; COMM 407: Women, Minorities, and the Mass Media



LUCY J. MILLER

Ph.D. in Communication, Texas A&M University, 2012.

M.A. in Communication, University of Arkansas, 2006.

B.A. in Communication, Cum laude, University of Arkansas, 2004.

Academic Appointments

2014-Present: Lecturer, Department of Communication, Texas A&M University.

2013-2014: Adjunct Professor, Department of Arts & Humanities, University of Houston-Downtown.

2012-2013: Assistant Lecturer, Department of Communication, Texas A&M University.

2008-2012: Graduate Teaching Assistant, Department of Communication, Texas A&M University.

2006: Research Assistant, Department of Communication, University of Arkansas.

2005: Research Assistant, Department of Industrial Engineering, University of Arkansas.

2004-2006: Graduate Teaching Assistant, Department of Communication, University of Arkansas.

Selected Publications

Edited Books

Martinez, Amanda R., and Lucy J. Miller (Eds.). *Gender in a Transitional Era: Changes and Challenges*. Lanham, MD: Lexington Books, 2015.

Martinez, Amanda R., and Lucy J. Miller. "Introduction: Gender in a Transitional Era." *Gender in a Transitional Era: Changes and Challenges*. ix-xiv.

Book Chapters

Miller, Lucy J. "Becoming One of the Girls/Guys: Distancing Transgender Representations in Popular Film Comedies." *Transgender Communication Studies: Histories, Trends, and Trajectories*. Jamie C. Capuzza and Leland G. Spencer (Eds.). Lanham, MD: Lexington Books, 2015.

Miller, Lucy J. "Disciplining the Transgender Body: Transgender Microaggressions in a Transitional Era." *Gender in a Transitional Era: Changes and Challenges*. Amanda R. Martinez and Lucy J. Miller (Eds.). Lanham, MD: Lexington Books, 2015. 133-149.

Selected Professional Activities and Awards

Miller, Lucy J. "We Found Love in a Hopeless Place: Activism, Community, and Resistance Online." (Roundtable). National Communication Association, Feminist and Women's Studies Division, Chicago, IL, November 20, 2014.

Movies, Makeup and Everything In-Between: Experiences in a Transgender Life. Davidson College. Gay Straight Alliance, Gender and Sexuality Studies program, the Writing Program, the Williamson Fund, and the Departments of Communication Studies, Sociology, Education, English, and Psychology, February 4, 2013.

Miller, Lucy J. "Transgender as Farce: The Distancing of Transgender Individuals through Representations in Popular Film Comedies." National Communication Association, Critical and Cultural Studies Division, Orlando, FL, November 15, 2012.

Miller, Lucy J. "We Heart Japan: American Anime Fans' Reactions to the March 11, 2011 Great East Japan Earthquake." Global Fusion, Athens, OH, October 28, 2012.

Miller, Lucy J. "Fandom and the Public Sphere" (Panel). National Communication Association, Mass Communication Division, New Orleans, LA, November 18, 2011.

Miller, Lucy J. "'I Wanna Cry for You': An Analysis of Transgender Representation in *Wandering Son*." Global Fusion, Philadelphia, PA, October 14, 2011.

Miller, Lucy J. "Be True to Yourself: The Experience of Being Transgender in Texas." Southern States Communication Association, Gender Studies Division, Little Rock, AR, March 25, 2011.

Miller, Lucy J. "The Visual Style of CLAMP." Southern States Communication Association, Popular Communication Division, Little Rock, AR, March 26, 2011. ** Selected as one of the top papers in Popular Communication.

Miller, Lucy J. "Fashion as a Site of Interaction Between Japan and the West." National Communication Association, Japan-U.S. Communication Association, San Francisco, CA, November 16, 2010

Miller, Lucy J. "Demanding Access: A Case Study of the Streaming Video Platforms FUNimation Video and Crunchyroll." National Communication Association, Mass Communication Division, San Francisco, CA, November 14, 2010.

Miller, Lucy J. "Blending Reality and Fantasy in *Millennium Actress*." Global Fusion, College Station, TX, October 23, 2010.

Miller, J. "The Serious Life of Fans: An Analysis of the Rituals at an Anime Convention." Global Fusion, Austin, TX, October 17, 2009.

Miller, J. "My Life as a Fan: Using Autoethnography to Examine the Social and Cultural Forces that Shaped My Fan Identity." Popular Culture Association/American Culture Association in the South, Wilmington, NC, October 3, 2009.

Miller, J. "Seeing with Eyes Unclouded by Hate: The Initiatory Journey of Ashitaka in *Princess Mononoke*." Southern States Communication Association, Mass Communication Division, Dallas, TX, April 8, 2006. ** Selected as one of the top student papers in Mass Communication.

Courses Taught

Texas A&M University

COMM 458: Global Media

COMM 415: New Media and Civil Society

COMM 407/WGST 407: Women, Minorities and the Mass Media

COMM 375: Media Audiences

COMM 340: Communication and Popular Culture

COMM 335: Intercultural Communication

COMM 230/JOUR 230: Communication Technology Skills

COMM 215: Interviewing: Principles and Practices

COMM 210: Group Communication and Discussion

COMM 205: Communication for the Technical Professions

COMM 203: Public Speaking/ Honors Public Speaking

University of Houston-Downtown

COMM 3317/ART 3315: Film Analysis: Gender & Sexuality in Film

COMM 3317/ART 3315: Film Analysis: Animated Film

COMM 3314: Research in Comm Studies

COMM 3310: Women, Men and Communication

COMM 2307: Intercultural Communication

COMM 2305/ART 2305: Film Appreciation

COMM 1306: Beginning Public Speaking

University of Arkansas

COMM 1313: Fundamentals of Communication

COMM 1003: Film Lecture

KRISTAN POIROT | ASSISTANT PROFESSOR

Ph.D., University of Georgia

Specialty: Rhetoric, Women's & Gender Studies

Professor Poirot is interested in the rhetorics of identity based social movements (specifically, feminist movements and African American Civil Rights movements) and contemporary practices of remembering acts of social resistance. Her book, *A Question of Sex*, lies at the intersection of feminist rhetorical history and contemporary feminist theory, examining the ways women's movements have engaged the production of sex difference since 1848. Recently, she has turned her focus more squarely on race-based movements, and is working on a number of articles that consider contemporary practices of remembering (and forgetting) antislavery and civil rights struggles.

Courses Taught: Introduction to Women's & Gender Studies, Gender and Communication, Rhetoric of the Civil Rights Movement, Women's Rhetoric, Sex and Feminism, Rhetorical & Textual Methods, American Public Address Since 1865.



Kristan Poirot

Ph.D., Speech Communication, University of Georgia, 2004.

M.S., Speech Communication, Southern Illinois University, 2000.

B.S., Speech Communication, Southern Illinois University, 1999.

Academic Appointments

2009-Present: Assistant Professor, Texas A&M University.

2004-2009: Assistant Professor, University of South Carolina.

Selected Publications

Poirot, K. (2014). *A Question of Sex: Feminism, Rhetoric, and Differences That Matter*. University of Massachusetts Press. 166 pages.

Poirot, K. (In Press, anticipated 2015) "Gendered Geographies of Memory: Place, Violence, and Exigency at the Birmingham Civil Rights Institute." *Rhetoric & Public Affairs*.

Poirot, K.; Watson, S.E. (In Press, 2015) "Memories of Freedom and White Resilience: Place, Tourism, and Urban Slavery." *Rhetoric Society Quarterly*, 25.2: 1-26.

Poirot, K. (2010). "(Un)Making Sex, Making Race: Nineteenth Century Liberalism, Difference, and the Rhetoric of Elizabeth Cady Stanton." *Quarterly Journal of Speech*, 96, 185-208.

Poirot, K. (2009). "Domesticating the Liberated Woman: Containment Rhetorics of Second Wave Radical/Lesbian Feminism." *Women's Studies in Communication*, 32, 263-292. (Lead Essay)

Selected Professional Activities and Awards

Montague-CTE Scholar (2014)

Glasscock Center for the Humanities Research Fellow (2014-2015), \$5,000

Program to Enhance Creative and Scholarly Activities Grant (2013-2014), \$10,000

Teaching Excellence Award (2011)

Research Enhancement Program Grant (2011-2012), \$3,000

Civil Dialogue Grant (2010-2011), \$3000

Editorial Boards

Southern Journal of Communication

Ad-Hoc Reviewer, *Quarterly Journal of Speech*, *Rhetoric Society Quarterly*, *Women's Studies in Communication*, *Communication Quarterly*, *Communication Monographs*, *Western Journal of Communication*

Courses Taught

WGST 200: Introduction to Women's & Gender Studies

COMM 203 (Honors): Public Speaking

COMM 301: Rhetoric in Western Thought

COMM/WGST 407: Women, Minorities and Mass Media

COMM/WGST 420: Gender and Communication

COMM/AFST 425: Rhetoric of the Civil Rights Movement

WGST 481/ENGL 489: Women's Rhetoric
COMM 645: Rhetorical & Textual Methods
COMM 650: Public Address since 1865
WGST 689: Sex & Feminism

Graduate Student Committees

Doctoral Students

Eleanor Lockhart, ABD, Communication, Chair

Jordan Zeimer, ABD, Communication, Co-Chair

Sara Kitsch, Communication, Chair

Travis Cox, Communication, Co-Chair

Andrea Terry, Communication, Committee Member

Catherine Riley, Communication, Committee Member

David Munson, Communication, Committee Member

Elizabeth Dunn, English, Committee Member

Brooke Linsenbardt, History, Committee Member

Samaria D.R. Perez Stanford, ABD, Communication, Dissertation Committee Member

Dan Theriault, (Ph.D., 2013) Recreation, Parks, and Tourism, Exam and Dissertation
Committee Member

M. Elizabeth Thorpe (Ph.D, 2011), Communication, Dissertation Committee Member

M.A. Students

Mary Ross (M.A., anticipated 2015), English, Non-Thesis Committee Member

Beatriz Aldana Marquez (M.A., 2014), Sociology, Exit Paper Committee Member

Apryl Williams (M.A., 2014) ,Sociology, Exit Paper Committee Member

Shawna McDermott (M.A., 2012), English, Non-Thesis Committee Member

SRIVIDYA RAMASUBRAMANIAN | ASSOCIATE PROFESSOR
Ph.D., PENNSYLVANIA STATE UNIVERSITY

Specialty: Media Psychology, Cultural Diversity, Media Literacy, Global Media & Social Change

Dr. Srividya 'Srivi' Ramasubramanian is Associate Dean for Climate & Inclusion in the College of Liberal Arts and Associate Professor of Communication at Texas A&M University. She earned her Ph.D. in Mass Communication from Penn State University, after which she was awarded a post-doctoral fellowship at the University of Pennsylvania. She is also co-founder and Executive Director of Media Rise, a non-profit volunteer-driven global alliance for media educators, creative media professionals, activists, and artists committed to media for social good.

Ramasubramanian has published over 25 journal articles/book chapters and taught over 18 courses on media psychology, gender and racial stereotyping, global media & social change, and cultural diversity. Her research primarily looks at how media stereotypes and counter-stereotypes influence audiences' attitudes about race, gender, nationality and sexuality. Her recent projects examine media entertainment as a tool for prejudice reduction, digital new media literacy in youth contexts, and the relevance of Eastern philosophies such as mindfulness to the study of media.

In 2013-2014, Ramasubramanian was awarded a visiting fellowship by the London School of Economics and appointed as a visiting associate professor at the National University of Singapore. She has delivered public talks and lectures around the world including the USA, U.K., Germany, China, Netherlands, Singapore, Australia, and India. She has conducted several professional development workshops on work-life balance, effective mentoring relationships, technical writing, and workplace diversity.

Prof. Ramasubramanian teaches courses such as Graduate Seminar on Media Processes & Effects, Grad Seminar on Global Media and Social Good, Women Minorities & the Media, Media Theory, Media Audiences, and Communication & Cultures of India.



SRIVIDYA RAMASUBRAMANIAN

Ph.D. (Mass Communication), Pennsylvania State University, 2004

M.A. (Comm. Management), MICA (Mudra Inst. of Communications), India, 1998

B.S. (Visual Communication), University of Madras (Loyola College), India, 1996

Academic Appointments

2014-Present: Assoc. Dean for Climate & Inclusion, College of Liberal Arts, Texas A&M

2012-Present: Associate Professor, Dept. of Communication, Texas A&M Univ.

2005-2012: Assistant Professor, Dept. of Communication, Texas A&M Univ.

2004-2005: Post-doc fellow, Univ. of Pennsylvania (Annenberg Public Policy Center)

Recent Peer-reviewed Journal Articles (# indicates a graduate student co-author)

#Ramadurai, V., Sharf, B. & Ramasubramanian, S. (in press). Road less traveled: Health seeking narratives and the pathfinder model of CAM usage. *Qualitative Health Research*.

Ramasubramanian, S. (in press). Using celebrity news to reduce racial/ethnic prejudice. *Journal of Social Issues*, 71 (1), 123-137; doi: 10.1111/josi.12100.

Scharrer, E. & Ramasubramanian, S. (in press). Intervening in the media's influence on stereotypes of race and ethnicity: The role of media literacy. *Journal of Social Issues*, 71 (1).

#Martinez, A. & Ramasubramanian, S. (2015). Latino audiences, racial/ethnic identification, and responses to stereotypical comedy. *Mass Communication & Society*.

Ramasubramanian, S. (2013). Intergroup contact, media exposure, and racial attitudes. *Journal of Intercultural Communication Research*, 42 (1), 54-72.

Ramasubramanian, S. & #Kornfield, S. (2012). Japanese anime heroines as pro-social role models: Implications for cross-cultural entertainment effects. *Journal of International and Intercultural Communication*, 5(3), 189-207.

Sanders, M. S. & Ramasubramanian, S. (2012). Stereotype content and the African-American viewer: An examination of African-Americans' stereotyped perceptions of fictional media characters. *Howard Journal of Communication*, 23(1), 17-39.

Ramasubramanian, S. (2011). The impact of stereotypical versus counter-stereotypical media exemplars on racial attitudes, causal attributions, and support for affirmative action. *Communication Research*, 38, 497-516.

Ramasubramanian, S. (2011). Television exposure, model minority portrayals, and Asian-American stereotypes: An exploratory study. *Journal of Intercultural Communication*, <http://www.immi.se/intercultural/nr26/ramasubramanian.htm>.

Ramasubramanian, S. (2010). Testing the cognitive-affective consistency of intercultural attitudes: Can stereotypes explain hostile and benevolent prejudice? *Journal of Intercultural Communication Research*, 39 (2), 103-119.

Ramasubramanian, S. (2010). Television viewing, racial attitudes, and policy preferences: Exploring the role of social identity and intergroup emotions in influencing support for affirmative action. *Communication Monographs*, 77 (1), 102-120.

Recent Book Chapters (# indicates a graduate student co-author)

Ramasubramanian, S. (in press). Digital media literacy, media stereotyping, and intergroup relations: A tribute to Gordon Allport's legacy. In Renee Hobbs (Ed.). *Exploring the Roots of Digital and Media Literacy through Personal Narrative*. Temple University Press.

Ramasubramanian, S. & #Murphy, C.J. (2014). Experimental studies of media stereotyping effects. Murray Webster & Jane Sell (Eds.). In *Laboratory Experiments in the Social Sciences* (pp. 385-402). San Diego, CA: Academic Press.

Ramasubramanian, S. (2014). Media and spirituality. In *Media and Social Life* (pp. 46-62). (Eds.) Mary Beth Oliver & Arthur Raney. New York: Routledge.

Recent Honors & Awards

Visiting Fellow, London School of Economics, 2014

Top Paper Award, National Communication Association (Intergroup Comm.), 2012

Top Paper Award, National Communication Association (Mass Comm.), 2010

Big XII Faculty Fellowship, Texas A&M University, 2010

Diversity Service Team Award, Texas A&M University, 2010

Courses Taught

Global Media & Social Good (COMM 689); Media Processes & Effects (COMM 663); Women, Minorities, and the Media (COMM/WGST 407 W); Communication & Cultures of India (COMM 460 W); Media Campaigns (COMM 450 W); Rhetoric of TV and Film (COMM 435 W); Advanced Research Methods (COMM 408 W); Media Audiences (COMM 375); Introduction to Media Theory (COMM 350); Social Science Research Methods for Communication (COMM 308); Pathways to Health & Happiness (UGST181)

Graduate Advising

Ph.D. Committee Chair for 3 students and committee member for 5 students. M.A. committee chair for 5 students and committee member for 10 students. Supervisor for directed studies and mentorships for 14 students

Editorial Board Membership

Communication Monographs – 2011 to Present

Journal of International & Intercultural Communication - 2011 to Present

Journal of Applied Communication Research – 2014 to Present

Journal of Creative Communications – 2014 to Present

Southern Journal of Communication – 2014

Selected Professional & Community Outreach Activities

National Communication Association

Mass Comm. Division, NCA: Served as Chair in 2014-2015; Vice Chair in 2013-2014; By-laws Committee Member, 2014-2015; Teaching & Service Awards in 2013, Research Chair in 2011-2012, Research Vice-Chair in 2010-2011; Secretary, in 2009-2010; Nominations committee member in 2005-2006.

International Communication Association

B. Aubrey Fischer Mentorship Award, 2014 and 2015

Kyoon Hur Dissertation Award, (Mass Comm. Division), 2011

Media Rise

Co-Founder and Executive Director of Media Rise (2013 to present). Media Rise is a global alliance of educators, creative professionals, activists, and artists to promote meaningful media. The annual festival includes panel discussions, a youth media fest, pitch night for media innovators, a video challenge connecting filmmakers with social justice organizations, community-led events, and a live networking session. Early Rise events are half-day symposiums with 2-3 keynote speakers organized in various cities around the world. Meet & Greet events are live networking events that encourage focused conversations amongst members of academe, industry, and non-profits committed to media for social change.

Catalyst: Media & Art for Social Change

Chair of this half-day symposium including panel discussions, interactive workshops, and live networking with community members, creative media-makers, faculty, graduate students, and undergraduate students, Texas A&M Univ., Nov 2014

University Administrative & Committee Experience

Associate Dean for Climate & Inclusion, College of Liberal Arts, 2014 to Present

Diversity Operations Committee, Fall 2014 to Present

Diversity Leaders Group, Fall 2014 to Present

Diversity Leaders Ad-Hoc Committee on Diversity Accountability Reporting, Fall 2014 to Present

Faculty & Student Advisory Board Member, Center for Teaching Excellence, Fall 2014 to Present

Steering Committee Member, International Faculty & Scholars Network, Fall 2011 to Fall 2013

Faculty Representative, Council on Climate and Diversity, Spring 2011 to Fall 2013

President, Friends of India Network, Spring 2011 to Fall 2013

EMILY RAUSCHER | ASSISTANT PROFESSOR

Ph.D., University of Missouri

Specialty: Health Communication

Dr. Emily Rauscher received her PhD from the University of Missouri in 2012. Her primary area of research lies at the intersection of family, health, and interpersonal communication. More specifically, she investigates how families and healthcare providers make disclosure decisions and manage privacy boundaries regarding issues of family health history and genetic risk. Additionally, she investigates privacy and information management in the context of family and health communication.

Dr. Rauscher's publications can be found in the *Journal of Family Communication*, *Journal of Health Communication*, *Journal of Family Theory & Review*, *Journal of Communication*, *Communication Quarterly*, and *Communication Research Reports*. She has also received several top paper awards from the National Communication Association and the Central States Communication Association.

Her teaching interests include interpersonal, family, and health communication; privacy and information management; health in the family; research methods; communication theory; and conflict.

Courses Taught: COMM 215: Interview Principles & Practices; COMM 470: Communication in Health Care Contexts



EMILY A. RAUSCHER

Ph. D., University of Missouri, Department of Communication, 2012.

M.A., Western Kentucky University, Department of Communication, 2008.

B.S., University of Southern Indiana, College of Business, 2006.

Academic Appointments

2014-Present: Assistant Professor, Department of Communication, Texas A&M University.

2012-2014: Instructor, Department of Communication, University of Southern Indiana.

2008-2012: Graduate Teaching Assistant, Department of Communication, University of Missouri

Selected Publications

Rauscher, E.A., & Durham, W.T. (2014). "As long as you're sure you don't want any more children": Men's privacy boundary management of information about their affirmative vasectomy decision. *Communication Studies*, online.

Olson, L. N., & Rauscher, E.A. (2014). "It can't be domestic violence; We're not married!" The many faces of intimate partner violence. In D. O. Braithwaite & J. T. Wood (Eds.), *Casing interpersonal communication: Case studies in personal and social relationship* (3rd ed.). Dubuque, IA: Kendall Hunt. *Invited by editors.*

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

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

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

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

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

Rauscher, E.A., & Fine, M.A. (2012). The role of privacy in families created through assisted reproductive technology: Examining existing literature using Communication Privacy Management theory. *Journal of Family Theory and Review*, 4, 220-234.

Olson, L. N., & Rauscher, E.A. (2010). We'll never be that kind of couple: The Variability of intimate violence. In D. O. Braithwaite & J. T. Wood (Eds.), *Casing interpersonal communication: Case studies in personal and social relationship* (2nd ed.). Dubuque, IA: Kendall Hunt. *Invited by editors.*

Honors and Awards

Top Four Paper Award, WSCA Interpersonal Interest Group, 2014

Graduate Student Research Award, University of Missouri Communication Department, 2012

Top Four Paper Award, WSCA Interpersonal Interest Group, 2012

Top Paper Panel, CSCA Graduate Student Caucus, 2011

Top Paper Award, CSCA Graduate Student Caucus, 2009

Courses Taught

Texas A&M University

215 Interviewing Principles and Practices; 370 Health Communication; 460 Family Communication; 470 Health in the family

University of Southern Indiana

Introduction to Interpersonal Communication; Introduction to Communication Studies; Communication and Healthcare; Family Communication; Communication and Personal Relationships

University of Missouri

Public Speaking; Conflict and Communication; Relational Communication; Communication Theory

Other Professional Activities

Serve on awards committee at Texas A&M University. August 2014-present

Served as a member of the "Reviewer in Training" program for the Journal of Family Communication, from 2010 to 2013

Selected as a member of the Associate Review Board for Communication Studies, 2013-2015

MICHAEL STEPHENSON | ASSOCIATE VICE PROVOST

Ph.D., University of Kentucky

Specialty: Health Communication Campaigns, Quantitative Research Analyses

Published in Human Communication Research, Communication Monographs, Communication Research, Health Communication, American Journal of Public Health, Journal of Communication, Journal of Applied Communication Research, and elsewhere. Contributor to Public Communication Campaigns (3rd ed.) and Public Health Communication: Evidence for Behavior Change. Currently a co-investigator on a media bullying research project with elementary students. Previously a principal investigator on a CDC-sponsored grant titled "Implementing and Evaluating Sabemos in Two Texas Colonias: Examining Interpersonal and Media Influences on Parenting Tobacco-free Hispanic/Latino Youth." Previously a co-investigator on a Division of Transplantation-sponsored grant titled "University Worksite Organ Donation Promotion Campaign" and on a National Institute on Drug Abuse-sponsored grant called "Effective Media Strategies for Drug Abuse Prevention."

