

Internal Self-Study Report

Appendices

Department of Communication
University of Maryland



December 2013

Table of Contents

Appendix I.1.—Five-Year Numbers of Undergraduate and Graduate Students	
Appendix I.2.—Degrees Awarded	
Appendix I.3.—Mean Length of Time to Complete B.A.	
Appendix I.4-5.—Number of Faculty and Staff/Graduate Assistants	
Appendix I.6.—Credit Hours Taught to Majors and Non-Majors	
Appendix I.7.—SAT Scores, Average GPAs of Majors	
Appendix I.8.—GRE Scores and Undergraduate GPAs of Graduate Students	
Appendix I.9.—Contracts and Grants Received	
Appendix I.10.—Faculty Salary Comparisons	
Appendix I.11.—Expenditures of Non-Restricted Funds—Budgeted/[Actual]	
Appendix II.1., 3.—Graduate Program Admission Information/Acceptances	
Appendix II.2.—Alma Maters of Current Graduate Students	
Appendix II.4.—Graduate Program Specializations and Number of Students	
Appendix II.5.—Assessment Materials, Graduate Program	
Appendix II.6.—GSIT Information	
Appendix III.1.—Positions Accepted by Recent Ph.D. Graduates	
Appendix III.2.—Awards and Honors Received by Recent Graduate/Graduate Students	
Appendix III.3-4.—Time to Degree for Ph.D. Graduates; Entry Level Salaries of Ph.D. Graduates	
Appendix IV.1.—Abstracts from all Ph.D. Dissertations, 2008-2013	
Appendix V.1.—Summary of Faculty, Graduate Student Research Activity	
Appendix V.2.—CVs of Tenured/Tenure-Track Faculty	
	<ul style="list-style-type: none">• Edward L. Fink• Robert Gaines• Dale Hample• Sahar Khamis• James F. Klumpp• Brooke Fisher Liu• Kristy Maddux• Xiaoli Nan• Shawn J. Parry-Giles• Trevor Parry-Giles• Anita Atwell Seate• Erich Sommerfeldt• Elizabeth L. Toth• Amber Westcott-Baker• Andrew Wolvin• Michelle Murray Yang
Appendix VI.1.—Courses Offered	
Appendix VII.1.—Undergraduate Curriculum and Requirements for Admission	
Appendix VIII.—Advising, Undergraduate and Graduate	
Appendix X.—Student Evaluation of Teaching Form	
Appendix XI.1.—Results of Undergraduate Student Survey, College Park	
Appendix XI.2.—Results of Graduate Student Survey	

Appendix XI.3.—Results of Undergraduate Student Survey, Shady Grove
Appendix XII.1.—Plan of Organization and Other Policy Documents
Appendix XII.2.—Committee Assignments, 2013-2014
Appendix XII.3.—2010 Strategic Plan

Appendix I.1.—Five-Year Numbers of Undergraduate and Graduate Students

1. Registered Majors

	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
Full-time	764	770	792	762	808	751
Part-time	35	42	46	40	58	65
New first-time	63	49	51	45	45	38
New transfer/others	22	21	18	31	27	38
Total	799	812	838	802	866	816

2. Graduate Students

	F 2009	F 2010	F 2011	F 2012	F 2013
Full-time	71	63	58	56	81

Appendix I.2.—Degrees Awarded

	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
B.A.	276	280	277	329	292	298
Ph.D.	7	7	2	6	12	9

Appendix I.3.—Mean Length of Time to Complete B.A.

	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
# of B.A. recipients	276	279	276	328	291	297
Mean TTD	3.6	3.4	3.3	3.4	3.4	3.3
# Started as First-Year	184	182	176	240	181	177
Mean TTD-First Year	3.9	3.8	3.7	3.7	3.8	3.7
# Started as Transfer	89	94	94	87	107	118
Mean TTD-Transfer	2.9	2.7	2.7	2.6	2.7	2.8
Average Credits Transferred	37.1	41.7	37.9	41.1	41.3	46

Appendix I.4-5.—Number of Faculty and Staff/Graduate Assistants

	F 2008	F 2009	F 2010	F 2011	F 2012
Professor	6	6	7	6	5.1
Associate Professor	6	4	3	1	4
Assistant Professor	5	6	6	6	4
Other Faculty	1	0	0	0	0
Instructors/Lecturers	4.7	5.5	6.25	10.75	16
Other Staff	7	7	7	6	8
Teaching Assistants	26.25	27.5	21.75	19	16.5
Total	55.95	56	51	48.75	53.6