Courses Taught: COMM 308 - Research Methods in Communication, COMM 450 - Media Campaigns, COMM 470 - Communication in Health Care Contexts, COMM 610 - Social Science Methods in Communication Research, and COMM 670 - Seminar in Health Communication.



MICHAEL T. STEPHENSON

Ph.D., University of Kentucky, College of Communication & Information Studies, 1999.

M.A., Texas A&M University, Department of Speech Communication, 1993.

B.S., Eastern New Mexico University, 1991.

Academic Appointments

2013-Present: Associate Vice Provost for Institutional Effectiveness, Texas A&M University

2010-2013: Associate Dean, College of Liberal Arts, Texas A&M University

2009-2010: Acting Associate Dean, College of Liberal Arts, Texas A&M University

2010-Present: Professor, Department of Communication, Texas A&M University

2007-2010: Director of Communication and Training Cores, Center for Community Health

Development, School of Rural Public Health, Texas A&M University Health Science Center

2005-2010: Associate Professor, Department of Communication, Texas A&M University

2002-2005: Assistant Professor, Department of Communication, Texas A&M University

1999-2002: Assistant Professor, Department of Communication, University of Missouri

Selected Publications

Braddock, K. H., Dillard, J. P., Voigt, D. C., Stephenson, M. T., Sopory, P., & Anderson, J. W.

(2011). Impulsivity partially mediates the relationship between BIS/BAS and risky health behaviors. *Journal of Personality, 79*, 793-810.

Morgan, S. E., Stephenson, M. T., Afifi, W., Harrison, T. R., Long, S. D., & Chewing, L. V.

(2011). The university worksite organ donation project: A comparison of two types of worksite campaigns on the willingness to donate. *Clinical Transplantation, 25*, 600-605.

Stephenson, M. T., Quick, B. L., & Hirsch, H. A. (2010). Evidence in support of a strategy to

target authoritarian and permissive parents in anti-drug media campaigns. *Communication Research, 37*, 73-104.

Stephenson, M. T., Quick, B. L., Witte, K., Vaught, C., Booth-Butterfield, S., & Patel, D.

(2009). Conversations among coal miners in a campaign that promotes hearing protection. *Journal of Applied Communication Research, 37*, 317-337.

Stephenson, M. T., Morgan, S. E., Roberts-Perez, S., Harrison, T., Afifi, W., & Long, S.

(2008). The role of religiosity, religious norms, subjective norms, and bodily integrity on signing an organ donor card. *Health Communication, 23*, 436-447.

Quick, B. L., & Stephenson, M. T. (2008). Examining the role of trait reactance and sensation

seeking on perceived threat, state reactance, and reactance restoration. *Human Communication Research, 34*, 448-476.

Stephenson, M. T., Holbert, R. L., & Zimmerman, R. S. (2006). Thinking about communication as a process: Advances in health communication with structural equation modeling. *Health Communication, 20*, 159-167.

Stephenson, M. T., & Southwell, B. G. (2006). Sensation seeking, the Activation Model, and mass media health campaigns: Current findings and future directions for cancer communication. *Journal of Communication, 56*, S38-S56.

Holbert, R. L., & Stephenson, M. T. (2003). The importance of analyzing indirect effects in media effects research: Testing for mediation in structural equation modeling. *Journal of Broadcasting & Electronic Media, 47*, 556-572.

Stephenson, M. T., Hoyle, R. H., Slater, M. D., & Palmgreen, P. (2003). Brief measures of sensation seeking for screening and large-scale surveys. *Drug and Alcohol Dependence, 72*, 279-286.

Stephenson, M. T. (2003). Examining adolescents' responses to antimarijuana PSAs. *Human Communication Research, 29*, 343-369.

Stephenson, M. T., & Holbert, R. L. (2003). A Monte Carlo simulation of observable-versus latent-variable structural equation modeling techniques. *Communication Research, 30*, 332-354.

Selected Professional Activities and Awards

Co-Investigator, Society for the Study of School Psychology, "Developing a Media Based Bullying Prevention Program to Alter Bystander Behavior." \$15,000 Total. 9/1/11-8/31/13.

Principal Investigator, Center for Disease Control and Prevention (CDC), "Implementing and Evaluating Sabemos in Two Texas Colonias: Examining Interpersonal and Media Influences on Parenting Tobacco-free Hispanic/Latino Youth." \$220,000 Total awarded to TAMU (\$100,000 awarded on 8/30/08; \$20,000 awarded on 12/03/08; \$100,000 awarded on 5/25/09). 9/30/08-9/29/09.

Co-Investigator, Division of Transplantation, U.S. Department of Health and Human Services, "University Worksite Organ Donation Promotion Campaign: Targeting Administrators, Faculty, Staff, and Students Using the Organ Donation Model," (with Susan E. Morgan, Rutgers University, Principal Investigator), 9/1/02 - 8/31/05, \$1,467,771 Total.

Co-Investigator/Consultant, National Institute on Drug Abuse (DA98006), "Effective Media Strategies for Drug Abuse Prevention," (with Philip Palmgreen, University of Kentucky, Principal Investigator), 9/1/98 - 8/31/04, \$2,938,028 Total.

Editorial Boards

Communication Research, 2005 to Present

Journal of Communication, 2003 to Present

Human Communication Research, 2005 - 2010

Health Communication, 2003 to Present

Journal of Broadcasting & Electronic Media, 2005 to 2008

Courses Taught

LBAR 181 - Freshman Seminar in Liberal Arts

LBAR 289 - Special Topics in Liberal Arts: Regents' Scholars Initiative

COMM 610 - Social Science Research Methods

COMM 670 - Health Communication Seminar

COMM 308 - Research Methods in Communication

COMM 450 - Media Campaigns

Graduate Student Committees

PhD Committee Chair

Brian L. Quick (Ph.D., Communication, 2005)

Iftekhhar Ahmed (Ph.D., Communication, 2009; co-chair with M. Scott Poole)

Parul Jain-Shukla (Ph.D. chair for coursework in Communication 2006-2007, transferred to Ohio State)

Amanda Martinez (Ph.D, 2011; chair for coursework and qualifying exams only 2007-2010)

PhD Committee Member

Megan S. Patterson (Ph.D. candidate, Health Education)

Adrienne Crowell (Ph.D. candidate, Psychology)

Daphne Fulton (Doc.Ph., 2014 – School of Rural Public Health)

Amanda Joslin (Ph.D. student, Educational Psychology – 2010-2012 only)

Angie Yoo (Ph.D., 2010 – Recreation, Parks, and Tourism Sciences)

Monica L. Wendel (DocPH., 2009 – School of Rural Public Health).

Rachel Jumper (Ph.D., 2009)

Master's Committee Chair

Madeline L. Boenker (M.A., 2011, Communication)

Kacy Gadberry (M.A., 2009, Communication)

Sommer Bunce Hamilton (M.A., 2009, Communication)

Katharine J. Head (M.A., 2008, Communication)

Master's Committee Member

Ashley Spinozzi (M.A., 2010)

Joshua Ortiz (M.A., 2007)

James Louis (M.A., 2005)

Heike Winterheld (M.A., 2004, Psychology)

Jill Burpo (M.A., 2007, Psychology)

NANCY STREET | INSTRUCTIONAL PROFESSOR, DIRECTOR OF UNDERGRADUATE PROGRAM, INTERNSHIP COORDINATOR, COORDINATOR FOR UNDERGRADUATE ADVISING PROGRAM

M.A., University of Texas

Specialty: Health Communication, Leading, Ethics and Communication, Public Speaking and Civil Discourse, Teaching Assistant Preparation, Pedagogy, Undergraduate Research

Director of COMM 210 Group Communication, COMM 215 Interviewing, Coordinator of Undergraduate Advising and Internships. Gives presentations and conducts workshops in many aspects of communication for community groups and professional entities.

Courses Taught: COMM 101 - Introduction to Communication, COMM 203 - Public Speaking, COMM 210 - Group Communication and Discussion, COMM 215 - Interviewing: Principles and Practices, COMM 305-Theories of Communication, COMM 315-Interpersonal Communication, COMM 324-Communication Leadership and Conflict Management, COMM 325-Persuasion, COMM 370-Health Communication and COMM 460 - Communication and Contemporary Social Issues: Leadership and Ethics; also, Professional Communication.



NANCY JAMES STREET

M.A., Speech Communication, The University of Texas-Austin, 1980

B.S., Speech Communication, The University of Texas-Austin, 1977

Academic Appointments

2009-Present: Instructional Professor, Department of Communication, Texas A&M University

1998-2009: Senior Lecturer, Department of Communication, Texas A&M University

1989-1998: Assistant Lecturer, Department of Speech Communication, Texas A&M University

1986-1988: Visiting Assistant Professor and Clinical Supervisor, Department of Speech and Hearing Sciences, Texas Tech University

Awards and Recognition

President's Award for Academic Advising, 2007

Association of Former Students, College Level Teaching Award, 2006

Aggie Access Namesake 2002, 2003

College of Liberal Arts Superior Service Award (CLASS) in Student Assistance, 2002

T-Camp Namesake, 2000

Fish Camp Namesake 1997

Administrative

Texas A&M University

2009-Present: Undergraduate Program Director

1999-Present: Coordinator for Undergraduate Advising

1999-Present: Basic Course Director (COMM 203)

2001-Present: Internship Program Coordinator

2001-Present: Schedule Deputy

2005-Present: Course Director Technical Speaking (COMM 205)

2005-Present: Course Director Interviewing (COMM 215)

2005-Present: Course Director Group Communication (COMM 210)

2006-2008, 2009-Present: W-Course Coordinator

1997-2003: Coordinator for Department of Speech Communication Food Safety Inspection Service, USDA

1992-1998: Acting Undergraduate Advisor during absence of Undergraduate Advisor:

1994-1996: Coordinator of Basic Course (SCOM 203)

Previous Institution

1986-1988: Undergraduate Advisor, Department of Speech and Hearing Sciences, Texas Tech University

1986-1988: Speech/Language Pathologist, Cleft Palate Team of Lubbock, Texas Tech University

Service

University Service

2007-Present: Assessment in Academic Advising Initiative

2007-Present: Faculty Senate Committee on Non-Tenure Track Faculty

2004-2005: Immediate Past-President, University Advisors and Counselors

2003-2004: President, University Advisors and Counselors

2003-2005: Continuing Education/Distance Education Committee

2003: Presidential Advising Awards Drafting Committee

2003-2005: Academic Operations Committee representative

2002-2005: New Student Conference Committee representative

2002: Co-Chair, First Annual Academic Advisor Briefing

2000-2005: Academy Member, The Academy for Educator Development. Regent's Initiative, The Texas A&M University System.

College Service

2006-Present: College of Liberal Arts Awards Committee

2000-Present: College of Liberal Arts Advising Task Force

2001-2003: Professional Development Committee, UAC

2000-2003: College of Liberal Arts Representative Executive Board of University Advisors & Counselors

Departmental Committees

2005-Present: Diversity Committee

1998-Present: Undergraduate Curriculum Committee-Chair (2009-present)

1998-Present: Undergraduate Awards Committee

1998-Present: Resources and Technology Committee '94, '95, '96,

1999-Present: Career Education Committee

1998-Present: Health Communication Committee

2001-2003: Undergraduate Curriculum Review Task Force

1998-2001: Program for Health Communication Committee

1997-1998: Committee on Public Speaking Training for Graduate Students

1997: Undergraduate Brochure Committee

1997: Department Coordinator: OPAS Fundraising

1994-1996: SCOM 203 Advisory Committee

1996: State Employees Charity Campaign

Courses Taught

Texas A&M University

COMM 370: Health Communication
COMM 460: Contemporary Social Issues: Communication, Ethics & Leadership
SCOM 315: Interpersonal Communication
COMM 215: Interviewing
COMM 291 Communication Research
COMM 101: Introduction to Communication
COMM 203 Public Speaking
SCOM 105 Language and Communication
SCOM 210 Group Communication
SCOM 485 Directed Study (various)
SCOM 103 Principles of Human Communication

Texas Tech University, 1986-1988

Introduction to Human Communication Disorders
Normal Aspects of Language Development
Independent Study in Communication Disorders
Clinical Practicum in Speech/Language Pathology

Grants

M. Stephenson, S. Ramasubramanian, N. Street, B. Sharf, J. Mercieca, C. Swift, Enhancing the Undergraduate Curriculum, 2008 \$10,000

N. Street and M. Stephenson, Common Ground: Blink, College of Liberal Arts 2008, \$500

M. Stephenson and N. Street Common Ground: My Freshman Year, College of Liberal Arts, 2007 \$500

N. Street Distance Education Grant, Department of Communication, 2005 \$3000

N. Street, Food Safety and Inspection Service extra-curricular funding for Department of Communication, \$142,000 1997-2003

N. Street, Williams and Taylor, Computer Innovation Program for hardware and Software Support of Multimedia Computerized Resources for Use in the Classroom. \$7205, 1995-96.

Putnam, Poole, Williams, N. Street, Daub and Taylor. Computer Access Grant for Communication Instructional Lab. \$57,000, 1994-95.

Professional Organizations

National Communication Association member

American Speech Language Hearing Association member

University Advisors and Counselors member

Disabilities Study Group, The Glasscock Center member

Texas Speech-Language-Hearing Association: Regional sub-chair Legislative Network '94

Texas Speech-Language-Hearing Association: Councilor for Infancy '92, '93

RICHARD STREET | PROFESSOR

Ph.D., University of Texas

Specialty: Health Communication, Interpersonal Communication

Richard L. Street, Jr. PhD, is Professor of Communication at Texas A&M University, and Director, Health Communication and Decision-Making Program in the Houston Center for Quality of Care, Baylor College of Medicine. His research focuses on clinician-patient communication, pathways linking communication to improved health outcomes, and strategies for increasing patient involvement in care. He has published over 120 articles and book chapters, as well as a number of books, monographs, and special issues of various journals. In 2003, he was named Outstanding Health Communication Scholar by the International Communication Association. In 2008, he received the L. Donohew Health Communication Scholar Award from the University of Kentucky. In 2010, he was awarded Texas A&M Association of Former Students Distinguished Achievement in Research Award. In 2012, he was awarded the George L. Engel award by the American Academy on Communication in Health-care.



RICHARD L. STREET JR.

Ph.D., Communication, The University of Texas, 1980

M.A., Speech Communication, Texas Tech University, 1977

B.A., Speech Communication, Texas Tech University, 1975

Academic Appointments

1991-present: Professor of Communication, Department Head (1998-2011), Texas A&M University

2004-present: Professor of Medicine, Director, Program in Health Decision-Making and Communication, Houston Center for Innovation, Quality, and Safety (IQUEST), Baylor College of Medicine

2009-2010: Visiting Faculty, Behavioral Science Section, National Human Genome Research Institute

2008: Visiting Faculty, Summer Institute for Informed Patient Choice Dartmouth University

1988-1991: Associate Professor of Speech Communication, Director of Communication Research Laboratory, Texas A&M University

1986-1988: Associate Professor & Chair of Speech Communication, Interim Chair, Department of Speech and Hearing Sciences, Texas Tech University

1985-1986: Associate Professor of Speech Communication, Director of Graduate Studies, Texas Tech University

1982-1985: Assistant Professor of Speech Communication, Texas Tech University

1985 (Jan.-June): Visiting Assistant Professor of Communication Studies, University of California, Santa Barbara

1981-1982: Visiting Assistant Professor of Communication, University of Wisconsin-Madison

1980-1981: Assistant Professor of Communication, University of Arkansas

1977-1980: Assistant Instructor, The University of Texas at Austin

Awards

2012 George L. Engel Award for Outstanding Research Contributing to the Theory, Practice and Teaching of Effective Health Care Communication and Related Skills, American Academy on Communication in Healthcare.

2010 Association of Former Students Distinguished Achievement Award for Research, Texas A&M University

Selected Publications

Articles

R.L. Street, Jr, M.F. Marengo, A. Barbo, H. Lin, A. Garcia, M.N. Richardsom. & M.E. Suarez-Almazor. (in press) Affective tone in medical encounters and its relationships with treatment adherence in a multi-ethnic cohort of patients with rheumatoid arthritis. Revise and resubmit for *Journal of Clinical Rheumatology*.

S. Persky & R.L. Street, Jr. (in press). Evaluating approaches for communication

about genomic influences on body weight. *Annals of Behavioral Medicine*.

R.L. Street, Jr., D.J. Tancredi, C. Slee, D.K. Kalauokalani, D.E. Dean, P. Franks, & R. L. Kravitz (2014). A pathway linking patient participation in cancer consultations to pain control. *Psycho-oncology*, 23, 1111-1117.

R.L. Street Jr., L. Liu, N. J. Farber, Y. Chen, A. Calvitti, D. Zuest, M. T. Gabuzda, K. Bell, B. Gray, S. Rick, S. Ashfaq, & Z. Agha. (2014). Provider interaction with the electronic health record: The effects on patient-centered communication in medical encounters. *Patient Education and Counseling*, 96, 315-319.

M. Dean,* & R.L. Street, Jr. (2014). A three-stage model of patient-centered communication for addressing cancer patients' emotional distress. *Patient Education and Counseling*, 94, 144-148.

*graduate student as first author

R.L. Street, Jr. (2013). How clinician-patient communication contributes to health improvement: Modeling pathways from talk to outcome. *Patient Education and Counseling*, 92, 286-291.

R.L. Street, Jr. & Hanneke C. J. M. De Haes (2013). Designing a curriculum for communication skills training from a theory and evidence-based perspective. *Patient Education and Counseling*, 93, 27-33.

J. D. Robinson, D. R. Hoover, M. K. Venetis, T.J. Kearney, & R. L. Street, Jr. (2013) Consultations between breast-cancer patients and surgeons: A pathway from patient-centered communication to reduced hopelessness. *Journal of Clinical Oncology*, 31, 351-358.

R.L. Street, Jr., V. Cox, M.A. Kallen, & M.E. Suarez-Almazor. (2012) Exploring communication pathways to better health: Clinician communication of expectations for acupuncture effectiveness. *Patient Education and Counseling*, 89, 245-251.

R.L. Street, Jr., G. Elwyn, & R.M. Epstein. (2012) Patient preferences and health outcomes: An ecological perspective. *Expert Review of Pharmacoeconomics & Outcomes Research*, 12, 167-180.

L. Fraenkel RL Street Jr., V Towle, JR O'Leary, L Iannone, PH Van Ness, TR Fried. (2012) A pilot randomized controlled trial of a decision support tool to improve the quality of communication and decision making in atrial fibrillation. *Journal of the American Geriatric Society*, 60, 1434-1441.

R.L. Street, Jr & P. Haidet (2011) How well do doctors know their patients? Factors affecting physician understanding of patients' health beliefs. *Journal of General Internal Medicine*, 26, 21-27.

R.M. Epstein & R.L. Street, Jr. (2011) Shared mind: communication, decision-making and autonomy in serious illness. *Annals of Family Medicine*, 9, 454-461.

R.M. Epstein & R.L. Street, Jr. (2011). The values and value of patient-centered care. *Annals of Family Medicine*, 9, 100-103.

M.C. Politi & R.L. Street, Jr. (2011) The importance of communication in collaborative decision-making: Facilitating shared mind and the management of uncertainty. *Journal of Evaluation in Clinical Practice*, 17, 579-584.

R.L. Street, Jr., C. Slee, D. K. Kalauokalani, D.E. Dean, D. J. Tancredi, & R. L. Kravitz (2010) Improving physician-patient communication about cancer pain with a tailored education-coaching intervention. *Patient Education and Counseling*, 80, 42-47.

*D.C. Andreas, N.S. Abraham, A.D. Naik, R. L. Street, Jr., & B.F. Sharf (2010) Understanding risk communication through patient narratives about complex antithrombotic therapies. *Qualitative Health Research*, 20, 1155-1165. *graduate student as first author

J. Apker, L.A. Mallak, E.B. Applegate III, S.C. Gibson, J.J. Ham, N.A. Johnson, R.L. Street, Jr. (2010). Exploring emergency physician-hospitalist handoff interactions: Development of the Handoff Communication Assessment. *Annals of Emergency Medicine*, 55, 161-170.

R.L. Street, Jr., G. Makoul, N. Arora, & R.M. Epstein. (2009) How does communication heal? Pathways linking clinician-patient communication to health outcomes. *Patient Education and Counseling*, 74, 295-301.

R.L. Street, Jr, M.N. Richardson, V. Cox, and M.E. Suarez Almazor. (2009) (Mis)Understanding in patient-health care provider communication about total knee replacement. *Arthritis Care and Research*, 61, 100-107.

Grants

NIH Grant Number: 1 R01 HS021290-01A1 10-1-2012 – 9-30-2016

Principal Investigator: AGHA, ZIA

Project Title: Quantifying Electronic Medical Record Usability to Improve Clinical Workflow (Agha)

Role: Co-I (8%)

TAMU portion \$203,652

VA HSRD IIR 12-050 (PI: GORDON) 06/01/2013 – 11/30/2016

Principal Investigator: Howard Gordon

Project title: Randomized Trial of an Educational Intervention in Type 2 Diabetes Patients

Funding: \$1,003,151

Role: Co-investigator (5%)

VA IIR 11-100 (PI: Rebecca Sudore) 7/1/12-6/30/16

Title: Preparing Older Veterans with Serious and Chronic Illness for Decision Making

Awarded Project Amount is \$1,091,340

Role: Co-investigator, 5%

NCI/NIH GRANT10467894 (PI: Jeffrey Robison, PhD) 10/01/10-9/30/12

Title: Communication-Participation Behavior during the Delivery of Breast-Cancer Care

Role: Co-investigator, .08fte

Amount: \$339,085 TAMU portion \$33,399

Courses Taught

COMM 308 Research Methods

COMM 470 Seminar in Health Communication

COMM 305 Communication Theory

COMM 669 Survey of Health Communication Research
COMM 670 Seminar in health Communication

Number of PhD advisees

3 graduated, 2014

4 current

RANDALL SUMPTER | ASSOCIATE PROFESSOR

Ph.D., University of Texas, Austin

Randall S. Sumpter is an associate professor of communication and former director of Journalism Studies at Texas A&M University, College Station. His research concentration is media history, particularly the development of news work routines, and media sociology. His work has been published in *Journalism & Mass Communication Quarterly*, *Critical Studies in Mass Communication*, *Science Communication*, *American Journalist*, *Journalism History*, *Communication Law & Policy*, and *Newspaper Research Journal*. Before earning his Ph.D., Sumpter worked for 17 years as an editor and reporter for newspapers and trade publications. Those jobs included police and Department of Corrections reporter for the *Tulsa Daily Tribune*, business reporter and assistant city editor at the *Daytona Beach News-Journal*, Gulf Coast bureau chief for *The Oil & Gas Journal*, editor-in-chief for *Energy Engineering*, and assistant managing editor for *Petroleum Information International*. He also was co-editor of *The Tuner*, a monthly critique of 30 daily newspapers published by the Freedom Newspapers Inc. chain. Sumpter also worked at the *San Antonio Express-News* as part of a Knight Foundation fellowship. He is a graduate of the Poynter Institute's Media Studies Management and Entrepreneurship program and a member of Kappa Tau Alpha. At A&M, he has taught courses in the cultural history of the media, editing, reporting, computer-assisted reporting, and graduate-level research methods.



RANDALL S. SUMPTER

Ph.D., University of Texas, Austin, TX, (Journalism), 1996.

M.A., University of Florida, Gainesville, FL, (Mass Communication), 1990.

B.S., Oklahoma State University, Stillwater, OK, (Journalism), 1972.

Academic Appointments

2004-Present: Associate Professor of Communication, Texas A&M University, College Station.

2004-2009: Director of Journalism Studies, Texas A&M University, College Station.

2002-2004: Associate Professor, Department of Journalism, Texas A&M University, College Station.

1996-2002: Assistant Professor, Department of Journalism, Texas A&M University, College Station.

Selected Publications

Sumpter, R. S. (in press). "Girl Reporter": Elizabeth L. Banks and the "Stunt" Genre. *American Journalism*.

Sumpter, R. S. (2013). "Practical reporting": Late Nineteenth Century Journalistic Standards and Rule-Breaking. *American Journalism*, 30(1), 44-64.

Sumpter, R. S., & Rothenbuhler, E. (2011). "Operation Matthew": The Cold War comes to Top 40. *Journal of Broadcasting and Electronic Media*, 55(1), 1-18.

Sumpter, R. S. (2010). Learning the "Outsider" Profession: Serial Advice Columns in The Journalist. *American Journalism*, 27(3), 7-26.

Sumpter, R. S. (2009). Core Knowledge: Early Reporting Textbooks and the Formation of Professional Identity. *Journalism History*, 35(1), 42-51.

Selected Professional Activities and Awards

Member, Melburn G. Glasscock Center for Humanities Research Advisory Committee, 2011-Present.

Member, Liberal Arts Council, 2010—2012.

Freedom Forum Scholar.

Poynter Institute for Media Studies Management and Entrepreneurship Fellow.

Editorial Boards

Member, Editorial Board, *Journal of Media Sociology*, 2007—2010.

Recent Ad Hoc Reviews

Journal of Broadcasting & Electronic Media; American Journalism; Journal of Communication; Journalism & Mass Communication Quarterly; Journalism & Mass Communication Educator; Journal of Media Sociology

Courses Taught, Texas A&M University

COMM 360—Cultural History of the Media; COMM 350—Theories of Media Communication; COMM 460—Communication and Contemporary Issues; COMM 345—Media

Industries; COMM 497—Honors Thesis; COMM 663—Seminar in Telecommunications Media Studies; COMM 663—Seminar in Organizational Sociology; COMM 689—Special Topics in Media Sociology;

JOUR 310 as Computer-Assisted Reporting; JOUR 310 as Newspaper Editing and Production; JOUR 304—Editing for Mass Media; JOUR 408—Mass Media & Public Opinion; JOUR 490—Journalism as a Profession; JOUR 484—Media Internship; JOUR485—Directed Study; JOUR 409—History of Mass Media; JOUR 489—Special Topics in Journalism as a Profession; JOUR 685—Directed Studies; JOUR 620—Research Methods in Science & Technology Journalism.

Graduate Student Committees

Master's Thesis Committee Member

Yu-Chuan Yeh, "How Journalists Sustain Their Autonomy Under Ownership Change: A Case Study in Taiwan," Department of Sociology (2014).

Doctoral Dissertation Committee Membership

Wendi Bellar, "A Religious Social Shaping of Technology Study of Religious iPhone Application Developers," Department of Communication (2015).

DAVID TARVIN | LECTURER

Ph.D, Louisiana State University

Specialty: Rhetorical Theory & Criticism

David came to the study of communication and rhetoric after earning a Bachelor's in Spanish from Morehead State University. Prior to graduating, he studied abroad in Morelia, Mexico, and became fascinated with the similarities and differences between cultures, specifically with regards to how politicians speak to their constituents. This interest led him to graduate school, where he wrote a Master's thesis comparing Mexican President Vicente Fox's Inaugural Address to the rhetorical characteristics of the US inaugural genre. As a doctoral student, his research interests were in rhetoric, pedagogy, and Latin American studies. Combined, these interests directed him to a dissertation topic, in which he examines Cervantes' Don Quixote as a rhetorical model for confronting impiety in a changing society. David graduated from Louisiana State University with a Ph.D. in Communication in 2013. Upon graduation, he moved to Costa Rica to teach literature and grammar. He arrived to Texas A&M in the fall of 2014 and currently teaches Public Speaking and Communication for Technical Professions.

Courses Taught: COMM 203: Public Speaking; COMM 205: Communication for Technical Professions



DAVID T. TARVIN

Ph.D., Communication Studies, Louisiana State University, Baton Rouge, LA, 2013

M.A., Communication Studies, Morehead State University, Morehead, KY, 2008

B.A., Spanish, Morehead State University, Morehead, KY, 2005

Academic Appointments

2014-Present: Lecturer, Department of Communication, Texas A&M University

2014: Language Arts Teacher, Department of English, Green Forest School, Ciudad Quesada, Costa Rica

2009-2013: Graduate Teaching Associate, Department of Communication Studies, Louisiana State University

2009: Adjunct Instructor, Department of Communication, Northern Kentucky University

2008: Adjunct Instructor, Department of Speech and Theater, Morehead State University & Mt.

Sterling Satellite Campus

2006-2008: Teaching Assistant, Department of International Studies, Morehead State University

2004 Summer Program: EFL Teacher, Qinzhou No. 1 Middle School, Morehead State University

Partner

Publications

Crick, N. & Tarvin, D. (2012) "A Pedagogy of Freedom: John Dewey and Experimental Rural Education " *Inter-American Journal of Philosophy*, 3(2), 68-84.

Tarvin, D. & Crick, N. (2012). Neo-pragmatism, communication, and the culture of creative democracy by O. Swartz, Campbell, K., & Pestana, C. *Rhetoric Review*, 31(1), 81-85. (Book review)

Moe, B. & Tarvin, D. T. (2011). Poetic Healing: A Vietnam Veteran's Journey from a Communication Perspective by Basil Clark and Mark Huglen. *Kenneth Burke Journal*, 7(2). (Book review)

Presentations

Tarvin, D. T. (2012). Breakfast with Bob, or well, at least good conversation: A spotlight panel on the career and contributions of Robert E. Frank. Presented at Southern States Communication Association Conference, San Antonio, TX.

Tarvin, D. T. (2010). *The counter-order of corruption: Vicente Fox's impious changes in Mexican politics*. Paper presented at National Communication Association Conference, San Francisco, CA.

Tarvin, D. T. (2010). *Education, democracy, and authoritarianism: Permitting a socialist political culture in Latin America*. Paper presented at Southern States Communication Association Conference, Memphis, TN.

Tarvin, D. T. (2009). *It is so easy to cheat: Academic dishonesty in online courses*. Paper

presented at National Communication Association Conference, Chicago, IL.

Tarvin, D. T. (2009). *Vicente Fox's Inaugural Address: A comparative analysis between the generic characteristics of the United States and Mexico*. Paper presented at Southern States Communication Association Conference, Norfolk, VA.

Tarvin, D. T. (2009). *World War II propaganda and Mexico: A metaphoric analysis of Mexican political cartoons from the 1930s and 1940s*. Paper presented at Southern States Communication Association Conference, Norfolk, VA.

Tarvin, D. T. (2008). *The devil speech: An investigation of Hugo Chávez's speech to the UN*. Paper presented at Southern States Communication Association, Savannah, GA.

Tarvin, D. T. (2007). *Political domination through news: Hugo Chávez and his TeleSUR station*. Paper presented at Southern States Communication Association, Louisville, KY.
Service

Submissions Reviewer, Political Communication Division, National Communication Association Conference, 2011.

Submissions Reviewer, Rhetoric & Public Address Division, Southern States Communication Association Conference, 2009.

Panel Chair, Competitive Student Papers in Rhetoric and Public Address, Southern States Communication Association Conference, Norfolk, VA, 2009.

Awards

Phi Kappa Phi Honors Society, 2008

Graduate Student of the Year Award, 2007.

Memberships

National Communication Association, 2009-Present

Southern States Communication Association, 2007-Present

Languages

English

Spanish

CARA WALLIS | ASSISTANT PROFESSOR

Ph.D., University of Southern California

Speciality: New media/mobile media; gender and identity; critical/cultural studies; contemporary China

Cara Wallis studies the social and cultural implications of new media technologies and issues of power, difference, and subjectivity, particularly in China. Her work examines how uses and understandings of technology both reproduce inequitable power relations and open up spaces for individual and collective agency and thus, social change. She is the author of *Technomobility in China: Young Migrant Women and Mobile Phones* (NYU Press, 2013), which is an ethnographic exploration of the use of mobile phones by young rural-to-urban migrant women working in the low-level service sector in Beijing. The book received the 2013 James W. Carey Media Research Award. You can see her talk about her book [here](#). Wallis' current book project examines the use of social media by different groups of people in China – white collar workers, college students, migrant workers, and rural entrepreneurs – and how such usage is articulated to issues of voice and empowerment, trust and risk, and lifestyle and aspirations.

Courses Taught: Comm 330 Human Communication and Technology; Comm 452 Cultural Studies of Communication Technology; Comm 662 Survey in Telecommunication Media Studies; Comm 663 Seminar in Telecommunication Media Studies.



CARA WALLIS

Ph.D., Communication, Annenberg School for Communication, University of Southern California, December 2008

M.A. in Communication, Annenberg School for Communication, University of Southern California, May 2006

M.A., Applied Linguistics/Teaching English as a Second Language, University of California, Los Angeles, June 1993

B.A., English Literature, University of California, Santa Barbara, March 1988

Phi Beta Kappa; graduated with high honors

Academic Appointments

2009-Present: Assistant Professor, Department of Communication, Texas A&M University

January–May 2009: Lecturer, Annenberg School for Communication, University of Southern California

June 2008–December 2008: Research Associate, School of Cinematic Arts, University of Southern California

2004–2006, 2007–2008: Graduate Assistant, Annenberg School for Communication, University of Southern California

September 2006–June 2007: Visiting Scholar, Chinese Academy of Social Sciences, Institute of Journalism and Communication, Beijing, China

August 2002–May 2004: International Teaching Assistant Program Coordinator, American Language Institute, University of Southern California

August 2002–May 2004: Undergraduate Student Consultant Program Coordinator, American Language Institute, University of Southern California

August 2000–May 2004: Lecturer, American Language Institute, University of Southern California

Publications

Books

Wallis, Cara. 2013. *Technomobility in China: Young Migrant Women and Mobile Phones*. New York: NYU Press.

Winner 2013 James W. Carey Media Research Award

Reviewed in the *International Journal of Communication*, Vol. 7, 2013 and the *Chinese Journal of Communication*, Vol. 6, 2013

Refereed Journal Articles

Wallis, Cara. Forthcoming. "Technology and/as Governmentality: The Production of Young Rural Women as Low-Tech Laboring Subjects in China." *Communication and Critical/Cultural Studies*.

Wallis, Cara. 2011. "Mobile Phones without Guarantees: The Promises of Technology and the Contingencies of Culture." *New Media & Society* 13, no. 3, 471-485.

Wallis, Cara. 2011. "New Media Practices in China: Youth Patterns, Processes, and Politics." *International Journal of Communication* 5, 406-436.

Wallis, Cara. 2011. "Performing Gender: Gender Display in Music Videos." *Sex Roles* 64, nos. 3-4, 160-172.

Book Chapters

Wallis, Cara, Jack Linchuan Qiu, and Rich Ling. 2013. "Mobile Handsets from the Bottom Up: Appropriation and Innovation in the Global South." In *The International Encyclopedia of Media Studies, Vol. IV: Media Studies Futures*, edited by Kelly Gates. Hoboken, NJ: Blackwell, pp. 241-265.

Wallis, Cara and Jack Linchuan Qiu. 2012. "Shanzhaiji and the Transformation of the Local Mediascape in Shenzhen." In *Mapping Media in China: Region, Province, Locality*, edited by Wanning Sun and Jenny Chio. London: Routledge, pp. 109 - 125.

The Vozmob Project. 2011. "Projecting the Voices of Immigrant Workers by Approaching Mobile Phones for Popular Communication." In *Communications Research in Action: Scholar-Activist Collaborations for a Democratic Public Sphere*, edited by Phillip M. Napoli and Minna Aslama. New York: Fordham University Press, pp. 177-196.

Wallis, Cara. 2011. "'Immobile Mobility:' Marginal Youth and Mobile Phones in Beijing." In *Mobile Communication: Bringing us Together and Tearing us Apart. Mobile Communication Research Series II*, edited by Rich Ling and Scott Campbell. New Brunswick, NJ: Transaction Publishers, pp. 61-81. Peer Reviewed.

Wallis, Cara. 2010. "The Traditional Meets the Technological: Mobile Navigations of Desire and Intimacy." In *Youth, Society, and Mobile Media in Asia*, edited by Stephanie Hemelryk Donald, Theresa Dirndorfer Anderson, and Damien Spry. London: Routledge, pp. 57-69.

Wallis, Cara. 2008. "Techno-Mobility and Translocal Migration: Mobile Phone Use among Female Migrant Workers in Beijing." In *Gender Digital Divide*, edited by Mananar Indira Srinivasan and V. V. Ramani. Hyderabad: Icfai University Press, pp. 196-216.

Book Reviews

Wallis, Cara. 2012. "Review of Daniel Miller's *Tales from Facebook*." *Information Technologies and International Development*, Volume 8, no. 1, 57-59.

Wallis, Cara. 2009. "China's Subaltern and the Possibilities for Social Change." Review of Jack Linchuan Qiu, *Working-Class Network Society*; Wanning Sun, *Maid in China*; Hairong Yan, *New Masters, New Servants*. *International Journal of Communication*, Volume 3, 908-914. <http://ijoc.org/ojs/index.php/ijoc/article/viewFile/653/368>

Other Publications

Wallis, Cara. Forthcoming. "E'gao" (Parody). In *Internet in China: Online Business, Information, Distribution, and Social Connectivity*, edited by Ashley Esarey and Randy Kluver. Gt. Barrington, MA: Berkshire Publishers.

Wallis, Cara. 2009. "Gender and Media Empowerment: An Overview of Innovative

Alternative and Participatory Media Projects since the 1980s." Commissioned report for *Marginal Groups and Media Empowerment*, eds. Bu Wei and Jack Linchuan Qiu. Ford Foundation.

Grants, Fellowships, and Honors

Research Grants

Bar, Francois, Melissa Brough, Sasha Costanza-Chock, Amanda Garces, Carmen Gonzalez, & Cara Wallis. 2009. *Mobile Voices: A Mobile, Open Source, Popular Communication Platform for First-Generation Immigrants in Los Angeles*. Co-investigator. MacArthur Foundation 2009 Innovation in Participatory Learning Award.

Añorve, Raul, Francois Bar, Melissa Brough, Sasha Costanza-Chock, Amanda Garces, Carmen Gonzalez, & Cara Wallis. 2008. *Mobile Voices: Participatory Action Research for Mobile Community among Immigrants in Los Angeles*. Co-investigator. Social Science Research Council Collaborative Grant in Media and Communications

Fellowships

Program for the Enhancement of Scholarly and Creative Activities (PESCA), 2013-2014

Glasscock Center for Humanities Research, Publication Support Grant, 2012

Glasscock Center for Humanities Research Internal Faculty Fellow, 2011-2012

Glasscock Center for Humanities Research Stipendiary Fellow, Confucius Institute, 2011-2012

Glasscock Center for Humanities Research Stipendiary Fellow, Communication Department, 2010-2011

Annenberg Research Network on International Communication, Small Research Award, 2008

Foreign Language and Area Studies Fellowship, 2006-07

Foreign Language and Area Studies Fellowship, Summer 2006

Diana Meehan Fellowship in Feminism & Communication, 2006

Center for Feminist Research, University of Southern California, Travel Grant, 2006

Gladys M. Byram Memorial Scholarship, 2003-04

DAMION WAYMER | ASSOCIATE PROFESSOR

Ph.D., Purdue University

Specialty: Organizational rhetoric; Issues Management; PR

Damion Waymer (Ph.D., Purdue University, 2006) is an Associate Professor of Communication at Texas A&M University. His program of research centers on organizational rhetoric, particularly regarding PR, issues management, corporate social responsibility (CSR), and strategic communication. His research projects address fundamental concerns about issues of diversity in general and issues of race, class, and gender, specifically, and how these social constructions shape and influence the ways that various audiences receive, react, and respond to certain messages. His research appears in outlets such as *Management Communication Quarterly*, *Journal of Applied Communication Research*, *Public Relations Review*, *Public Relations Inquiry*, *Journal of Public Relations Research*, *Journal of Communication Inquiry*, *Communication Quarterly*, *Qualitative Inquiry*, and elsewhere.

Teaching: He teaches organizational communication courses such as: External Organizational Rhetoric and Issues Management (undergraduate) and Organizational Rhetoric (graduate).



DAMION WAYMER

Ph.D., Purdue University Department of Communication. West Lafayette, IN.
2006

M.A., Purdue University Department of Communication. West Lafayette, IN.
2003

B.A., College of Charleston. Department of Communication. Charleston, SC.
2000

Academic Appointments

2013-Present: Associate Professor (with tenure), Department of Communication. Texas A&M. College Station, Texas.

2012-2013: Diversity Fellow, College of Liberal Arts and Human Sciences (CLAHS), Virginia Tech. Blacksburg, VA.

2007-2013: Assistant Professor, Department of Communication. Virginia Tech. Blacksburg, VA.

2010, 2011, 2012: Visiting Scholar. Davidson College. Davidson, NC.

2006-2007: Assistant professor, Jack J. Valenti School of Communication. University of Houston.
Houston, TX.

2001-2006: Graduate Teaching Assistant, Department of Communication. Purdue University. West Lafayette, IN.

2004-2005: Graduate Research Assistant, Information Technology at Purdue University (ITaP). Purdue University. West Lafayette, IN.

Selected Publications

Books

Goldman, A. Y., & Waymer D. (2015/forthcoming). *Black women in reality television docusoaps: A new form of representation or depictions as usual?* New York: Peter Lang.

Waymer, D. (Ed.). (2012). *Culture, social class, and race in public relations: Perspectives and applications*. Lanham, MD: Lexington Books.

Heath, R. L., Toth, E. L., & Waymer, D. (Eds.). (2009). *Rhetorical and critical approaches to public relations II*. New York: Routledge.

Academic Journal Publications

Waymer, D., Vanslette, S. H., & Cherry, K. (accepted). From Hannah Montana to naked on a wrecking ball: Miley Cyrus' corporate issues management, and celebrity debranding/rebranding efforts. *PRism*

Waymer, D., & Street, J. (accepted). HBCUs as relics or reminders race remains relevant in a "post-racial" society? Exploring and expanding the role of memory in public relations. *Public Relations Inquiry*.

Waymer, D. (2014). Shouldering the load: An analysis of gender-based differences in undergraduate PR writing classes and advising undergraduate PRSSA chapters. *Journalism & Mass Communication Educator*, 69, 404-414.

Goldman, A., & Waymer, D. (2014). Identifying ugliness, defining beauty: A focus group analysis of and reaction to Ugly Betty. *The Qualitative Report*, 19(20), 1-19. Retrieved from <http://www.nova.edu/ssss/QR/QR19/waymer20.pdf>

Heath, R. L., & Waymer, D. (2014). John Brown, public relations, terrorism, and social capital: "His Truth Goes Marching On" *Public Relations Inquiry*, 3, 209-226.

Heath, R. L., & Waymer, D. (2014). Terrorism: Social capital, social construction, and constructive society? *Public Relations Inquiry*, 3, 227-244.

Heath, R. L., Waymer, D., & Palenchar, M. J. (2013). Is the universe of democracy, rhetoric, and public relations whole cloth or three separate galaxies? *Public Relations Review*, 39, 271-279.

Waymer, D. (2013). Democracy and government public relations: Expanding the scope of

"relationship" in public relations research. *Public Relations Review*, 39, 320-331.