Appendix I.6.—Credit Hours Taught to Majors and Non-Majors

	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
Undergraduate	19,328	20,459	21,336	20,705	20,674	24,777
% to UG Majors	43.40%	46.40%	47.40%	49.20%	48.90%	42.60%
% to Non-Majors	56.60%	53.60%	52.60%	50.80%	51.10%	57.40%

Appendix I.7.—SAT Scores, Average GPAs of Majors

	F 2008	F 2009	F 2010	F 2011	F 2012	F 2013
Critical—75%	650	670	673	648	650	650
Reading—25%	530	565	578	570	570	520
Math—75%	640	690	650	675	650	650
Math—25%	510	595	568	543	550	525
Combined—75%	1290	1330	1293	1308	1270	1255
Combined—25%	1040	1200	1150	1120	1143	1090
# of Test Scores	49	43	44	38	38	35
# of Students	63	49	50	45	45	38
Average GPAs	3.788	3.654	3.843	3.909	3.849	3.892

Appendix I.8.—GRE Scores and Undergraduate GPAs of Graduate Students

	F 2009	F 2010	F 2011	F 2012	F 2013	F 2014
GRE Verbal	570	580	583	649	85%	81%
GRE Quantitative	671	651	675	714.5	62%	62%
GRE Analytical	48	51	52	46	63% (45)	67% (45)
Undergraduate GPA	3.6	3.64	3.90	3.68	3.61	3.66

Appendix I.9.—Contracts and Grants Received

PI or Co-PI	Title	Sponsor	Amount	Date
Brooke Fisher Liu	Center for the Study of Terrorism and Behavior	DHS	\$17,681	01/01/12-12/31/16
Brooke Fisher Liu	Center for the Study of Terrorism and Behavior	DHS	\$165,000	01/01/12-12/31/16
Brooke Fisher Liu	E-VERIFY: Comprehensive Testing of Imminent Threat Public Messages for Mobile Devices	DHS	\$222,382	06/27/12-12/26/12
Brooke Fisher Liu	E-VERIFY: Comprehensive Testing of Imminent Threat Public Messages for Mobile Devices	DHS	\$169,824	12/27/12-06/25/13
Brooke Fisher Liu	E-VERIFY: Comprehensive Testing of Imminent Threat Public Messages for Mobile Devices	DHS	\$499,017	06/27/13-06/24/14
Xiaoli Nan	ADVANCE: Creating a Culture of Investment	NSF	\$27,700	10/01/10-09/30/15
Xiaoli Nan	Societal Ripple Effects from Terrorist Attacks and Risk Communication Strategies	DHS	\$20,000	01/01/11-09/30/11
Xiaoli Nan	Message Framing and HPV Vaccination Acceptance among African-Americans	NIH-NCI	\$150,000	09/01/11-08/31/13
Xiaoli Nan	Cooperative Agreement to Support JIFSAN	FDA	\$74,939	09/15/12-08/31/13

Appendix I.10.—Faculty Salary Comparisons

Faculty	Rank	Ph.D.	Base Salary
Edward L. Fink	Professor	1975	\$144,040.65
Robert Gaines**	Professor	1982	
James F. Klumpp*	Professor	1973	\$92,111.40
Shawn J. Parry-Giles	Professor	1992	\$85,540.94
Trevor Parry-Giles***	Professor	1992	
Elizabeth L. Toth	Professor & Chair	1975	\$164,565.30
Andrew Wolvin	Professor	1968	\$117,212.18
Dale Hample	Associate Professor	1975	\$87,871.98
Brooke Fisher Liu	Associate Professor	2006	\$73,440.00
Kristy Maddux*	Associate Professor	2007	\$61,164.88
Xiaoli Nan	Associate Professor	2005	\$72,420.00
Sahar Khamis	Assistant Professor	2000	\$57,588.00
Anita Atwell Seate	Assistant Professor	2012	\$66,300.00
Erich Sommerfeldt	Assistant Professor	2011	\$63,240.00
Amber Westcott-Baker	Assistant Professor	2013	\$63,000.00
Michelle Murray Yang	Assistant Professor	2011	\$66,000.00

* On Sabbatical Leave

** On Leave—Associate Dean for Undergraduate Studies

*** On 1/8th Leave—Associate Director for Academic & Professional Affairs, National Communication Association

Note: Salaries do not reflect merit raises that are effective April 1, 2014, or 3% COLA, effective January 1, 2014.

Appendix I.11.—Expenditures of Non-Restricted Funds—Budgeted/[Actual]

	FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
Itemized Position- Faculty & Staff	1,624,715 [2,035,343]	2,069,900 [2,044,697]	1,900,589 [1,897,967]	1,933,341 [1,969,182]	1,897,642 [1,789,529]	1,976,976 [2,235,293]
Graduate Assistants	755,600 [656,258]	526,042 [758,219]	535,030 [834,406]	455,042 [679,536]	554,160 [623,499]	539,382 [553,524]
Labor & Assistants	966 [192,876]	1,010 [146,267]	32,210 [118,480]	1,010 [95,113]	1,010 [200,184]	1,010 [387,236]
Operating	38,457	40,957	40,957	40,957	40,957	40,957
Other	0 [35,250]	0	0 [17,480]	0	0 [3,644]	0 [200]
Turnover		0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
Fringe Benefits	0 [37]	0 [0]	0 [0]	0 [0]	0 [0]	0 [0]
Total	2,419,798 [2,919,764]	2,637,909 [2,949,183]	2,508,786 [2,868,333]	2,430,350 [2,743,831]	2,493,769 [2,616,856]	2,558,325 [3,176,253]

Appendix II.1, 3.—Graduate Program Admission Information/Acceptances

	Total Applications	Admissions	Acceptances of Admissions
2008	202	14.9%	66.7%
2009	194	10.3%	85%
2010	232	3%	100%
2011	215	9.3%	55%
2012	131	11.5%	55%
2013	135	34.8%	87.2%

Appendix II.2.—Alma Maters of Current Graduate Students

U.S. Institutions (37)

Bradley University
California Polytechnic State University—San Luis Obispo
College of New Jersey
DePaul University
DePauw University
Florida State University
George Washington University
Henderson State University
Houghton College
Lake Erie College
Liberty University
Macalester University
Mary Washington University
Miami University—Oxford, Ohio
Michigan State University
Northern Arizona University
Northern Illinois University
Pennsylvania State University
Radford University
Roberts Wesleyan College
San Diego State University
Stanford University
Syracuse University
Truman State University
University of Houston
University of California, Santa Cruz
University of Illinois
University of Maryland
University of Richmond
University of Pittsburgh
University of San Diego
Vanderbilt University
Villanova University
Wake Forest University
Wayne State University
Willamette University
Wittenberg University

International Institutions (20)

Babes-Bolyai University (Romania)
Beihang University (China)
Beijing Sport University (China)

Calcutta University (India)
Communication University of China
Dalian University (China)
Fudan University (China)
Hebei University (China)
Kyung Hee University (Korea)
National Taiwan University
Sungkyun Kwan University (Korea)
Shanghai International Studies University
Southwest Jiaotong University (China)
University of International Relations (China)
University of Zagreb (Croatia)
Westfälische-Wilhelms (Germany)
Xian University (China)
Yonsei University (Korea)
Zhejiang University (China)

Appendix II.4.—Graduate Program Specializations and Number of Students

Areas of Study	Graduations (2008-2013)	Current Students
Communication Education	2	0
Intercultural Communication	3	9
Health & Risk Communication	10	8
Media Studies	3	1
Persuasion & Social Influence	5	4
Public Relations	9	15
Rhetoric & Political Culture	11	27

Appendix II.5.—Assessment Materials, Graduate Program

GOA Report – Fall 2012

Reporting Period: Spring Semester of 2012; August-October of 2012

Dissertation and Final Oral Exam Report (3 Reports)

Scale for Report:

Pass With Distinction (4); Pass (3); Pass with Development Needed (2); Conditional Pass (1); Failure (0)

Dissertation Project

Mean Scores

- Significant Contribution to Research (3)
- Mastery of Methods (3)
- Focused and Significant Claims/Hypotheses (2.8)
- Sufficient Support for Claims (3)
- Careful Preparation of Manuscript for Graduate School (3)