Waymer, D. (2012). Each one, reach one: An autobiographic account of a Black PR professor's

mentor-mentee relationships with Black graduate students. *Public Relations Inquiry*, 1, 398-414.

Waymer, D., Cannon, D., & Curry, G. M. (2012). Delving deeper into diversity and PR: Exploring the public relations potential of the black church. *Journal of Communication and Religion*, 35, 12-34.

Brown, K, White, C., & Waymer, D. (2011). African-American students' perceptions of public relations education and practice: Implications for minority recruitment. *Public Relations Review*, 37, 522-529.

Stokes, A. Q., & Waymer, D. (2011). The good organization communicating well: Teaching rhetoric in the public relations classroom. *Public Relations Review*, 37, 441-449.

Waymer, D., & Dyson, O. L. (2011). The journey into an unfamiliar and uncomfortable territory:

Exploring the role and approaches of race in PR education. *Journal of Public Relations Research*, 23, 458-477.

Boyd, J., & Waymer, D. (2011). Organizational rhetoric: A subject of interest(s). *Management*

Communication Quarterly, 25, 474-493.

Selected Professional Activities and Awards

National Communication Association (NCA), Chair of the Public Relations Division, NCA, 2013 winner of the NCA PRIDE Award for excellence and innovation in Public Relations Education.

Editorial Boards

Public Relations Inquiry, Qualitative Research Reports in Communication.

Courses Taught

Risk Communication (graduate)

Crisis Communication (graduate)

Communication and Issues of Diversity (undergraduate)

Organizational Rhetoric (graduate)

Strategic Communication (undergraduate)

Strategic Communication Case Studies (undergraduate)

Public Speaking (undergraduate)

Principles of Public Relations (undergraduate)

Campaign Communication (undergraduate)

Organizational Communication (undergraduate and graduate)

Issue Management/External Organizational Communication and Issues Management (undergraduate and graduate)

Public Relations Theory and Practice (graduate)

Graduate Student Committees

Served on 4 doctoral committees, served on 17 MA/MS committees—chairing or co-chairing 8 of those MA/MS committees

KYLENE WESNER | LECTURER

Ph.D., Texas A&M University

Kylene loves being an Aggie, teaching Aggies, and living in Aggieland. Her research interests are focused on technology use and effects in health care, organizations, education, and interpersonal communication.

Courses Taught: COMM 203: Public Speaking; COMM 205: Communication for the Technical Professions; COMM 210: Group Communication; COMM 215: Interviewing; COMM 230: Communication & Technology; COMM 280: Communication Careers; COMM 315: Interpersonal Communication; COMM 370: Health Communication



KYLENE J. WESNER

Ph.D., Communication, Texas A&M University, College Station, TX, 2014.

M.A., Applied Communication, Indiana University Purdue University Indianapolis,
Indianapolis, IN, 2007.

Clinical Research Certificate, Indiana University Purdue University Indianapolis,
Community Learning Network, Indianapolis, IN, 2003.

B.S., Biology, University of Southern Indiana, Evansville, IN, 2001.

Publications & Presentations

Publication

Barbour, J., Jacocks, C., & Wesner, K. (2013). The message design logics of organizational change: Investigating the creation of messages about planned organization change. *Communication Monographs*.

Lannamann, J.W., Harris, L.M., Bakos, A.D., & Baker, K.J. (2008). Ending the end-of-life communication impasse: A dialogic intervention. *Cancer Communication and Aging*. Eds. Lisa Sparks, Dan O'Hair and Gary Kreps. Hampton Press.

Conference Presentations

Barbour, J., Jacocks, C., & Wesner, K. (2012). The Message Design Logics of Organizational Change: A Multisite, Multiple Message Investigation. Presented at the 62nd Annual Conference of the International Communication Association, Phoenix, AZ, May 2012

Baker, K.J. (2010). The Impact of Skype on Group Interaction Dynamics. Presented at the 96th Annual Conference of the National Communication Association, San Francisco, CA, Nov. 2010

Barbour, J., Jacocks, C., & Baker, K. (2010). The Message Design Logics of Organizational Change: Investigating the Influence of Organizational and Institutional Factors on Message Sophistication. Presented at the 96th Annual Conference of the National Communication Association, San Francisco, CA, November 2010

Baker, K.J. (2009). Empowering Patients and Improving Patient-Provider Communication: A Case for ePHRs. Presented at the 95th Annual Conference of the National Communication Association, Chicago, IL, November 2009

Baker, K.J. (2009). Facebook as a Pedagogical Method: How Your Online Self Affects Your Offline Self. Presented at the 95th Annual Conference of the National Communication Association, Chicago, IL, November 2009

Baker, K.J. (2009). An Integrated Personal Health Management System: What are the Possibilities? Presented at the 59th Annual Conference of the International Communication Association, Chicago, IL, May 2009

Baker, K.J., Jacocks, C.W., Wesner, B.S. (2009). Information Seeking, Media Trust, and Perceptions of Cancer Risk: A HINTS Analysis. Presented at the 80th Annual Conference of the Western States Communication Association, Phoenix, AZ, February 2009

Wesner, B.S. & Baker, K.J. (2006) Stumbling Across Pandora's box: An Analysis of Corporate Spying and HIPAA. Presented at the 92nd Annual Conference of the National Communication Association, San Antonio, TX, November 2006

Baker, K.J. (2005). Assessing Young Women's Perceptions of the Pap Test. Poster Presentation at the International Association for Relationship Research (IARR) Conference on Exploring Health Relationships and Relationship Health, Indianapolis, IN, July 2005

Baker, K.J. (2001). Preliminary analysis of fungal inhibition utilizing a newly synthesized organotin/quaternary chemical (UHA-2000). Presented at the 2001 Sigma Zeta National Honor Society Convention, Campbellsville, KY and the 2001 Butler Undergraduate Research Conference, Indianapolis, IN

Research Experience

Research Assistant, January 2006 – May 2006

Indiana University Purdue University Indianapolis/School of Public and Environmental Affairs/Criminology Department – Indianapolis, IN

Health Communication Intern, July 2005 – December 2005

National Cancer Institute/National Institutes of Health – Rockville, MD

Graduate Research Assistant, January 2004 – May 2005

Indiana University Purdue University Indianapolis/Department of Communication – Indianapolis, IN

Undergraduate Research Assistant, August 2000 – May 2001

University of Southern Indiana – Evansville, IN

Teaching Experience:

Texas A&M University

COMM 203 Public Speaking

COMM 205 Communication for the Technical Professions

COMM 210 Group Communication

COMM 215 Interviewing

COMM 230 Communication & Technology

COMM 280 Communication Careers

COMM 315 Interpersonal Communication

COMM 322 Communication Tactics

COMM 370 Health Communication

Broward College

SPC 1608 Public Speaking

SPC 1024 Introduction to Speech Communication

Awards, Honors, & Grants

Student Led Award for Teaching Excellence (SLATE)-Award finalist – Texas A&M University – Spring 2010

Graduate Student “Good Egg” Award - Department of Communication – Texas A&M University – Spring 2009, Spring 2010

Graduate Teaching Academy Fellow – May 2009

Session Award – Why do physician's blog?, Student Research Week, Texas A&M University – March 2008

National Cancer Institute Health Communication Internship, National Institutes of Health, Department of Health and Human Services, July 2005 – December 2005

Outstanding Graduate Research Award – Assessing Young Women's Perceptions of the Pap Test, Department of Communication Studies, IUPUI – April 2005

Outstanding Graduate Research Award – Stumbling Across Pandora's Box: An Analysis of Corporate Spying and HIPAA, Department of Communication Studies, IUPUI – April 2007

Anne Donchin Graduate Essay Scholarship – Assessing Young Women's Perceptions of the Pap Test, Women's Studies Program, IUPUI – April 2005

The Chancellor's List, 2004 – 2005

Scholastic Excellence Award, USI, 1997 – 2001

USI Student/Faculty Creative Research Grant – 2000

USI Student Affairs Travel Grant – 2001

Sigma Zeta Math and Science Honor Society

MISTY M. WILSON | INSTRUCTIONAL ASSISTANT PROFESSOR

Ph.D., Texas A&M University

Misty Wilson studies the impact of race on romantic, interracial relationships, particularly in Black-White relationships. Her work specifically examines the identity transformation of white partners in these relationships, seeking to add to our understanding about the impact of intimate interracial relationships on white racial identity development. In addition, she studies the messages (both intentional and unintentional) family and friends deliver to interracial couples and how couples respond to these messages to maintain their relationships.

Courses Taught:

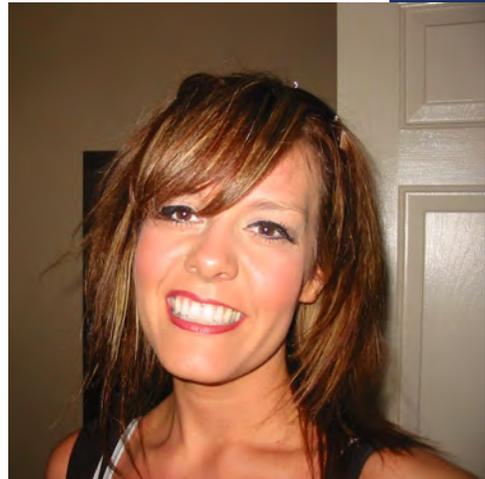
COMM 203: Public Speaking

COMM 315: Interpersonal Communication

COMM 335: Intercultural Communication

COMM 443: Communication and Conflict

COMM 460: (Special Topics): Communication and Race



MISTY M. WILSON

Ph.D., Communication, Texas A & M University, May 2008

M.A., Communication, Western Kentucky University, 2002

B.A., Speech Communication (Summa Cum Laude) Olivet Nazarene University, 2000

Academic Appointments

2014-Present: Instructional Assistant Professor, Texas A&M University, College Station, TX,

2012-2014: Lecturer of Communication, Texas A&M University, College Station, TX

2008-2012: Lecturer of Speech Communication, Georgia State University, Atlanta, GA

Spring 2009: Adjunct Professor, Georgia Perimeter College, Atlanta, GA

2007-2008: Assistant Professor of Speech Communication, University of Arkansas at Little Rock,
Little Rock, AR

2004-2006: Graduate Teaching Assistant, Texas A & M University, College Station, TX

2004: Graduate Research Assistant, Texas A & M University, College Station, TX

2003: Graduate Teaching Assistant, University of South Florida, Tampa, FL

2003: Adjunct Faculty of Communication Western Kentucky University, Bowling Green, KY

2002: Graduate Teaching Assistant, Western Kentucky University, Bowling Green, KY

2001-2002: Graduate Research Assistant, Western Kentucky University, Bowling Green, KY

Courses Taught

Fundamentals of Public Speaking (Mass lecture recitation and self-contained courses: 25 students)

Advanced Public Speaking (Small Discussion Format: 20 students)

Human Communication (Small Discussion Format: 35 students; Mass lecture: 125 students)

Interviewing Principles and Practices (Small Discussion Format: 20 students)

Argumentation and Debate (Small Discussion Format: 24 students)

Interpersonal Communication (Mass lecture: 120 students; 250 students; Discussion Format 20 students)

Intercultural Communication (Mass lecture: 250 students)

Interracial Communication (Small Discussion Format: 30 students)

Media, Culture, & Society (Mass Lecture: 125 students and Small Discussion Format 35 students)

Communication Research Methods (Small Discussion Format: 50 students)

Communication and Conflict (Small Discussion Format: 20 students)

Gender and Communication (Small Discussion Format: 30 students)

Persuasion (Small Discussion Format: 25 Students)

Health Communication (Small Discussion Format: 25 students)

Professional Experience

Research Assistant, Leadership Strategies, Inc. Consulting Firm, Bowling Green, KY, 2003

Marketing Representative for Adult Education Programs in Business and Nursing, Institute for Professional Development, Bourbonnais, IL 2000-2001

Public Relations Representative, Olivet Nazarene University, Bourbonnais, IL, 1996-2000

Scholarship

Wilson, M.M. (2015, April) Coming out narratives: Exploring how interracial partners reveal their relationship to family and friends. Paper accepted to be presented at the Southern Communication Association Conference, Tampa, FL.

Wilson, M.M. Black school: The transformation of white identity in interracial relationships. Under review at *The Journal of Intercultural Communication Research*.

Wilson, M.M. (2013, November). Black school: The transformation (or not) of white identity in black-white interracial relationships. Paper presented at the National Communication Association Conference, Washington, D.C.

Wilson, M.M. "Mom, Michael is Black:" Messages from the family to interracial couples. In preparation for submission to *Journal of Family Communication*.

Wilson, M.M. (2009, November). A whiteness scavenger hunt. Paper presented at the National Communication Association Conference, Chicago, IL

Wilson, M.M. (2009, November). Exploring messages from the family in black-white dyads. Paper presented at the National Communication Association Conference, Chicago, IL

Wilson, M.M. (2008, November). Experiential learning: Intercultural students' conversation pairs share dinner and a movie. Paper presented at the National Communication Association Conference, San Diego, CA.

Wilson, M.M. (2008, November). Unconventional news: An exercise in exploring international newspapers and global framing. Paper presented at the National Communication Association Conference, San Diego, CA.

Wilson, M.M. (2005, May). Who am I? Who are we? How children's hospitals' mission statements reflect membership negotiation and institutional positioning. Paper presented at the International Communication Association Conference, New York, NY.

Wilson, M.M. (2002, November). Boy meets girl: A narrative analysis of first dates. Paper presented at Spotlight on Graduate Student Research, Communication Week, Western Kentucky University, Bowling Green, KY.

Wilson, M.M. (2001, October). Symbolic convergence and the nation's response to 9/11. Paper presented at Response to 9/11 Colloquium, Western Kentucky University, Bowling Green, KY.

Awards & Honors

Aggie Belle (Developing Women to Be Leaders) Mentor/Speaker, College Station, TX , Fall 2013

"Favorite Faculty Member" Recognition, Zeta Tau Alpha Sorority, College Station, TX, Spring 2013

Top 10 Paper Award in G.I.F.T.S. (Great Ideas for Teaching Speech) at National Communication Association Conference for International News Framing Activity, November 2008

Tiffany Hunnicutt Graduate Teacher of the Year Award, Texas A & M University, Department of Communication, College Station, TX, May 2007

Guest Coach for Women's Basketball, Texas A & M University, College Station, TX, January 2007

Conversation Partner with Class Councils, Texas A&M University, College Station, TX, 2006

Selected by the student body as an instructor who encourages learning both inside and outside the classroom to lead informal discussions over dinner in order to engage students in current issues

Departmental Award for Outstanding Graduate Student in Communication, Western Kentucky University, Bowling Green, KY, 2002

Departmental Award for Outstanding Undergraduate Student in Communication.

Based on Solid Personal Character and Scholarship, Olivet Nazarene University, Bourbonnais, IL, 2000

APPENDIX E.

UNDERGRADUATE CERTIFICATE REQUIREMENTS

I. THE COMMUNICATION AND GLOBAL MEDIA CERTIFICATE

Designed to provide students with an understanding of a communication perspective on the impact of media in a global context. Media and communication sectors are the second largest export markets for the US, after defense and aerospace. The rise of the BRICI (Brazil, Russia, India, China, Indonesia) economies and the desire of businesses to capitalize on the growth of these markets as they double in size is a prime example of the application of this certificate. The CGMC prepares students for understanding the growth and impact of communication and global media in a variety of similar contexts. Each CGM certificate holder completes satisfactorily a pre-approved global experience of at least 12 consecutive weeks duration in addition to completing a minimum of 15 credit hours in these designated courses with a grade of "B" or better in each course.

Required Courses-9 hours:

COMM 335-Intercultural Communication

COMM 365-International Communication

COMM 458-Global Media

Required Global experience

Credit bearing is optional, does not count toward 15-hour min

Prescribed Elective Courses-choose 6 hours from:

COMM 330-Technology and Communication

COMM 345-Media Industries

COMM 354-Political Economy of Telecommunication

COMM 375-Media Audiences

COMM 452-Cultural Studies of Communication Technology

Other courses must be pre-approved

II. THE COMMUNICATION LEADERSHIP AND CONFLICT MANAGEMENT CERTIFICATE

Designed to develop communication leadership competence in interpersonal/group collaborative spheres and social/political arenas, to facilitate communication one on one in interpersonal interactions, across private and public boundaries and to mediate conflict in such diverse groups as families, work teams, political and religious groups and those engaged in geopolitical discord. The CLCM certificate prepares students for understanding the growth and impact of communication leadership and of conflict management, especially within the context of communication, and will serve undergraduate students well as they pursue diverse career options. Each CLCM certificate holder will obtain Certification in Basic Mediation by the State of Texas and complete a minimum of 15 credit hours in these designated courses and earn a

grade of "B" or better in each course used to meet the CLCM certificate requirements.

Required Courses- 9 hours:

COMM 324-Communication Leadership and Conflict Management
COMM 443-Communication and Conflict Management
COMM 485-*Directed Study enrollment concurrent with pursuance of Texas Mediation Certificate.*
Requires class discussion & research paper.

Prescribed Elective Courses-choose 6 hours from:

COMM 335-Intercultural Communication
COMM/WGST 420-Gender and Communication
COMM 431-Rhetoric of Social Movements
COMM 440-Political Communication
COMM 447-Communication, Group Processes and Collaboration
Other courses must be pre-approved

III. THE CERTIFICATE IN HEALTH COMMUNICATION

Designed to offer students two options in the sphere of health communication. Careers in Health and in Communication are growing much faster than average according to the Office of Occupational Outlook, Bureau of Labor Statistics. Health communication skills are increasingly valuable in careers related to health and medicine, as well as the media, public relations, and strategic communication. Health communication skills are applicable for a variety of health and medical career tasks including provider-patient consultations, patient advocacy; the formative research, design, implementation, and assessment of public health communication campaigns; the development of strategic communication initiatives for health organizations and related products and services; as well as leadership in public and private sector health agendas. Health messaging reaches diverse audiences and includes the use of advocacy to influence policy, as well as mediating and shaping public conversations on health issues both face-to-face and via traditional and new media in local and global arenas. Health communication skills are important for profit, nonprofit, and governmental organizations. The Health Communication Certificate (HCC) contains a choice of two tracks to prepare students to contribute in these arenas. One track provides a path of study for students interested in communication in healthcare organizations and provider-patient relationships. The other track provides a path of study for students interested in health campaigns, other forms of mediated health communication, and health policy. Each HCC holder will complete a minimum of 18 credit hours in these designated courses with a grade of "B" or better and will complete a significant pre-approved service-learning component with a non-profit or similar.

Required Courses- 9 hours:

- COMM 370-Health Communication
- COMM 470-Communication in Healthcare Contexts
- COMM 470-(variable topic) or 471-Media, Health and Medicine
- Required Service Learning
(Credit bearing is optional but does not count toward the 18 hrs.)

Choose one (1) of the following tracks:

A. Prescribed Elective Courses for Track I Patient-Provider/Organizations

Choose 9 hours from:

- COMM 315-Interpersonal Communication
 - COMM 320-Organizational Communication
 - COMM 324-Communication Leadership & Conflict Management or COMM 335-Intercultural Communication or
 - COMM 443-Communication and Conflict Management or
 - COMM 447-Communication, Group Processes and Collaboration
- Other courses must be pre-approved*

B. Prescribed Elective Courses for Track II Health Campaign/Public Policy

Choose 9 hours from:

- COMM 375-Media Audiences
- COMM 450-Media Campaigns
- COMM 325-Persuasion
- COMM 330-Communication and Technology

IV. THE CERTIFICATE IN STRATEGIC COMMUNICATION

Designed to develop both an understanding of communication strategies along with the communication tactics necessary to operationalize the strategy. The value of effective strategic communication is acknowledged by both profit and nonprofit corporations and by governmental agencies. The effect of strategic communication failures on the bottom line, on employee and stakeholder satisfaction, and on the efficient use of resources, is well documented. Gathering and interpreting appropriate information, audience analysis, as well as harnessing the power of accurate language in message crafting, are further noted as key strategic communication functions. Tactics available for implementing strategic communication are expanding exponentially as digital communication and new media evolve. Mastery of the integration of these tactics in strategic plans augment the effectiveness of internal and public issues management while mitigating corporate frustration, offensive messages, and overspending. Although effective strategic communication is critical to organizational success, many companies and agencies continue to need support and assistance in this arena. The *U.S. Department of Labor Occupational Outlook Handbook* notes that careers in various strategic communication areas are growing "faster than average" to "much faster than average." The Certificate in Strategic Communication will prepare Communication and Telecommunication Media Studies majors to plan and execute communication

strategically and to coordinate the integration of appropriate tactics to enhance commerce, government, and to further political, religious and social goals. Students earning the Strategic Communication certificate complete a semester-long strategic communication experience with a non-profit or similar and produce a portfolio of that work and complete a minimum of 18 credit hours in these designated courses with a grade of "B" or better in each course used to meet the SC certificate requirements.

Required Courses- 15 hours:

- COMM 323-Strategic Communication
- COMM 322-Communication Tactics
- COMM 375-Media Audiences
- COMM 325-Persuasion
- COMM 485 (replaced with COMM 321-Strategic Communication Case Studies starting Fall 2015- complete a semester long Strategic communication nonprofit service-learning experience

Prescribed Elective Course-choose 3 hours from:

- COMM 450-Media Campaigns
- COMM 440-Political Communication
- COMM 438-Propaganda
- COMM 449-Communication and Activism
- COMM 446- Communication, Organizations, and Society
- COMM 320-Organizational Communication
- Other courses must be pre-approved*

APPENDIX F.

GRADUATE STUDENT AWARDS, 2009-2014

SCHOLARLY AWARDS

Altenhofen, Brian	Regents Fellowship	2009-10
Blair, Shelly	Regents Fellowship	2008-09
Carter, Misti	College of Liberal Arts Merit Fellowship	2012-13
Carter, Misti	College of Liberal Arts Merit Fellowship	2013-14
Carter, Misti	Graduate Merit Fellowship	2011-15
Collins, Brittany	Graduate Diversity Fellowship	2009-13
Cosgriff-Hernandez, Kevin	Diversity Service Award	2009-10
Cruz, Joelle	Regents Fellowship	2008-09
Doshi, Marissa	Regents Fellowship	2010-11
Earle, Elizabeth	Graduate Diversity Fellowship	2014-15
Freytag, Jennifer	Lechner Scholars Fellowship	2014-15
Gaffey, Adam	Graduate Regents Fellowship	2009-10
Gonzalez, Ariadne	Graduate Diversity Fellowship	2010-11
Hinck, Robert	Vision 2020 Fellowship	2013-14
Holyoak, Isaac	Merit Fellowship	2011-12
Holyoak, Isaac	Graduate Merit Fellowship	2009-10
Logan, P. Lucas	Graduate Regents Fellowship	2009-10
Martinez, Amanda	Graduate Diversity Fellowship	2009-10
Miller, Jeremy (Lucy)	Regents Fellowship	2008-09
Mukhopadhyaya, Anirban	Graduate Fellowship	2011-12
Qu, Chang	Regents Fellowship	2009-10
Ramadurai, Vandhana	Regents Fellowship	2008-09
Richardson, David	Graduate Diversity Fellowship	2010-11
Riley, Catherine	College of Liberal Arts Merit Fellowship	2013-14
Riley, Catherine	College of Liberal Arts Merit Fellowship	2014-15
Riley, Catherine	Graduate Merit Fellowship	2011-12
Riley, Catherine	Vision 2020 Fellowship	2014-15
Rule, Forrest	Graduate Diversity Fellowship	2014-15
Stanford, Samaria	Graduate Diversity Fellowship	2009-10
Stiegel, Victoria	Vision 2020 Fellowship	2013-14
Stiegel, Victoria	Vision 2020 Fellowship	2014-15
Sukovic, Masha	AFS Academic Excellence	2010-11
Wood, Dustin	Regents Fellowship	2009-10

TEACHING AWARDS

Thorpe, M. Elizabeth	Departmental Teaching	2008-09
Andreas, Dorothy	Senator Phil Gramm Doctoral Fellowship	2009-10
Lemley, Lauren	Departmental Teaching	2009-10
Lozano-Whitten, Cheryl	Slate Teaching	2009-10
Wesner, Bradley	Slate Teaching	2009-10
Westgate, Christopher	Slate Teaching	2009-10
Boenker, Madeline	Departmental Teaching	2010-11
Boenker, Madeline	AFS Distinguished Grad Achievement	2010-11
Wesner, Bradley	Departmental Teaching	2010-11
Wesner, Bradley	AFS Graduate Teaching	2010-11

Hernandez, Leandra	Departmental Teaching	2011-12
Altenhofen, Brian	Departmental Teaching	2012-13
Hernandez, Leandra	AFS Graduate Teaching	2012-13
Bogue, Patty Ann	Fasken Chair - Glasscock	2013-14
Sommer, Paul	Departmental Teaching	2013-14
Bellar, Wendi	AFS Distinguished Graduate Student	2014-15
Bogue, Patty Ann	AFS Distinguished Graduate Student	2014-15
Terry, Andrea	AFS Distinguished Graduate Student	2014-15
Ziemer, Jordan	CLLA Dissertation Enhancement	2014-15

RESEARCH AWARDS

Andreas Collins, Dorothy	CLLA Dissertation Research	2009-10
Andreas Collins, Dorothy	Outstanding Graduate Student-Dept	2009-10
Blair, Shelly	CLLA Dissertation Research Grant	2010-11
Bogue, Patty Ann	Professional Development Support	2014-15
Brown, Brown	TAMU Public Policy Fellow	2008-09
Chinn, Jacquelyn	Jim and Bonnie Creel Fellowship	2014-15
Cho, Kyong	Professional Development Support	2014-15
Cosgriff-Hernandez, Kevin	Blackard Fellowship	2010-11
Cruz, Joelle	Bush Foundation Travel Grant	2010-11
Cruz, Joelle	Blackard Fellowship	2011-12
Cruz, Joelle	Outstanding Graduate Student-Dept	2011-12
Holyoak, Isaac	Professional Development Support	2011-12
Dean, Marleah	Professional Development Support	2012-13
Dean, Marleah	Jim and Bonnie Creel Fellowship	2013-14
Dean, Marleah	Dissertation Enhancement	2013-14
Dean, Marleah	Outstanding Graduate Student-Dept	2013-14
Doshi, Marissa	Outstanding Graduate Student-Dept	2012-13
Gesch-Karamanlidis, Eleni	Vision 2020 Fellowship	2012-13
Gesch-Karamanlidis, Eleni	Vision 2020 CLLA Dissertation	2014-15
Gesch-Karamanlidis, Eleni	Professional Development Support	2014-15
James, Eric	Blackard Fellowship	2012-13
James, Eric	Dissertation Enhancement	2012-13
Jumper, Rachel	Outstanding Graduate Student-Dept	2008-09
Jumper, Rachel	AFS Distinguished Grad Achievement	2008-09
Koh, Taejin	Professional Development Support	2012-13
Lu, Jia	AFS Distinguished Grad Achievement	2009-10
Ormes, Gregory	Blackard Fellowship	2013-14
Ormes, Gregory	Dissertation Enhancement	2013-14
Ramadurai, Vandhana	Dissertation Enhancement	2011-12
Ramadurai, Vandhana	Jim and Bonnie Creel Fellowship	2012-13
Riley, Catherine	Professional Development Support	2013-14
Riley, Catherine	Vision 2020 Fellowship	2014-15
Riley, Catherine	CLLA Dissertation Enhancement Award	2014-15
Schaefer, Zach	Blackard Fellowship	2009-10
Sommer, Paul	CLLA Dissertation Enhancement Award	2014-15
Sukovic, Masa	Outstanding Graduate Student-Dept	2010-11
Sukovic, Masa	Jim and Bonnie Creel Fellowship	2011-12
Sukovic, Masa	Glasscock Graduate Fellowship	2008-09
Westgate, Christopher	Student Research Week Award	2008-09
Ziemer, Jordan	Blackard Fellowship	2014-15
Ziemer, Jordan	CLLA Dissertation Enhancement Award	2014-15

CONFERENCE TOP PAPER AWARDS

- Blair, S. (2009). Hegemonic Masculinity and the Life of a Pick Up Artist: A Rhetorical Analysis of the Mystery Method. Presented at SSCA,
- Collins, Brittany When will we start listening? Legitimizing the presence of African American leaders through a Sensemaking perspective. The International Congress of Qualitative Inquiry conference, University of Illinois, Urbana-Champaign, IL. 2011
- Cruz, J. M (2010, October). Success stories as hegemony: Framing development on USAID websites for West Africa. Paper presented at the Global Fusion Conference, Texas A&M University.
- Cruz, Joelle Top Graduate Student Paper Award Success Stories as Hegemony: Framing development on USAID websites for West Africa, \$300. Global Fusion Conference, College Station, TX. October 2010
- Doshi, M (2013) Ramasubramanian, S. and Doshi, M. Acculturation, Group Vitality, and Media Use in the South Asian Diaspora. New Media, Old Media, Social Media: Changing South Asian Communications Scholarship, Pre-conference International Communication Association Conference. London, UK
- Doshi, M. (2012) Re-telling old tales: A critical analysis of discourses about Slumdog Millionaire. Global Fusion. Athens, OH
- Doshi, M. (2012) Doshi, M. and Ramasubramanian, S. Identity Negotiations: Role of Media in Influencing Intergroup Perceptions of Newer and Older U.S. Immigrants from India International Communication Association conference, Phoenix, AZ
- Doshi, M. (2012) Role of media in self-esteem of Indians in the United States. Diversity conference, Texas A&M University, College Station, TX
- Doshi, Marissa Top 4 Graduate Student Paper Award Doshi, M. (March 2012) Crossroads and transitions. Health experiences of international students. New Voices, New Perspectives. Graduate student conference. University of North Texas.
- Gaffey, Adam J. Top Graduate Student Paper Award Rhetoric and Public Address Division "Obama's Change: Republicanism, Remembrance, and Rhetorical Leadership in the 2007 Presidential Announcement Address." Southern States Communication Association Convention 2013
- Gaffey, Adam Top Graduate Student Paper Award Public Address Division, The National Communication Association "Visualizing Washington's Union: Commemoration, Flags, and the 'Farewell Address'" 2011
- Gan, Ivan Top Graduate Student Paper Award Communication Education Interest Group 2014
- Hampsten, K. and Ramasubramanian, S. Representations of food and femininity in *Seventeen Magazine* from 1945-2005. NCA, San Francisco. Competitively selected convention paper 2010
- Hampsten, Katherine Top Graduate Student Paper Award "Opting out" and *The ten year nap*: A third wave response to radical feminism. FemRhet 2009 Conference. Michigan State University 2009
- Hatfield, E.F. "More than Moms: Assessing Celebrity Magazines Coverage of Parenthood." Southern States Communication Association Annual Conference, Memphis, TN, April 7-11, 2010

- Hatfield, Elizabeth Top Graduate Student Paper Award Southern States Communication Association Conference 2010
- Holyoak, Isaac "Striving for a Ten-hour Work Day: Sarah G. Bagley and Proto-consciousness-raising," Western States Communication Association, Rhetoric and Public Address Division, 2012
- Isaac Clarke Holyoak, "Critical Rhetoricians as Intellectual Workers," Southern States Communication Association, Communication Theory Division, Little Rock, 2011. Top Student Paper.
- Isaac Clarke Holyoak, "On the (Im)Possibility of Reconciliation: The Mormon Response to Mountain Meadows Massacre," Southern States Communication Association, Rhetoric and Public Affairs Division, Little Rock, 2011. Top Student Paper Panel.
- Malphurs, R. (2009) "Can you hear me above the Laughter? The role of Humor at the U.S. Supreme Court." National Communication Association, Chicago, November 12-15, 2009.
- Miller, Lucy (2011). The Visual Style of CLAMP. Popular Communication at the 2011 Southern States Communication Association conference
- Sukovic, Masha National Communication Association (NCA) Scholarly Breakthrough Award "Seasoning for the Soul: Empowerment through Food Preparation among Mexican Women in the Texas Colonias," NCA Convention in San Francisco 2011.
- Terry, Andrea Top Graduate Student Paper Award 2013
- Wesner, B.S. (2009). How cross-functional teams make a quick start. Presented at the National Communication Association. Paper presented at the 93rd Annual National Communication Association Convention, Chicago, IL. Top Three Paper in Group Communication-
- Wood, Dustin Top Graduate Student Paper Award Wood, D. A. & Aune, J. A. (2012, April). The First Amendment At War With Itself: Religious Controversy at the Air Force Academy. Southern States Communication Association, Freedom of Speech and Culture Division, San Antonio, TX.
- Ziemer, Jordan Top Debut Paper Award in the Organizational Communication Division at the Western States Communication Association Convention 2014

APPENDIX G.

GRADUATE STUDENT CONFERENCE PRESENTATIONS, 2009-2014

Blair, S. (2011). Woman as helpless child: Investigating the construction of gender in pro-life pamphlets distributed at a family planning and abortion clinic. Presented at the Western States Communication Association annual conference, Monterey, CA.

Blair, S. (2010). Woman as helpless child: Investigating the construction of gender in pro-life pamphlets distributed at a family planning and abortion clinic.

Blair, S. (2010). "Let Me Twitter 'dat!'"': Blogging, Facebooking, and Tweeting Toward Social Change. Presented at Feminist Action Project Conference, Austin, TX.

Blair, S. (2009) "We Can Make A Big Dent": Activism and Communication in the Anti-trafficking Organization." Presented at the National Communication Association annual conference 2009, Chicago.

Blair, S. (2009) "I Guess I am an Activist: Redefining Community Activism in a Small Town" Presented at the annual conference for OSCLG, Los Angeles, CA.

Blair, S. (2009). "Merging Ideals, Structures, and Practices: Offering a New Look at Feminist Organizations" Presented at the annual conference for OSCLG, Los Angeles, CA.

Blair, S. (2009). White here, White Now: Exploring Whiteness in the heart of Texas. Presented at the annual conference for Qualitative Inquiry, Urbana-Champaign.

Blair, S. (2009). Hegemonic Masculinity and the Life of a Pick Up Artist: A Rhetorical Analysis of the Mystery Method. Presented at SSCA, Top Paper Panel

Blair, S. (2009). Everybody Hurts": An Autoethnographic Exploration of the Performance of Pain. Presented at WSCA.

Blair, S. (2009). "I feel like there is a change that's happening, and it's big": Understanding Human Service Workers' Communication in the Anti-Human Trafficking Organization. Presented at WSCA.

Bellar, W. (2014) "Mobile Religion: Motivations and Gratifications of Evangelical Christians' Use of Religious Mobile Applications." (Accepted for Presentation at the 2014 International Communication Association Preconference on Media and Religion)

Bellar, W., Cho, K. J (2014). "Please Open Your Digital Bible to Today's Passage: An RSST Approach to Studying Technology Use in Church Settings." (Accepted for Presentation at the 2014 International Society for Media, Religion and Culture conference in Canterbury)

Bellar, W. (2012). "Holy App: An Exploration of Christian, Jewish, and Islamic iPhone Applications." (Presented at AEJMC 2012 Conference in Chicago, IL)

Weaver, C., Arnould, K., **Bellar, W.R.**, Chagnon, K. (2012). "Media & LGBT Youth Suicide: A case study of media coverage surrounding LGBT suicides in September of 2010." (Presented at the Pop Culture Association 2012 Conference in Boston, MA)

Boenker, M., Head, K. J., & Stephenson, M.T. (2010). Tanned appearance motives predict attitudes, intentions, and behaviors. Presented at the annual meeting of the National Communication Association in San Francisco, CA.

Bogue, P.A., Lazo, M., & Shehane, M. (2014). Transforming Faculty as Leaders in Service-Learning Pedagogy Through Innovative Partnerships in Academic and Student Affairs. Workshop presentation at the National Association of Student Personnel Administrators National Conference, Baltimore, MD.

Bogue, P.A., (2014). An Analysis of the Undergraduate Service Movement in American Institutions of Higher Education. Paper presentation at the Sooner Communication Conference, Norman, OK.

Bogue, P.A. & Riley, C. (2013). Tell Me Your Story: Storytelling as a Means of Civic Engagement and Renewal. Workshop presentation at the Continuums of Service Conference, Portland, OR.

Bogue, P.A., (2013). Using Walter Fisher's Narrative Paradigm as an Approach to Analyzing Civic Engagement Practices in Institutions of Higher Education. Paper presentation at the Central States Communication Association Conference, Kansas City, MO.

Bogue, P.A., (2013). A Communicative Analysis of Marketing Discourse of Undergraduate Leadership Programs at Baylor University, Southern Methodist University, Texas A&M University, and the University of Texas. Paper presentation at the Southwest/Texas Popular Culture and American Culture Association Conference, Albuquerque, NM.

Bogue, P.A., (2011). Sizemore, S., & Von Burg Beasley, A. Citizenship in Today's Society. Paper presentation at the National Communication Association Conference, New Orleans, LA.

Green, P.A. (2011). A Rhetorical Study of Civic Engagement Rhetoric and Practices at Wake Forest University. Paper presentation at the Eastern Communication Association Conference, Arlington, VA.

Green, P.A. (2010). *Building Bridges: Case Study on the Chinese Government's Engagement with Foreign Publics*. Complimentary panel presentation at the National Communication Association Conference; San Francisco, CA.

DeMonbrun, M., **Green, P.A.**, & Reamey, B. (2010). The Blackburn Institute Model at the University of Alabama. Workshop presentation at the Jon C. Dalton Institute on College Student Values Conference, Tallahassee, FL.

Carter, M.H. (2013). The U.S. Supreme Court's justifications in The Chinese Exclusion Case: An argumentation analysis. Paper presented at the 2013 International Communication Association (ICA) annual meeting, London, UK.

Carter, M.H. & Barbour, J. (2012). The legal organization: A research agenda for the study of the law and organizing. Paper presented at the 2012 National Communication Association (NCA) annual meeting, Orlando, FL.

Carter, M.H. (2012). What Media Depictions Tell Jurors vs. Empirical Evidence. Poster presented at the 2012 Annual American Society of Trial Consultants (ASTC) Conference, New Orleans, LA.

Carter, M.H. (2010). Grading a Writing Intensive Course – How to Create Feedback for Hundreds of Papers a Semester. Presentation at the '10 Annual Assessment Conference, College Station, TX.

Chen, Hongliang (2014). "Third Person Effect and Internet Pornography in China: The Influence of Social Distance, Pornography Exposure, Sex Knowledge, Collectivism and Feminism". 2014 Popular Culture & American Culture Association Conference. Chicago, IL.

Campbell, H. Echchaibi, N. & **Chinn, J.N.** (2013). Framing Islamism in Arab media: An analysis of Al Jazeera Arabic's reporting on the Islamist resurgence in the Arab Spring. Paper presented at the workshop on Muslim Religious Media and the Arab Spring, Doha, Qatar.

Chinn, J.N. (2013). Ideological nodes: Comparing news coverage in three Middle Eastern media outlets. Invited paper for spotlight panel on "Religion and Communication" at the 2nd annual Communicating Diversity Student Conference, College Station, TX.

Chinn, J.N. (2012). Creating virtual communities via 21st century statecraft: The structure of diplomatic revolutions? Paper presented at the 98th annual meeting of the National Communication Association, Orlando, FL.

Kluser, A.R., **Chinn, J.N.** (2012). To follow Nixon's example: Chinese media coverage of the 40th anniversary of China-US diplomatic relations. Paper presented at the 98th annual meeting of the National Communication Association, Orlando, FL.

Barbour, J.B., **Chinn, J.N.** (2011). Emergency planning as organizational uncertainty management. Paper presented at the 97th annual meeting of the National Communication Association, New Orleans, LA.

Chinn, J. (2010). Accounts of resistance and decline in volunteer emergency response. Poster presentation for the 25th annual meeting of the Organizational Communication Mini Conference, New Brunswick, NJ.

Carpenter, N., Diaz, I., Bergman, M., **Chinn, J.** (2010). Workplace experiences of bilingual employees: a replication and extension. Poster presentation for the 25th annual meeting of the Society of Industrial Organizational Psychology, Atlanta, GA.

Chinn, J. (2009). A framework for language choice in the workplace: a qualitative examination. Poster presentation for the 55th annual meeting of the Southwestern Psychological Association, San Antonio, TX

Bellar, W. & **Cho, K.** (2014). "Please Open Your Digital bible to Today's Passage: An RSST Approach to Studying Media Technology Use in Church Settings." International Society for Media, Religion, and Culture Conference at University of Kent, Kent, England.

Altenhofen, B., Bellar, W., Campbell, H., **Cho, K.** (2014). "Studying Mobile Faith in App Culture: A Strategic Framework for Investigating Religious Mobile Applications." International Society for Media, Religion, and Culture Conference at University of Kent, Kent, England.

Cho, K. (2013). "24 People Do Not Like the Horse Dance: YouTube as Community?" 8th Cybercultures Conference in Prague, Czech Republic.

Cho, K. (2013). "Christ-Figures in Film: Moving Beyond Definitions to Theological Discussion in I am Legend and Gran Torino." 4th Elon Media and Religion Conference at Elon University in Elon, North Carolina, USA.

Cho, K. (2013). "Impolite Dinner Topics: Exploring Religion and Politics in U.S. News Coverage of the Rally to Restore Honor." Southwest Commission on Religious Studies Meeting in Irving, Texas, USA.

Cho, K. (2011). "Theology in the Electronic Age: What Marshall McLuhan has to say to the Theologian." McLuhan100: Then, Now, Next Conference at University of Toronto, Toronto, Ontario, Canada.

Cho, K. (2011). "A New Literacy? The Theologian's Task and Media." Interface Conference 2011 at St. Patrick's College, Maynooth, Ireland.

Cho, K. (2010). "Online Religious Community: A Discourse Analysis of Christian Discussion Forums." 7th International Conference on Media, Religion, and Culture at Ryerson University, Toronto, Canada.

Cho, K. (2010). "Online Religious Community: A Discourse Analysis of Christian Discussion Forums." University of Illinois Communication Collaboration Conference, Urbana, Illinois, USA (student conference presenting work in progress).

Cho, K. (2010) "Religious Frames in Online Christian Magazines." Midwest American Academy of Religion Conference at Augustana College, Rock Island, Illinois, USA

Cho, K. (2009). "Christian Online Communities: A New Theological Frontier with Old Tendencies." Student Theological Conference at Garret-Evangelical Theological Seminary, Evanston, Illinois, USA.

Collins, B. (2011, March). Racelessness and communication: Investigating racial identity management among high achieving African Americans. Paper presented at Critical Ethnic Studies Conference, University of California at Riverside, Riverside, CA.

Collins, B. (2010, November). Black men and women of the university: An examination of token dynamics at an institution of high learning through a communication perspective. Paper presented to the Organizational Communication Division of the National Communication Association (NCA), San Francisco, CA.

Collins, B. (2010, October). Black leader or leader who happens to be black? Racial identity politics among African American leaders in an institution of higher learning. Poster presented at the Organizational Communication Mini-Conference (OCMC), Rutgers University, New Brunswick, NJ.

Collins, B. (2011, November). Freaknik, The Musical: Who Represents "Real" Hip Hop? A Battle for Authenticity. Paper to be presented at the National Communication Association Conference, New Orleans, LA.

Barge, K.; **Collins, B.**; Reed, R., & Alexander, S. (2011, November). The Practice of Interviewing in Organizational Communication Research. Paper to be presented at the National Communication Association Conference, New Orleans, LA.

Collins, B. (2011, October). According to Fortune's Top 100: What is Diversity? (Re)Producing an Organizational Diversity Discourse. Paper to be presented at the Organizational Communication Mini Conference, Missouri University at Columbia, MO.

Cosgriff-Hernández, K.-K., Sharf, B. (2010). Trailblazing healthcare: The reconceptualization and institutionalization of complimentary/alternative medicine. Paper presented at the National Communication Association Organizational Communication Pre-Conference, San Francisco, CA.

Cosgriff-Hernández, K.-K. (2010). Avoid Getting Your Shirt Handed to You: Framing, Ethics, and Planning in Negotiation. Paper presented at the National Communication Association, San Francisco, CA.

Cosgriff-Hernández, K.-K. (2010). I just want to play: Female ballplayers negotiating masculinity. Paper presented at the Fourth Summit on Sport and Communication, Cleveland, OH.

Cosgriff-Hernández, K.-K. (2009). How to ADVANCE: Organizational rhetoric of success for women in engineering. Paper presented at Organizational Communication Mini Conference, Northwestern University, Evanston, IL.

Cosgriff-Hernández, K.-K. (2009). Yo soy-I am: An autoethnographic investigation of cultural identity. Paper presented at the annual meeting of the Western States Communication Association, Mesa, AZ.

Cox, Travis (2012). Believe me, I'm a doctor: A visual analysis of credibility in "The Dr. Oz Show". Paper presented at the Visual Communication Conference in Midway, Utah.

Cox, Travis (2012). Credibility in Comics: An Aristotelian analysis of ethos in "Calvin and Hobbes". Paper presented at the National Communication Conference in Orlando, Florida.

Cox, Travis (2011). Turning Back the Calendar: An Analysis of Main Street USA's use of Nostalgia. Paper presented at the Visual Communication Conference in Taos, New Mexico.

- Cruz, J. M.** (2010). Success stories as hegemony: Framing development on USAID websites for West Africa. Paper presented at the Global Fusion Conference, Texas A&M University.
- Cruz, J. M.** (2010). Work advice, experts, and the voice of management: Constraining the working woman in *Essence* and *Glamour* magazines. Paper presented at the annual meeting of the International Communication Association, Singapore, Singapore.
- Cruz, J. M.** (2010). Materializing intersectional approaches in diversity training: An analysis of diversity training materials. Paper presented at the annual meeting of the International Communication Association, Singapore, Singapore.
- Cruz, J.M.** (2010). "We thank the American people and USAID for their help": framing illness and health on USAID website for Sénégal. Paper presented at the Communication and Development Conference, Ohio University.
- Cruz, J. M.** (2009). Why don't you lighten your skin? A critical feminist and race perspective on skin-lightening advertisements in *Amina*, an African women's magazine. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
- Cui, X.** (2010). The Changes of Power Dynamics in China's Media System: Seen through Strategies in Shanzhai Production, Distribution and Regulation. The Global Fusion 2010 Media & Communication Conference, College Station, TX.
- Cui, X.** (2010). Media representations of news anchors' professionalism in the US and in China: Comparative case studies of newspaper coverage of Walter Cronkite and Jing Luo. 2010 Annual Conference of Kentucky Communication Association (KCA), Prestonsburg.KY.
- Cui, X.** (2010). National Identity Construction in the Opening Ceremony of Beijing Olympic: From the perspective of media rituals. Annual Conference of International Communication Association (ICA), Singapore.
- Cui, X.** (2009). Social influences on SNS adoption and uses: a case study of xiaonei.com. Presented in Association of Education in Journalism and Mass Communication (AEJMC) Mid-Winter Conference, Norman, OK.
- Davis, M.** (2014) A Gangsta Rap Parable: The lessons of Kendrick Lamar and his debut album, "Good Kid, M.A.A.D. City." Paper will be presented at the Circling Our Wagons: Reflections on Hip Hop Landscape(s) conference at Albany State University. Albany, Georgia.
- Davis, M.** (2011) Making The Headlines: Reasons Black Youths Are Enticed To Gangs In Los Angeles-California. Los Angeles, California.
- Davis, M.** (2010) Perception of Social Groups: A Linguistic Comparison Among Collegiate Greek Organizations. Paper presented at the taking the next step: Decision Making Strategies Leadership Alliance National Symposium.

Dean, M. & Gill, R. (2014). "You have to come look at Cellulite!": Gendered communication styles of emergency department physicians and nurses. Abstract competitively selected by the *Kentucky Conference on Health Communication*, Lexington, KY. Author and presenter.

Dean, M. (2014) "The Angelina Jolie Effect": An analysis of Angelina Jolie's decision to undergo a preventative double mastectomy. Abstract competitively selected by Communication Diversity Conference, Texas A&M University, College Station, TX. Author and presenter.

Dean, M. (2013, November). "The lump that changed our lives: Exploring connections between family and personal narratives of breast cancer." Paper competitively selected by Ethnography Division, *National Communication Association*, Washington DC. Author and presenter.

Dean, M., & Street, R. L. (2013). "A three-part flow model of patient-centered communication for addressing cancer patients' emotional distress." Abstract competitively selected by *International Conference on Communication in Healthcare*, Montreal, Canada. Author and presenter.

Dean, M., & Hernandez, L. (2013). "Lots of doctors have lost their sense of caring they would rather do what they want for you and be done: Caucasian and Hispanic/Latina women's communication style preferences with physicians." Abstract competitively selected by *International Conference on Communication in Healthcare*, Montreal, Canada. Author and presenter.

Dean, M., & Hernandez, L. H. (2013). "'I wish every doctor was like a mom': Caucasian and Hispanic/Latina women's perceptions of communication with healthcare providers." Abstract competitively selected by *Communicating Diversity Conference*, Texas A&M University, College Station, TX. Author and presenter.

Hernandez, L. H., & **Dean, M.** (2013). "They don't like us telling them what's good for our bodies. It's the 'God Complex': Negotiation of women's bodily ownership and expertise in patient-provider interactions." Abstract competitively selected by *Communicating Diversity Conference*, Texas A&M University, College Station, TX. Co-author.

Dean, M. (2012) "It's like a giant game of telephone': Physicians' perceptions of effective communication in the emergency department community." Paper competitively selected by Health Communication Division, National Communication Association, Orlando, FL. Author and presenter.

Dean, M. (2012) "Where is 25's chart?" Examining emergency department culture to improve physician and nurse communication." Abstract competitively selected by International Conference on Communication in Healthcare, St. Andrews, Scotland. Author and presenter.

Dean, M. (2012) "Information exchange, interruptions, and handoffs: How the ethnography of communication can benefit future emergency department research endeavors." Paper competitively selected by Language and Social Interaction Division, Southern States Communication Association. Author and presenter.

Dean, M. (2011). "One context, Two perspectives: Using the ethnography of communication to study physician and nurse communication in the emergency department context." Paper competitively selected by Health Communication Division, National Communication Association, New Orleans, LA. Author and presenter.

Dean, M. (2011). "'I am satisfied when': A look at patient satisfaction and culture." Paper competitively selected by Health Communication Division, Western States Communication Association, Monterey, CA. Author and presenter.

Clark-Hitt, R., **Dean, M.**, Smith, S., Nazione, S., & Whitten, P. (2010). "Content analysis of breast cancer web pages." Paper competitively selected by Health Communication Division. National Communication Association, San Francisco, CA. Co-author.

Levine, T. R., Ali, M., **Dean, M.**, Hartman, J., Abbula, R.A., Sultan, F., & Garcia-Ruano, K. (2010). "Toward a pancultural typology of deception motives." Paper competitively selected by International Communication Association, Singapore. Co-author.

Dean, M., Levine, T. R., Ali, M., Hartman, J. & Abbula, R. A. (2010). "Cross-cultural deception. Poster competitively selected by Society of Cross-Cultural Research, Albuquerque, NM. Author and presenter.

Clark-Hitt, R., **Dean, M.**, Smith, S., Nazione, S., Atkin, C., & Whitten, P. (2009) "Content Analysis of Breast Cancer Web Pages: Environmental Risk, Prevention, Detection, Treatment, Awareness, Social Support, and Survivorship." Poster competitively selected by Breast Cancer and the Environment Research Centers, San Francisco, CA. Co-author.

Doshi, M. (2013) Contradictions and disjunctures: Framing of empowerment by USAID and the Half the Sky Movement. Panel: Constituting Knowledge Within Brands of Philanthropy: Critical Examinations of the Framing and Selling of Aid Projects. National Communication Association Conference, Washington DC.

Doshi, M. (2013) Elmo Everywhere: A Critical Analysis of Cultural Proximity in Practice. National Communication Association Conference, Washington DC.

Ramasubramanian, S. and **Doshi, M.** (June 15-17, 2013) Acculturation, Group Vitality, and Media Use in the South Asian Diaspora. New Media, Old Media, Social Media: Changing South Asian Communications Scholarship, Pre-conference International Communication Association Conference. London, UK.

Doshi, M. (June 15-17, 2013) Crossroads and transitions. Health experiences of international students. International Communication Association Conference. London, UK.

Doshi, M. (2012) Re-telling old tales: A critical analysis of discourses about Slumdog Millionaire. Global Fusion. Athens, OH (October 26-28).

Doshi, M. and Ramasubramanian, S. (2012) Identity Negotiations: Role of Media in Influencing Intergroup Perceptions of Newer and Older U.S. Immigrants from India International Communication Association conference, Phoenix, AZ (May 24-28).

- Doshi, M.** (2012) Role of media in self-esteem of Indians in the United States. Diversity conference, Texas A&M University, College Station, TX (April 20).
- Doshi, M.** (2012) Crossroads and transitions. Health experiences of international students. New Voices, New Perspectives. Graduate student conference. University of North Texas, Denton, TX (March 9-10).
- Doshi, M.** (2011) Waiting: An autoethnography about caring for my mother with terminal cancer. Doing Autoethnography. Here and Now. Graduate student conference. Wayne State University, Detroit, MI (November 4-5).
- Doshi, M.** (2011) Health Mosaics: Health experiences of international students. Global Fusion, Philadelphia, MA (October 14-16).
- Gaffey, Adam** (2010)_*National Communication Association*. "Eugene V. Dens and America's Antebellum Past: Reading the 1908 Campaign Announcement as Public Memory," San Francisco, California, 17 November 2010.
- Gaffey, Adam** (2010)_*Rhetoric Society of America*, 14th Biennial Conference. "Public Memory and Political Culture: The U.S. Senate's Antithetical Readings of Washington's 'Farwell Address' in 1862 and 1888," Minneapolis, Minnesota, 31 May 2010.
- Gesch-Karamanlidis, E.** (2014) "Institutional Contradiction and the Dissolution of Deliberative Democracy in the Public Hearing, According to Structuralist Divergence Theory", Accepted Paper, April 3-6, 2014, Civil Dialogue & Leadership Conference.
- Gesch-Karamanlidis, E.** (2011) "From Legal Conflict to Common Ground: Environmental NGOs and the U.S. Navy Share Their Perceptions of Engagement Efforts", June 23-26, 2011, Association for Environmental Studies and Sciences Annual Meeting
- Gesch-Karamanlidis, E.** (2011) "Measuring the Potential of Positive Dialogue and Working Relationships between the U.S. Navy and Environmental Community with an Online Anonymous Survey", June 4-8, 2011, International Symposium on Society and Resource Management
- Gesch-Karamanlidis, E.** (2011) "Flipper Says Only YOU Can Avoid Legal Battles: Partnerships Between Environmental NGOs and the U.S. Navy", April 1-3, 2011, Southeastern and Mid-Atlantic Marine Mammal Symposium
- Gonzalez, A.** (2013). Leadership through portraiture: An analysis of Hispanic leadership, culture, and performance. Accepted to the International Communication Association Conference, London, England.
- Gonzalez, A.** (2013). Whose reality? A comparative analysis of *Bordertown: Laredo and Border Wars*. Southwest/Texas Popular Culture and American Culture Association Conference, Albuquerque, New Mexico, February 13-16, 2013.
- Gonzalez, A.** (2012). 'Sometimes I want to throw it all away and just stay in bed!' A case study of a Mexican immigrant's struggle between work and life in the U.S. University of North Texas' New Voices, New Perspectives Communication Student Conference, Denton, TX.

Gonzalez, A. (2012). Language barriers and cultural brokering in medical encounters. University of North Texas' New Voices, New Perspectives Communication Student Conference, Denton, TX.

Hatfield, E.F. (2010). "Picturing Celebrity Parenthood: A Semiotic Analysis of Gendered Parenting in People Magazine." National Communication Association's Convention, San Francisco, CA.

Hatfield, E.F. (2010). "Valuing Work, Valuing Family: A Comparison of 'Balance' Discourse Targeting Mothers and Fathers." National Communication Association's 96th Annual Convention, San Francisco, CA.

Hatfield, E.F. (2010). "More than Moms: Assessing Celebrity Magazines Coverage of Parenthood." Southern States Communication Association Annual Conference, Memphis, TN, [TOP STUDENT PAPER – Gender Studies Division].

Hatfield, E.F. (2010). "Women's Positive Experiences Using Dating Websites: Cultural Influences, Community and Empowerment Online." Southern States Communication Association Annual Convention, Memphis, TN.

Hatfield, E.F. (2009). "Framing the Olympic Opening Ceremony: NBC's Use of Selectivity, Partiality, and Structure in Presenting the Beijing Olympics." National Communication Association 95th Annual Convention, Chicago, IL.

Hatfield, E.F. (2009). "What It Is to Be a Man: A Narrative Analysis of Masculinity in Two and a Half Men." National Communication Association 95th Annual Convention, Chicago, IL.

Hernandez, L. (2014). "*Why would I want that test? It wouldn't change a thing: Identity politics and gender politics in Mexican-American women's experiences with prenatal screening and testing in the U.S.*" Paper to be presented at the 2014 Latina Researchers Conference. New York, New York.

Hernandez, L. (2014). *The Lolita Spectacle and the Aberrant Mother: A feminist analysis of the performance and production of femininity in Toddlers & Tiaras.* Paper to be presented during the Reality Television: Oddities of Culture—An Introduction to the Odd and Unique Reality Programs Panel at the 84th Annual Southern States Communication Association Convention. New Orleans, Louisiana.

Hernandez, L. (2014). "*To be healthy, I have to be thin and beautiful. It's so conflicting*": *Minority women's perceptions of health as influenced by the mass media, friends, and family members.* Paper to be presented during the Intrapersonal, Interpersonal, and Mass Communication Influences on Body Image Across Cultures Panel at the 84th Annual Southern States Communication Association Convention. New Orleans, Louisiana.

Hernandez, L. (2013). "*Why would I want that test? It wouldn't change a thing: Identity politics and gender politics in Mexican-American women's experiences with prenatal screening and testing in the U.S.*" Paper to be presented at the Communicating Diversity Conference at Texas A&M University. College Station, Texas.

Hernandez, L. (2013). *"La hija de Raquel, las hijas de nuestras madres": A Burkean analysis of negotiating one's (non/immigrant) identity in Ana Castillo's "My Mother's Mexico."* Paper presented during the Latina and Chicana Feminisms: Connections Past, Present, and Future Session at the 99th Annual National Communication Association Conference. Washington, DC.

Hernandez, L. (2013). *"They don't like us telling them what's good for our bodies. It's the God complex": Negotiation of women's bodily ownership and expertise in patient-provider interactions.* Paper presented during the Contemporary Discussions on Experiential Knowledge in Women's Healthcare Session at the 99th Annual National Communication Association Conference. Washington, DC.

Hernandez, L. (2013). *The symbolic erasure of women's bodies: A feminist critic is of Republican hegemonic leaks about rape during the 2012 Presidential election.* Paper presented during the Erasure of Women, Abortion Politics, Fertility Discourse, Female Feticide, and the Double Bind for Welfare Queen Session at the 99th Annual National Communication Association Conference. Washington, DC.

Hernandez, L. (2013). *"It all has to be at the same level": A narrative analysis of female graduate students' social constructions of health.* Poster presented during the Scholar to Scholar: Bodily and Embodied Communication Session at the 99th Annual National Communication Association Conference. Washington, DC.

Hernandez, L. (2013). *No Exception: A Feminist Criticism of Team Rape's Reconceptualization of Rape during the 2012 American Presidential Election.* Paper presented at the annual National Women's Studies Association Conference. Cincinnati, Ohio.

Hernandez, L. (2013). *"The female body has ways to shut that whole thing down": A feminist analysis of major news coverage about Todd Akin's "legitimate rape" comments.* Paper presented at the annual Union for Democratic Communication/Project Censored Conference. San Francisco, California.

Hernandez, L., & Dean, M. (2013). *"It's the God complex: Negotiation of women's bodily ownership and expertise in patient-provider interactions."* Paper presented during the Decision-Making session at the annual International Conference on Communication in Healthcare. Montreal, Quebec.

Dean, M., & **Hernandez, L.** (2013). *"Lots of doctors have lost their sense of caring—they would rather do what they want for you and be done": Caucasian & Hispanic/Latina women's communication style preferences for physicians.* Paper presented during the Communication and Emotion session at the annual International Conference on Communication in Healthcare. Montreal, Quebec.

Hernandez, L. & Dean, M. (2013). *"They don't like us telling them what's good for our bodies. It's the 'God complex': Negotiation of women's bodily ownership and expertise in patient-provider interactions.* Paper presented at the Communicating Diversity Conference at Texas A&M University. College Station, Texas.

Dean, M., & **Hernandez, L.** (2013). *"I wish every doctor was like a mom: Caucasian and Hispanic/Latina women's perceptions of communication with healthcare providers.* Paper presented at the Communicating Diversity Conference at Texas A&M University. College Station, Texas.

Hernandez, L. (2013). *The Lolita spectacle: Exploring the production and performance of femininity in Toddlers & Tiaras*. Paper presented at the Science and Gender Matters: No Limits 2013 Conference at the University of Nebraska-Lincoln. Lincoln, Nebraska.

Hernandez, L. (2012). *COMMunidades: Researching/representing intersections of Latinidad*. Panel presentation at the 98th annual National Communication Association conference. Orlando, Florida.

Hernandez, L. (2012). *The Lolita spectacle: Exploring the production and performance of femininity in Toddlers & Tiaras*. Paper presented at the Bodies, Inc. Symposium at Texas A&M University. College Station, Texas.

Hernandez, L. (2012). "I was born this way": *The performance and production of Southern masculinity in A&E's Duck Dynasty*. Paper presented at the annual Popular/American Culture Association in the South Conference. Nashville, Tennessee.

Hernandez, L. (2012). "You get a very conflicting view": *How the mass media affect women's perceptions of what is 'healthy'*. Paper presented at the annual International Conference on Communication, Media, Technology & Design. Istanbul, Turkey.

Hernandez, L. (2011). *Diabetes and insulin pump use: Using patient-centered communication to initiate a pathway and facilitate better health outcomes*. Paper presented at the inaugural D.C. Health Communication Conference at George Mason University. Fairfax, Virginia.

Hernandez, L. (2011). *Diabetes and insulin pump use: Using patient-centered communication to initiate a pathway and facilitate better health outcomes*. Paper presented at the annual Student Research Week conference at Texas A&M University. College Station, Texas.

Hernandez, L. (2011). "Think smart, be happy": *A campaign for adolescents regarding internalization of the thin ideal, self-esteem and body dissatisfaction*. Paper presented at the annual New Voices, New Perspectives Student Research Conference at the University of North Texas. Denton, Texas.

Hernandez, L., & Yamasaki, J. (2010). "Are you a good person? That's what makes you beautiful": *Sources of meaning shaping female graduate students' perceptions of health*. Paper presented at the annual conference of the Organization for the Study of Communication, Language, and Gender. St. Petersburg, Florida.

Hinck, R. Hinck, E. A., Hinck, S. S., Hinck, R. S., Ghanem, S. I., & Dailey, W. O. (2014). *Cultural Differences In Political Debate: Comparing Face Threats in U.S., Great Britain, and Egyptian Campaign Debates*. Paper to be presented at the International Society for the Study of Argumentation, Amsterdam, July 2014.

Hinck, R. S. (2014). *Arguments for alliance: Normalization of U.S.-China relations during the Carter Administration*. Paper to be presented at the International Society for the Study of Argumentation, Amsterdam, July 2014.

Hinck, R. S. (2014). Contract Negotiations: Graduate Student Identities and Ideologies. Paper to be presented at Central States Communication Association, Minneapolis, MN, April 2014.

Hinck, E. A., Ghanem, S. I., Hinck, S. S., **Hinck, R. S.**, & Dailey, W. O. (2013). *Egypt in transition: Understanding the Moussa-Fotouh debate's impact in shaping a post authoritarian political culture*. Paper presented at the Midwest Political Science Association, Chicago.

Hinck, R. S. (2013). *Defining <Mutual>: An Ideographic analysis of U.S.-China military relations*. Paper presented at the Central States Communication Association, Kansas City, MO.

Cavataio, V. & **Hinck, R.** (2013). *Organizational culture, knowledge structures, and relational messages in organizational negotiation: A systems approach*. Paper presented at the Central States Communication Association, Kansas City, MO.

Hinck, S. S., Dailey, W. O., **Hinck, R. S.**, & Hinck, E. A. (2012). Thou shalt not speak ill of any fellow Republicans? Politeness theory in the 2012 Republican primary debates. Paper presented at the National Communication Association 98th Conference, Orlando, FL.

Hinck, R. S. (2009) China and the cultural kairos of globalization: Understanding Chinese cultural tensions through blogs. Paper presented at the DePauw Undergraduate Honors Conference, DePauw University, Greencastle, IN.

Hinck, R. S. (2008). A moderate solution to the war in Iraq. Presentation at the Roosevelt Institute, University of Georgia, Athens, GA.

Isaac Clarke Holyoak, "Striving for a Ten-hour Work Day: Sarah G. Bagley and Proto-consciousness-raising," Western States Communication Association, Rhetoric and Public Address Division, Albuquerque, 2012. *Top Student Paper*.

Isaac Clarke Holyoak, "The Mormon Reformation and Collective Violence: René Girard and the Scapegoat," Texas A&M Symbolic Violence Conference, College Station, 2012.

Robin E. Jensen, Elizabeth Williams, **Isaac Clarke Holyoak**, Shavonne Shorter, "HIV/AIDS in Botswana: President Festus G. Mogae's Narrative of Secular Conversion," International Communication Association, Boston, 2011.

Barbour, J., **Jacocks, C.W.**, & Wesner, K.J. (2011). *The message design logics of organizational change*. Paper presented at International Communication Association, Phoenix, AZ.

Barbour, J., **Jacocks, C.W.** & Wesner, K.J (2010). *The message design logics of organizational change: Investigating the influence of organizational and institutional factors on message sophistication*. Paper presented at National Communication Association, San Francisco, CA.

Jacocks, C.W. (2010). *The social construction of women's organizational leadership*. Book chapter presented at National Communication Association, San Francisco, CA.

Jacocks, C.W. (2009). *Narcissism and workplace bullying: When the schoolyard bully becomes your boss*. Paper presented at National Communication Association, Chicago, IL.

Jacocks, C.W. (2009). *Mixing it up: Evolving media portrayals of multiracial families from I Love Lucy to Jon & Kate Plus 8*. Paper presented at National Communication Association, Chicago, IL.

Jacocks, C.W. (2009). *The social construction of women's organizational leadership through improvisation*. Paper presented at National Communication Association, Chicago, IL.

Jacocks, C.W. (2009). *Making it up as you go: The social construction of leadership through improvisation in two women-owned businesses*. Paper presented at Western States Communication Association, Mesa, AZ.

Baker, K.J., Wesner, B.S. & **Jacocks, C.W.** (2009). *Information seeking, media trust, and perceptions of cancer risk: A HINTS analysis*. Western States Communication Association, Mesa, AZ.

Damon, Z., **James, E. P.**, & Walker, M. (2014). "The CrossFit coach as a servant leader? A study of servant leadership, trust, social capital, community and well-being." Paper to be presented at the Southern Sport Management Conference, Nashville, TN.

James, E. P. (2014). "Transferring masculinities through hegemonic extreme fitness." Paper presented at the Western States Communication Association, Anaheim, CA.

James, E. P., & Barbour, J. (2013). "When collaboration becomes compliance: Interorganizational identity tensions in the regulation of a toxic waste storage facility." Paper presented at the National Communication Association Conference, Washington D.C.

James, E. P. (2013). "Fitting in: Extreme corporate wellness and organizational communication." Poster presented at the Organizational Communication Mini Conference, Champaign, IL.

Shaohai Jiang. (2014) The effects of bridging social capital and extraversion on opinion expression in Sina Weibo. Poster presentation at 2014 national conference of Broadcast Education Association. Las Vegas, CA, April 6-9, 2014.

Shaohai Jiang. (2014) "Microblog, a public sphere?": An examination of opinion expression about "Snowden Affair" on Twitter and Sina Weibo. Paper to be presented at 2014 national conference of Popular Culture Association / American Culture Association. Chicago, IL, April 16-19, 2014.

Shaohai Jiang & Lei Wang. (2014) The impacts of media use and social capital on civic engagement of Chinese oversea college students in United States. Accepted for presentation at 12th annual Chinese Internet Research Conference, Hong Kong, June 18-21, 2014.

Kitsch, S. R. (April, 2013). *Michelle Obama at the 2008 Democratic National Convention: A Feminine Success*, Central States Communication Association.

Lockhart, Eleanor (2013) National Communication Association, Feminist and Women's Studies Division, Washington, D.C.: "Lay Cybertheory and the Third Wave." (November 2013)

Lockhart, Eleanor (2012) National Communication Association, Rhetorical and Communication Theory Division, Orlando: "Theorizing Argumentation about Oppression at the Intersection of Science Studies and Poststructuralism" (November 17, 2012)

Lockhart, Eleanor (2011) National Communication Association, Public Address Division, New Orleans: "The Parodic Republicanism of Glenn Beck and Jon Stewart: Rethinking the Relationship Between Populism, the Vernacular, and Demagoguery" (November 17, 2011)

Lockhart, Eleanor Clement S. Stacy Undergraduate Liberal Arts Conference, Purdue University College of Liberal Arts and Social Sciences: "Bodies, Biopower, Hegemony, and *Dungeons & Dragons*: Resistance to Dominant Constructs of Body" (April 9, 2010)

Lockhart, Eleanor Clement S. Stacy Undergraduate Liberal Arts Conference, Purdue University College of Liberal Arts and Social Sciences: "If you have Sex Differently From the Mainstream, You Are at Risk – the 'Sexual Freedom Movement', Sadomasochism, and Alternative Sexuality as an Innovative-Progressive Social Movement," Ripon College Department of Communication (April 9, 2010)

Lockhart, Eleanor Ripon College Second Annual Senior Showcase, "Bodies, Biopower, Hegemony, and *Dungeons & Dragons*: Resistance to Dominant Constructs of Body," Ripon College Department of Communication (Spring 2010)

Lockhart, Eleanor Wisconsin Institute for Peace and Conflict Studies, Marquette University: "Nonviolence in Community," Ripon College Department of Philosophy (Fall 2009)

Lockhart, Eleanor Wisconsin Institute for Peace and Conflict Studies Student Conference, environmental ethics panel speaker, Ripon College Department of Philosophy (Spring 2009)

Logan, L. (2013). "Digital Copyright and the State: Enforcing International Norms on National Citizens." Paper presented at the *International Communication Association Conference* in London, June 2013.

Logan, L. (2012). "Digital Infringement and Southern Europe: The Implications of EU Directives, Trade Agreements and the USTR in Shaping Maximalist Intellectual Property Policy." Paper presented at the *National Communication Association Conference* in Orlando, FL, November 2012.

Logan, L. (2012). "The IPR GPR: The Emergence of a Global Prohibition Regime to Regulate Intellectual Property Infringement." Presentation at the *European Communication Research and Education Association's Annual Pre-Conference Seminar* in Istanbul, Turkey, October 2012.

Logan, L. (2012). "Copyright Policy, Global Regulations and Emerging Regimes." Presentation at the *National Communication Association's Honors Conference* in Los Angeles, California.

Logan, L. (2011). "The Failure of Western Trade Law Regimes Toward China: The 2007-2009 China-U.S. Intellectual Property Dispute." Paper presented at the National Communication Association Conference 2011 in New Orleans, LA.

Logan, L. (2011). "EU Directives, Trade Agreements and the USTR's Influence on Maximalist Intellectual Property Policy in Spain." Paper presented at the Global Fusion 2011 Conference in Philadelphia, PA.

Burkart, P. and **Logan, L.** (2011) "Growth Through Replication." Paper presented at the International Communication Association's 2011 Conference in Boston, MA.

Logan, L. (2010). Response to "Tuning into the Fine Print: Law and Social Change in Media." Panel response at *Flow Conference* 2010 in Austin, TX.

Logan, L. (2010). "The Rhetoric of Surveillance: A Broad Analysis of the Legal Evolution of Electronic Surveillance and the Fourth Amendment from *Olmstead v. United States* to *Al-Haramain v. Bush*." Paper presented at the *Rhetoric Society of America's Conference* in Minneapolis, MN.

Logan, L. (2010). "Balancing Power in Information Policy: IPRED, ACTA, the Digital Economy Bill and HADOPI." Paper presented at the *Global Fusion 2010 Conference* in College Station, TX.

Logan, L. (2010). The BitTorrent Protocol and Suppressed Potential for Distributing Music Online. Paper to be presented at the *International Association of Popular Music Conference* in New Orleans, LA.

Lozano-Whitten, C. "Free Speech, Academic Freedom and Institutional Review Boards: Are IRBs Censoring Research?" NCA, November, 2011, New Orleans, LA.

Lozano-Whitten, C. "Arguing Moral Panics and Symbolic Violence: Healthcare Reform Protests and the Media", Symbolic Violence Conference, March, 2012, Bryan, TX.

McKay, Grant H. (2014). "Ain't I a First Lady?: Race and Gender in Michelle Obama's 2008 and 2012 Democratic." (Presenting at 2014 RSA Conference)

Miller, L. J. (2010). Blending Reality and Fantasy in Millennium Actress. Presented at the 2010 Global Fusion Conference

Miller, L. J. (2010). Demanding Access: A case Study of the Streaming Video Platforms FUNimation Video and Crunchyroll. Presented at the 2010 National Communication Association Conference.

Miller, L. J. (2010). Fashion as a Site of Interaction Between Japan and the West. Presented at the 2010 National Communication Association Conference.

Miller, L. J. (2011). The Visual Style of CLAMP. Presented at the 2011 Southern States Communication Association Conference.

Miller, L. J. (2011). Be True to Yourself: The Experience of Being Transgender in Texas. Presented at the 2011 Southern States Communication Association Conference.

Mukhopadhyay, A. (2010, September). *Media Coverage of Mumbai Terror Attack and Shadows of 9/11*. Paper presented at "Global Media and the 'War on Terror': An international Conference", London, United Kingdom.

Mukhopadhyay, A. (2010, September). *Neo colonization, Mediated Symbolic order(s) and Voices of Resistance*. Paper presented at "Critical Whiteness Studies Symposium". University of Iowa, Iowa City, IA.

Mukhopadhyay, A. (2010, October). *Cultural hybridity and discursive narratives of nationalism: A comparative analysis of "Who wants to be a millionaire"*. Paper presented at "Global Fusion Conference", Texas A&M, College Station, TX.

Ormes, G. (2014). *Love, loss, and deception: How the Manti Te'o hoax troubles gender*, *Western States Communication Association*

Ormes, G. (2013). *Good bye, good riddance, but now what?: Investigating the rhetoric of rivalry*, *Organizational Communication Mini-Conference*

Ramadurai, V., Sharf, B., Sharkey, J. (2011). *Rural Food Insecurity as an overlooked site of struggle in health communication*, Accepted to *Health Communication Division, International Communication Association, Boston, 2011*.

Ramadurai, V. (2010). Panel presenter in *Food and Communication pre-conference, National Communication Association, San Francisco, 2010*.

Ramadurai, V. (2010). *The politics of distant caregiving: Building theory and enhancing lives*. *Family Communication Division, National Communication Association, San Francisco, 2010*.

Ramadurai, V. (2010). *Ramadurai, V. (2010). International Students & Distant Caregiving*. Student Research Week, TAMU.

Ramadurai, V. (2010). *War, Investigator, and Coordinator: Exploring Metaphors of Distant Caregiving*. Accepted to *Social Construction Division, International Communication Division, Singapore*.

Ramadurai, V. (2010). *The Emergence of the Postmodern Parent: An Analysis of CAM Use by Parents*. The Conference on Communication, Medicine and Ethics (COMET), Boston 2010.

Rashe, R. L. (2010). *Meet you at the crossroads: The intersection of socialization and identity*. Presented at 2010 Organizational Communication Mini Conference.

Rashe, R. L. (2010) *Closing the information gap: The shift away from facebook to richer technologies in the classroom*. Panel presentation at NCA 2010.

Rashe, R. L. (2010). *Service learning in small group communication: Bridging the gap between community and classroom*. Panel presentation at NCA 2010.

Rashe, R. L. (2010). *Building strong master's programs in a tight economy: Reflections on various approaches to using master's students as graduate instructional assistants (GIAs)*. Panel presentation at NCA 2010.

Richardson, D. (2012) "Snyder v. Phelps: Competing Discourses of Victimhood," paper presented at Symbolic Violence Conference, Texas A&M.

Richardson, D. (2011) "Music, Images, and Lyrics: The Introduction of Political Celebrity Endorsement Videos with the 2008 Presidential Election," paper presented at National Communication Association Political Communication Division, New Orleans.

Richardson, D. (2011). Also selected Doctoral Student for: "Visual Rhetoric and Public Culture by John Lucaites" 2011 Summer Doctoral Seminar at Wayne State University, Detroit MI.

Richardson, D. (2011) Also Participant for "2011 RSA Summer Institute: Rhetoric, Difference, and Practical Criticism:" by Lester Olson at University of Colorado, Boulder CO.

Richardson, D. (2010) "*Image, Music, and Lyrics: The New Hybrid of Political and Visual Rhetoric with Will.i.am's video, 'Yes We Can,'*" presented paper at Obama Phenomenon Conference, Texas A&M

Richardson, D. (2009) "Philosophies of Exclusion by W.J.T. Mitchell" participant in Project Light Workshop, Syracuse University.

Richardson, D. (2009) "Public Memory and Forgetting by Bradford Vivian and Carol Blair" participant in Rhetoric Society of America Summer Institute, Pennsylvania State University.

Richardson, D. (2009) "Feminist Rhetorics for Social Justice," participant in Humanities Symposium, Syracuse University.

Riley, Catherine (2014). "Narrative Framing in the 1860 Presidential Campaign." Accepted: Western States Communication Association Conference.

Riley, Catherine (2013) "A Hermeneutical Approach to Homiletics, History, and the Humanities." National Communication Association Conference.

Riley, Catherine (2013). "Narrative Framing in the 1860 Presidential Campaign." University of North Texas Student Research Conference.

Coelho, Catherine (2012) "Proslavery and Antislavery Sermons." Presented at: Southern States Communication Association Conference.

Coelho, Catherine (2011). "A Semiotic Combat against 'Awful Billboard Blight.'" Presented at: Carolinas Communication Association Conference.

Rogerson, Jeremy (2012) "Torture: America's Newest Form of Symbolic Violence." Individual paper presented at the Texas A&M Symbolic Violence Conference, Bryan, TX, March 2012.

Serber, Brad (2010) "Recession Rhetoric and the Rise to Power: Genre Considerations in the Inaugural Addresses of FDR and BHO." 14th Rhetoric Society of America (RSA) Biennial Conference, Minneapolis, 2010.

Sommer, P. A. (2013, October). Transactive memory systems, exit, and HAZMAT: A reactive combination. Paper presented at the 26th Annual Organizational Communication MiniConference, University of Illinois at Urbana-Champaign.

Sommer, P.A. (2010). Teacher/Student Interactions: A look at how communication in the classroom relates to student learning. Paper presented at the 15th Annual Student Symposium, Ball State University.

- Sommer, P.A.** (2010). Adding interaction, moments of chaos, learning with adding clickers to the basic course: Bridging the space in large lecture with student response system. Panel presentation for the Instructional Development Division at the National Communication Association Conference, San Francisco, CA.
- Spinozzi, A.** & Quick, B.L. (2010). Sensation seeking as a predictor of perceptions of normative sexual behavior among high school students. Presented at the annual meeting of the National Communication Association, San Francisco, CA.
- Sukovic, M.** (2013). From Feeders to Fiends: Mothers' Perceived Role and Responsibility in Providing Healthy Nutrition to Children, Communication and Food Preconference: "Our Place at the Table: Continuing the Conversation and Deepening the Connections between Food and Communication." National Communication Association (NCA) Annual Convention. Washington, DC.
- Sukovic, M.** (2013). "The stove will keep the house warm and the soup will keep their bodies warm:" Low-income Mexican immigrant women maintaining family health through traditional homemade meals, Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. Washington, DC.
- Sukovic, M.** & S. Heiss (2012). Pregnant Bodies as Spaces of Public Scrutiny and the Loss of Idealized Motherhood: Exploring Negative Reactions to the Depiction of a Pregnant Woman Consuming Alcohol on 'Parenthood,' Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. Orlando, FL.
- Sukovic, M.** (2012). Who Knows Best? The Perceived Role and Responsibility of Mothers in Providing Healthy Nutrition to Children, Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. Orlando, FL.
- Sukovic, M.** (2011). Voices and Flavors of the Colonias: Maximizing Empowerment and Personal Agency through Food Choices and Preparation among Mexican Women in the Texas Colonias. Latino/Latina Communication Studies Division. National Communication Association (NCA) Annual Convention. New Orleans, LA.
- Sukovic, M.** (2011). Voicing the Silence: Suggestions on Using Entertainment Education to Overcome the Stigma of Hysterectomy in Pronatalist Societies. Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. New Orleans, LA.
- Sukovic, M.** (2011). 'The Angel Voice that Bids You Goodnight:' Voices and Silences of Illness and Motherhood. Ethnography Division. National Communication Association (NCA) Annual Convention. New Orleans, LA.
- Sukovic, M.** (2010). Seasoning for the Soul: Empowerment through Food Preparation among Mexican Women in the Texas Colonias. Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. San Francisco, CA.
- Sukovic, M.** (2010). Stitching it to the Man: Reconceptualizing Domesticity as Empowerment, Creativity, and Resistance. Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. San Francisco, CA.

- Sukovic, M.** (2010). The role of digital media in the global dissemination of health narratives: An education perspective. "Not having a uterus doesn't mean you don't have balls!": Using entertainment media to overcome the stigma of hysterectomy." Panel presentation made to the Global Fusion 2010 Conference: Sustenance and Globalization, College Station, TX.
- Sukovic, M.** (2009). You Are Still a Woman: Helping Serbian Women Overcome the Stigma Attached to Hysterectomy. Feminist and Women's Studies Division. National Communication Association (NCA) Annual Convention. Chicago, IL.
- Sukovic, M.** (2009). "May Crowds of Evil Move Away From Me:" Rituals, Practices, and Attitudes Towards Death and Bereavement Among the Navajos. Session. Spiritual Communication Division. National Communication Association (NCA) Annual Convention. Chicago, IL.
- Terry, A.** (2014) Speaking as Woman in Antiquity: Feminine Rhetoric in the Public and Religious Spheres. Unpublished paper to be presented at the biennial meeting of the Rhetoric Society of America, San Antonio, TX.
- Terry, A.** (2014) "God Hates Fags" and "I'm Sorry": Vernacular Memory and Visual Rhetoric in Marin Foundation Protest. Panel to be presented at the biennial meeting of the Rhetoric Society of America, San Antonio, TX.
- Terry, A.** (2013) Connecting Theory to the Basic Course: Exploring Instructors' Choices, Discussing Impact. Panel presented at the annual meeting of the National Communication Association, Washington, DC.
- Terry, A.** (2013) My Quiver is Bigger than Yours: Metaphor, Gender, and Ideology in Quiverfull Discourse. Unpublished paper presented at the annual meeting of the National Communication Association, Washington, DC.
- Terry, A.** (2013) A Pentad of Problems: Mexican Citizenship, HR 202, and the Treaty of Guadalupe Hidalgo. Unpublished paper presented at the annual meeting of the National Communication Association, Washington, DC.
- Terry, A.** (2013) Memes, Mormonism, and Mitt Romney. Unpublished paper presented at the Religious Communication Association Preconference at the annual meeting of the National Communication Association, Washington, DC.
- Terry, A.** (2011) Infinite moment: Musicality and transcendence in Christian worship services. Unpublished paper presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Terry, A.** (2011) Is this America's voice? The ethical implications of "Courtesy of the red, white and blue" and "Have you forgotten." Unpublished paper presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Terry, A.** (2011) In their own words: Using a party game to teach communication theories. Unpublished GIFT presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Terry, A.** (2011) Getting to know you: Using photo narratives to break the ice. Unpublished GIFT presented at the annual meeting of the National Communication Association, New Orleans, LA.

Terry, A. (2010) The new and improved Evangelical: Redefining Christian politics for a new generation. Unpublished paper presented at the annual meeting of the National Communication Association, San Francisco, CA.

Terry, A. (2010). Communicating crisis God's way: A qualitative content analysis of *God's Politics* blogs surrounding the economic crisis. Paper presented at the annual meeting of the National Communication Association, San Francisco, CA.

Vanderhei, M. (2014). Duck dynasty: The future of tradition, value, and extremist belief in modern media. Paper presented at the Southern States Communication Association, New Orleans, LA.

Wesner, B.S. (2010). *Bridging boundary items: Cross training meets cross understanding*. Paper presented at Organizational Communication Mini Conference Rutgers University.

Wesner, B.S. (2009). *How cross-functional teams make a quick start*. Presented at the National Communication Association. Paper presented at the 95th Annual National Communication Association Convention, Chicago, IL. Winner, Top Three Paper: Group Communication Division.

Wesner, B.S. (2009). *How cross-functional teams make a quick start: A reconceptualization of diversity in teams and how to make it work...fast*. Paper presented at Western States Communication Association, Phoenix, AZ.

Baker, K.J., Jacocks, C.W., Wesner, B.S. (2009). *Information seeking, media trust, and perceptions of cancer risk: A HINTS analysis*. Paper presented at Western States Communication Association, Phoenix, AZ.

Barbour, J., Jacocks, C., & **Wesner, K.** (2012). The message Design Logics of Organizational Change: A Multisite, Multiple Message Investigation. Presented at the 62nd Annual Conference of the International Communication Association, Phoenix, AZ.

Baker, K.J. (2010). *The Impact of Skype on Group Interaction Dynamics*. Presented at the 96th Annual Conference of the National Communication Association, San Francisco, CA.

Barbour, J., Jacocks, C., & **Baker, K.** (2010). *The Message Design Logics of Organizational Change: Investigating the Influence of Organizational and Institutional Factors on Message Sophistication*. Presented at the 96th Annual Conference of the National Communication Association, San Francisco, CA.

Baker, K.J. (2009). *Empowering Patients and Improving Patient-Provider Communication: A Case for ePHRs*. Presented at the 95th Annual Conference of the National Communication Association, Chicago, IL.

Baker, K.J. (2009). Facebook as a Pedagogical Method: How Your Online Self Affects Your Offline Self. Presented at the 95th Annual Conference of the National Communication Association, Chicago, IL.

Baker, K.J. (2009). An Integrated Personal Health Management System: What are the Possibilities? Presented at the 59th Annual Conference of the International Communication Association, Chicago, IL.

- Baker, K..J.**, Jacocks, C.W., Wesner, B.S. (2009). Information Seeking, Media Trust, and Perceptions of Cancer Risk: A HINTS Analysis. Presented at the 80th Annual Conference of the Western States Communication Association, Phoenix, AZ.
- Wood, D. A.** (2012, May). Reframing Religion: Charles Finney and Revival Rhetoric in the Second Great Awakening. Rhetoric Society of America Bi-Annual Conference, Philadelphia, PA.
- Wood, D. A.** (2012, April). Confession or Confusion? An Analysis of the Southern Baptist Convention's Resolution on Racial Reconciliation. Southern States Communication Association, Rhetoric and Public Address Division, San Antonio, TX.
- Wood, D. A.** (2012, April). Race, Religion, and Remembering: Reassessing Public Memory of the Civil Rights Movement. Southern States Communication Association, Political Communication Division, San Antonio, TX.
- Wood, D. A.** & Aune, J. A. (2012, April). The First Amendment At War With Itself: Religious Controversy at the Air Force Academy. Southern States Communication Association, Freedom of Speech and Culture Division, San Antonio, TX. (Top Paper)
- Yadlin-Segal, Aya** (2013). Post-Modern aspects of Israeli reality television: The case study of "Goalstar". Goalstar and the Hybridity of Docu-Reality television, Netanya, Israel.
- Yadlin-Segal, A.** (2013) "Like birds returning to their nest": Immigration Narratives and Ideological Constructions in Early Israeli Children's Newspapers. Association for Israeli Studies (AIS) annual conference, UCLA, Los-Angeles, USA
- Yadlin-Segal, A.** (2012) "As birds returning to their nest": Immigration Narratives in 1950s Israeli Children's Newspapers. Israeli Communication Association (ISCA) annual conference, Tel Aviv, Israel
- Yadlin-Segal, A.** (2011) "As birds returning to their nest": The Representation of Jewish Immigrants and Immigration (Aliyah) in 1950s Children's Magazines. Metaksherim (communicating in Hebrew) conference for graduate students in communication and media studies, Haifa, Israel
- Yadlin-Segal, A.** (2009) "The Use of Speculation and Future Discourse in Televised News: the case study of the Annapolis peace conference of 2007". Metaksherim conference for graduate students in communication and media studies, Haifa, Israel
- Ormes, G., & **Ziemer, J. A.** (2014). In defense of bullying: Protecting the concertivecontrol system. Paper presented at the National Communication Association Annual Convention. Chicago, IL.
- Ziemer, J. A.** (2014). "Whose Law is it Anyway?: The Trouble with Mismatching_Frames in Organizational Conflict". Paper presented at the Western States Communication Association Convention. Anaheim, CA. **Top Debut Paper, Organizational Communication Division.*
- Ziemer, J. A.** (2014). "To Create the Bottom Rung: Visualizing Nondenominational Religious Identities". Paper presented at the Western States Communication Association Convention. Anaheim, CA.

Sharp, P., Lemley, L. A., & **Ziemer, J. A.** (2011). "Understanding Polarized Positions: An Analysis of Women's Roles Narratives in Blog Posts". Paper presented at the Christian Scholars Conference. Malibu, CA.

Ziemer, J. A. (2011). "Communication Centers: Traditions, Trends, and Technology". Panel presented at the Southern States Communication Association Convention. Little Rock, AR.

Ziemer, J. A. (2009). "An Application of Conflict Theory to *Brighton Beach Memoirs*". Paper presented at the Alpha Chi Honor Society National Convention. Indianapolis, IN.

APPENDIX H.

GRADUATE STUDENT PUBLICATIONS, 2009-2014

Campbell, H.A., **Altenhofen, B.**, Bellar, W., and Cho, J. (forthcoming). There's a religious app for that!: A framework for studying religious mobile applications. *Mobile Media & Communication*

Campbell, H.A. and **Altenhofen, B.** (forthcoming). 'Methodological challenges, innovations and growing pains in digital religion research' In S. Cheruvallil-Contractor & S. Shakkour (Eds.) *Digital Methodologies in the Sociology of Religion*. London: Bloomsbury/Continuum Publishing.

Altenhofen, B. (2010). Solace in symbols: discovering cultural meanings in symbolic propaganda. *ETC: A Review of General Semantics* 67 (2), 156-164.

Weimer, Katherine H., Miriam Olivares and **Robin Bedenbaugh**. GIS Day and Web Promotion: Retrospective Analysis of U.S. ARL Libraries Involvement. *Journal of Map & Geography Libraries*. 8(1) 2012.

Bedenbaugh, Robin A. and Holly Mercer. (in Press) The Embedded Repository: Introducing an Institutional Repository to a New Audience Via Location-Aware Social Networking. *Journal of Practical Academic Librarianship*. 2(1) 2012.

Campbell, H.A., Altenhofen, B., **Bellar, W.** & Cho, K.J. (forthcoming) There's a Religious App for that!: A Framework for Studying Religious Mobile Applications, *Mobile Media & Communication*.

Campbell, H.A. & **Bellar, W.** (forthcoming) Sanctifying the Internet: Aish.com's Use of the Internet for Digital Outreach. In H.A. Campbell's *Digital Judaism: Jewish Negotiations with Digital Media and Culture*. Taylor & Francis.

Bellar, W., Campbell, H.A., Cho, K.J., Terry, A., Tsuria, R., Yadlin-Segal, A., Ziemer, J. (2013). Reading Religion in Internet Memes. *Journal of Religion, Media and Digital Culture*, 2(2). Retrieved from <http://jrmdc.com>

Butcher, Joshua. "Rhetorical Training at Trinitas Classical School." *Classis* 20:1 (Spring 2013), 10-12. (This is the journal for the Association of Classical Christian Schools)

Kluser, R. & **Chinn, J.N.** (2014). Foreign policy. In K. Harvey & J.G. Golson (Eds.) *Encyclopedia of Social Media and Politics*: SAGE Publications.

Campbell, H., Altenhofen, B., Bellar, W., & **Cho, K.** (forthcoming). There's a religious app for that!: A framework for studying religious mobile applications. *Mobile Media & Communication*.

Bellar, W., Campbell, H., **Cho, K.**, Terry, A., Tsuria, R., Yadlin-Segal, A., & Ziemer, J. (2013). Reading Religion in Internet Memes. *Journal of Religion, Media, & Digital Culture*, 2(2).

Cruz, J. M. (2010). This ain't Paris sweetie: Deconstructing West African and French identity in the South. *Qualitative Inquiry* 16 (10), 792-800.

- Cruz, J.M.** (in Press). "We thank the American people and USAID for their help": Framing illness and health on USAID website for Sénégal. In J. Servaes (Ed.), *Communication, culture, and sustainability*, Wilmington, NC: Intellect Books.
- Cosgriff-Hernández, K.-K.**, Martinez, A.R., Sharf, B.F., and Sharkey, J.R. (2011). "We still had to have tortillas": Negotiating health, culture and change in the Mexican American diet. In J.M. Cramer, C.P. Greene, and L.M. Walters (Eds.) *Food as Communication/Communication as Food*. New York: Peter Lang Publishing.
- Dean, W., Sharkey, J. R., **Cosgriff-Hernández, K.-K.**, Amanda R. Martinez, A. R. Ribardo, J., and Puentes, C. (2010). "I can say that we were healthy and unhealthy": The ambivalent role of tradition in the stages of food choice. *Food, Culture, and Society*, 22, 573-594.
- Cox, Travis** (Forethcoming 2014). "Uncle Sam Wants You: A Pentadic Analysis of Uncle Sam Comic Books as World War II Propaganda." *The Ten Cent War*. Ed. James Kimble & Trischa Goodnow. U Press of Mississippi.
- Dean, M.**, Oetzel, J. G., & Sklar, D. P. (Accepted). Communication in acute ambulatory care. *Academic Medicine*.
- Gill, R., Barbour, J., & **Dean, M.** (Forthcoming, March 2014). Shadowing in/as Work: Ten Recommendations for Shadowing Fieldwork Practice. *Qualitative Research in Organizations and Management*.
- Dean, M.**, & Street, R.L., Jr. (2014). A three-stage model of patient-centered communication for addressing cancer patients' emotional distress. *Patient Education & Counseling*.
- Doshi, M.** (2013). Help(less): An autoethnography about caring for my mother with terminal cancer. *Health Communication*. doi: 10.1080/10410236.2013.809502
- Gesch-Karamanlidis, E.** (2010). "NUWC Internship Provides Valuable Experience to Marine Policy Student", *NUWSCOPE*, 41(4), pg 15
- Hernandez, L.** (2014). "I was born this way": The performance and production of Southern masculinity in A&E's *Duck Dynasty*. Chapter forthcoming (March 2014) in *Reality Television: Oddities of Culture*. Ed: Dr. Alison Slade, University of West Florida. Lexington Press.
- Hernandez, L.** (2014). The Lolita Spectacle & the Aberrant Mother: Exploring the Production and Performance of Manufactured Femininity in *Toddlers & Tiaras*. Chapter forthcoming (March 2014) in *Reality Television: Oddities of Culture*. Ed: Dr. Alison Slade, University of West Florida. Lexington Press.
- Cavataio, V. & **Hinck, R.** (2014). Organizational culture, knowledge structures, and relational messages in organizational negotiation: A systems approach. *Journal of Collective Bargaining in the Academy*.
- Hinck, S. S., Dailey, W. O., **Hinck, R. S.**, & Hinck, E. A. (2013). Thou shalt not speak ill of any fellow Republicans? Politeness theory in the 2012 Republican primary debates. *Argumentation and Advocacy*.

- Jacocks, C.W.** (2011). *The social construction of women's organizational leadership and improvisation*. In *Labyrinth Paths: Women's Leadership Development and Communicative Praxis in the Twenty-first Century* by E.L. Ruminski and A.H. Plymouth (Eds.). Lexington Press: Lanham, MD.
- Lockhart, Eleanor.** (2014). Review of *Consuming Reality: The Commercialization of Factual Entertainment*, by June Deery and *The Makeover: Reality Television and Reflexive Audiences*, by Katherine Sender, *Popular Communication*, forthcoming (April 1, 2014 online).
- Lockhart, Eleanor.** Review of *Making Feminist Politics: Transnational Alliances between Women & Labor* by Suzanne Franzway and Mary Margaret Fonow. *Women's Studies in Communication*. doi: 10.1080/07491409.2013.755452. (as Luke E.A. Lockhart)
- Riley, Catherine L.** "Obscene or Clean? A Semiotic Analysis of 'Awful Billboard Blight.'" *Communication Law Review* 13.2 (Forthcoming 2014).
- Riley, Catherine.** "*The Faithful Citizen: Popular Christian Media and Gendered Civic Identities*," Book Review. *Quarterly Journal of Speech*. May 2013.
- Sukovic, M.,** Sharf, B.F., Sharkey, J.R., & St. John, J. (2011). Seasoning for the Soul: Empowerment Through Food Preparation Among Mexican Women in the Texas Colonias. *Food and Foodways*, 19(3), 228-247.
- Bellar, Wendi, Campbell, Heidi A., Cho, James, **Terry, Andrea**, Tsuria, Ruth, Yadlin-Segal, Aya, & Ziemer, Jordan. Reading Religion in Internet Memes. *Journal of Religion, Media & Digital Culture*: 2 (2): December 31, 2013.
- (Forthcoming) Conrad, Charles and **Terry, Andrea**. "Strategic Communication" in *The International Encyclopedia of Political Communication*. Hoboken, NJ: Wiley-Blackwell.
- Wendi Bellar, Heidi A. Campbell, Kyong James Cho, Andrea Terry, **Ruth Tsuria**, Aya Yadlin-Segal and Jordan Ziemer, "Reading Religion in Internet Memes", *Journal of Religion, Media & Digital Culture*, Vol. 2, issue 2. (Dec. 2013)
- Barbour, J., Jacocks, C., & **Wesner, K.** (2013). The message design logics of organizational change: Investigating the creation of messages about planned organization change. *Communication Monographs*.
- Bellar, W., Campbell, H.A., Cho, J., Terry, A., Tsuria, R., **Yadlin-Segal, A.**, & Ziemer, J. (2013). Reading Religion in Internet Memes. *Journal of Religion, Media & Digital Culture*, 2(2). <http://jrmdc.com/wp-content/uploads/2013/12/Studying-Religious-Internet-Memes.pdf>
- Yadlin-Segal, A.** and Meyers, O. (In press – January 2015). "Like birds returning to their nest": Immigration Narratives and Ideological Constructions in Early Israeli Children Magazines. *Journalism History*.
- Yadlin-Segal, A.** (In press –2015). Communicating Faith through Religious Internet Memes in the "Twitting Orthodoxies" Facebook Page. In: H. Campbell (Ed.), *Digital Judaism: Jewish Negotiations with Digital Media and Culture*. Routledge.

Bellar, W., Campell, H. A., Cho, K. J., Terry, A., Tsuria, R., Yadlin-Segal, A., & **Ziemer, J. A.** (2013). Reading religion in internet memes. *Journal of Religion, Media & Digital Culture*, 2(2), 1-39.

APPENDIX I.

GRADUATE STUDENT PLACEMENT, 2009-2014

	CURRENT PLACEMENT
'09 Ahmed, Iftekhhar	Assistant Professor University of North Texas RU/HL: Research Universities (high Research Activity)
'09 Baker, Jane A.	Assistant Professor University of Alabama – Tuscaloosa RU/HL: Research Universities (high Research Activity)
'09 Campos, Kristina	Assistant Professor Abilene Christian University Master's L: Master's Colleges & Universities (larger programs)
'09 Hickey, Jeremiah	Assistant Professor St. John's University
'09 Jodlowski, Denise	Health Communication Specialist Centers for Disease Control (CDC)
'09 Lu, Jia	Associate Professor Tsinghua University International Placement
'09 Metcalf, Laurie	Associate Professor Blinn College Assoc/Pub-R-L: Associate's-Public Rural-Serving Large
'09 Paul, Gregory	Assistant Professor Kansas State University Master's L: Master's Colleges & Universities (larger programs)
'09 Shoemaker, Martha	Lecturer University of Nevada, Las Vegas
'09 Stogsdill, Steven	Assistant Professor Hardon Simmons University Master's M: Master's Colleges & Universities (medium programs)

'10 Andreas, Dorothy	Assistant Professor Pepperdine University DRU: Doctoral/Research Universities
'10 Bochantin, Jaime	Assistant Professor UNC Charlotte Master's L: Master's Colleges & Universities (larger programs)
'10 Cowan, Renee	Assistant Professor University of Texas at San Antonio RU/HL: Research Universities (high Research Activity)
'10 Imam, Zeba	Assistant Professor Tata Institute of Social Sciences International Placement
'10 Jones, Jonathan	Lecturer
'10 Jumper, Rachel	Lecturer Blinn College Assoc/Pub-R-L: Associate's-Public Rural-Serving Large
'10 Lemley, Laure	Assistant Professor Abilene Christian University Master's L: Master's Colleges & Universities (larger programs)
'10 Malphurs, Ryan	Associate Consultant Tara Trask, LLC
'10 Otey, Penny	Program Coordinator St. Joseph Hospital
'10 Schaefer, Zachary	Assistant Professor Southern Illinois University Master's L: Master's Colleges & Universities (larger programs)
'10 Snowden, Monique	Assoc Provost of Enrollment Management Fielding Grad University DRU: Doctoral/Research Universities
'10 Yamasaki, Jill	Assistant Professor University of Houston Master's L: Master's Colleges & Universities (larger programs)

'11 Brown, Donathan	Assistant Professor Ithaca College Master's L: Master's Colleges & Universities (larger programs)
'11 Creel, Bonnie	Associate Professor Tarrant County College Assoc/Pub-U-MC: Associate's-Public Urban Serving Multicampus
'11 Cui, Xi,	Assistant Professor Dixie State College of Utah Bac/Assoc: Baccalaureate/Associate's College
'11 Hatfield, Elizabeth	Adjunct Professor University of Houston Downtown
'11 Spaulding, Cade	Assistant Professor, University of Wisconsin-Stevens Point Master's M: Master's College & Universities (medium programs)
'11 Thorpe, M. Elizabeth	Assistant Professor, State University of New York College Master's L: Master's Colleges & Universities (larger programs)
'11 Westgate, Christopher	Assistant Professor Johnson & Wales University Master's L: Master's Colleges & Universities (larger programs)
'11 Hudkins, Jay	Assistant Professor Arkansas Tech University Master's L: Master's Colleges & Universities (larger programs)
'12 Blair, Shelly	Assistant Professor Saint Louis University Madrid
'12 Cruz, Joelle	Assistant Professor Kent State University RU/HL: Research Universities (high Research Activity)

'12 Hampsten, Katherine	Assistant Professor St. Mary's University Master's L: Master's Colleges & Universities (larger programs)
'12 Martinez, Amanda	Assistant Professor, Davidson College in NC Bac/A&S: Baccalaureate Colleges-Arts & Sciences
'12 Mbutu, Paul	Senior Lecturer Daystar University, Nairobi, Kenya International Placement
'12 Miller, Lucy J.	Lecturer Texas A&M University
'12 Rashe, Rachel	Associate Director University of Colorado
'12 Spradley, Ty	Assistant Professor Stephen F. Austin State University Master's L: Master's Colleges & Universities (larger programs)
'12 Wesner, Bradley	Assistant Professor Sam Houston State University DRU: Doctoral/Research Universities
'13 Gaffey, Adam	Assistant Professor Black Hills State University Master's S: Master's Colleges & Universities (smaller programs)
'13 Wood, Dustin	Assistant Lecturer, Vanderbilt University
'14 Dean, Marleah	Assistant Professor University of South Florida RU/VH: Research Universities (very high Research Activity)
'14 Hernandez, Leandra	Assistant Professor, National University San Diego Master's L: Master's Colleges & Universities (larger programs)

'14 Jacocks, Cara,	Assistant Professor Southern Methodist University Dallas RU/HL: Research Universities (high Research Activity)
'14 James, Eric	Assistant Professor, Metropolitan State University of Denver Bac/Diverse: Baccalaureate Colleges-Diverse Fields
'14 Ramadurai, Vandhana	Professional, User Testing qualitative researcher
'14 Spradley, Elizabeth	Assistant Professor Stephen F. Austin State University Master's L: Master's Colleges & Universities (larger programs)
'14 Sukovic, Masha	Assistant Professor University of Utah RU/VH: Research Universities (very high Research Activity)
'14 Bogue, Patty Ann	Lecturer Texas A&M University
'14 Doshi, Marissa	Assistant Professor Hope College Bac/A&S: Baccalaureate Colleges-Arts & Sciences
'14 Logan, Paul	Assistant Professor University of Houston Downtown Bac/Diverse: Baccalaureate Colleges-Diverse Fields
'14 Wesner, Kylene	Lecturer Texas A&M University

APPENDIX J.

GRADUATE STUDENT SURVEY

2015 GRAD ASSESSMENT

Q1 What part of the program is the STRONGEST? Rank these from 1-4 where 1 is the strongest aspect of the program.

- _____ Curriculum (course offerings and graduate teaching) (1)
- _____ Advising (advising and mentorship) (2)
- _____ Teaching (teaching opportunities and mentorship) (3)
- _____ Atmosphere (social support, collegiality, and process) (4)

Q2 What part of the graduate program do you believe needs to be GIVEN MORE ATTENTION? Select just one.

- Curriculum (course offerings and graduate teaching) (1)
- Advising (advising and mentorship) (2)
- Teaching (teaching opportunities and mentorship) (3)
- Atmosphere (social support, collegiality, and process) (4)

Q3 Is there an item not on the list that needs attention?

Q4 How does the rigor of your COMM graduate courses measure against your courses taken in other departments?

- _____ COMM courses versus others (1)

Q5 What part of our professional development activities are the STRONGEST? Select just one.

- Training on research presentations. (1)
- Training on publishing research. (2)
- Training on applying for grants. (3)
- Training on applying for jobs. (4)
- Training on teaching courses. (5)
- Other (6) _____

Q6 What part of our professional development activities need to be GIVEN MORE ATTENTION? Select just one.

- Training on research presentations. (1)
- Training on publishing research. (2)
- Training on applying for grants. (3)
- Training on applying for jobs. (4)
- Training on teaching courses. (5)
- Other (6) _____

Q7 On a scale of 1 to 7 (1 being very dissatisfied and 7 being very satisfied), please answer the following questions:

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Neutral (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
How satisfied are you with the variety of courses available in the program? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with the specific courses offered in your area of interest? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with the overall quality of teaching you have received in the courses you have completed? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate your overall satisfaction in the department? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 What do you like the most about the graduate program in the Department of Communication?

Q9 If you could change one or two other things about the department and/or the graduate program in Communication, what would it/they be?

Q10 Do you have any additional comments that are not covered in the questions above?

Q11 What is/are your area(s) of concentration? Select all that apply.

- Rhetoric (1)
- Health (2)
- Organizational (3)
- TCMS (4)

Q12 What part of the program is the STRONGEST? Rank these from 1-4 where 1 is the strongest aspect of the program.

- _____ Curriculum (course offerings and graduate teaching) (1)
- _____ Advising (advising and mentorship) (2)
- _____ Teaching (teaching opportunities and mentorship) (3)
- _____ Atmosphere (social support, collegiality, and process) (4)

Q13 What part of the graduate program do you believe needs to be GIVEN MORE ATTENTION? Select just one.

- Curriculum (course offerings and graduate teaching) (1)
- Advising (advising and mentorship) (2)
- Teaching (teaching opportunities and mentorship) (3)
- Atmosphere (social support, collegiality, and process) (4)

Q14 Is there an item not on the list that needs attention?

Q15 How does the rigor of your COMM graduate courses measure against your courses taken in other departments?

_____ COMM courses versus others (1)

Q16 What part of our professional development activities are the STRONGEST? Select just one.

- Training on research presentations. (1)
- Training on publishing research. (2)
- Training on applying for grants. (3)
- Training on applying for jobs. (4)
- Training on teaching courses. (5)
- Other (6) _____

Q17 What part of our professional development activities need to be GIVEN MORE ATTENTION? Select just one.

- Training on research presentations. (1)
- Training on publishing research. (2)
- Training on applying for grants. (3)
- Training on applying for jobs. (4)
- Training on teaching courses. (5)
- Other (6) _____

Q18 On a scale of 1 to 7 (1 being very dissatisfied and 7 being very satisfied), please answer the following questions:

	Very Dissatisfied (1)	Dissatisfied (2)	Somewhat Dissatisfied (3)	Neutral (4)	Somewhat Satisfied (5)	Satisfied (6)	Very Satisfied (7)
How satisfied are you with the variety of courses available in the program? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with the specific courses offered in your area of interest? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How satisfied are you with the overall quality of teaching you have received in the courses you have completed? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you rate your overall satisfaction in the department? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 What do you like the most about the graduate program in the Department of Communication?

Q20 If you could change one or two other things about the department and/or the graduate program in Communication, what would it/they be?

Q21 Do you have any additional comments that are not covered in the questions above?

Q22 What is/are your area(s) of concentration? Select all that apply.

- Rhetoric (1)
- Health (2)
- Organizational (3)
- TCMS (4)