Oral Defense

- Defends Significance of Project (3.7)
- Demonstrates Mastery of Literature for Dissertation Research (3.7)
- Defends Choices of Procedure for Guiding Research (3.7)
- Offers Relevant and Compelling Evidence for Claims (2.8)

Scale for Remainder of Reports:

Exemplary (4); Met Expectations (3); Concentrated Attention Required (2); Unacceptable for this Stage of Program (1); No Evidence to Judge (0)

Dissertation Prospectus Report (1 Report)

Mean Scores

- Original Research Problem/Defines Contribution of Research Project (4)
- Distills Dissertation Research (4)
- Identifies and defines key concepts (4)
- Vision of Remaining Steps for Dissertation and Plan to Fulfill Study (3)
- Produced a Comprehensive and Thorough Bibliography of Sources (4)
- Proper Concern for Human Subjects (N/A)

Comprehensive Exam Report (2 Reports)

Mean Scores

- Identifies Major Questions/Issues (2.5)
- Formulates Claims/Evidence for Claims (3.0)
- Recalls Literature/Understands Major Issues (3.5)
- Exhibits Basic Issues/Area Exam (2.5)
- Exhibit Understanding of Methodology (3.0)
- Exhibits Depth of Knowledge of Specific Area (3.0)

Report to Advisor on Seminar Experience (27 Reports)

Mean Scores

- | | |
|--|-------|
| • Identifies Major Questions/Issues in Readings | (3.2) |
| • Brings Scholarship to Original Research Projects | (3.0) |
| • Demonstrates Command of Method | (2.9) |
| • Writes Clear and Cogent Papers | (2.9) |
| • Engages Actively in Scholarly Discussion | (3.3) |
| • Supports Original Claims (written form) | (3.2) |
| • Supports Original Claims (Oral Form) | (3.1) |

Appendix II.6.—GSIT Information

Masters of Professional Studies; Graduate Certificates of Professional Studies

Graduate Applications	Total Applications	Admitted Students	Acceptances of Those Admitted	Students Who Deferred	Average Undergraduate GPA
2013	36	26	24	5	3.42

Demographic Data for Admissions	Men	Women	Percentage of Racial Minorities
FY2014	5 (21%)	19 (79%)	20 (83%) (58% Domestic Minorities)

UNDERGRADUATE SCHOOLS—Current GSIT Students

U.S. Institutions

American University
CUNY—Hunter College
Howard University
Johns Hopkins University
New York University
Tufts University
University of California—Berkeley
University of Maryland
University of Texas—Arlington
University of Texas—Austin

International Institutions

Catholic University of Lyon (France)
Fudan University (China)
Huazhong UST (China)
Richmond American International University of London
Shanghai Jiao Tong (China)
Tianjin University (China)
University of Ottawa (Canada)
Universidad Pontificia Comillas (Spain)
Universidad de los Andes (Columbia)

RU/VH, RU/H, DRU: 90 percent

RU/VH: 60 percent

RU/H: 20 percent

DRU: 10 percent

RU/VH = Research Universities (Very High Research Activity)

RU/H = Research Universities (High Research Activity)

DRU = Doctoral/Research Universities

Advisor: Director of GSIT

Ratio of Graduate Students/Advisor: 24:1

Appendix III.1.—Positions Accepted by Recent Ph.D. Graduates

California State University—Fullerton
Coe College
College of Charleston
Concordia University
CUNY-Baruch College
Elon University
Emerson College
Indiana University-Purdue University, Fort Wayne
Lewis & Clark College
Marshall University
Messiah College
Montclair State University
Purdue University
Richard Stockton College of New Jersey
St. Louis University
Southern New Hampshire University
Syracuse University
Towson University
University of Baltimore
University of Georgia
University of Houston
University of Massachusetts—Boston
University of Oklahoma
University of Richmond
University of South Carolina—Aiken
University of Tennessee
University of Toronto Medical Center
Virginia Commonwealth University
Zayed University (Dubai, U.A.E.)

Based on Existing Positions—

Percentage of Graduates in Tenure-Track by Carnegie Classification:

Research University (Very High): 19%

Research University (High): 7%

Master's Large, Medium, Small: 33%

Baccalaureate College: 9%

Appendix III.2.—Awards and Honors Received by Recent Graduate/Graduate Students

Awards and Honors to Graduate Students

2013

Julia Daisy Fraustino, Stephanie Madden and Brooke Liu, Top Paper Award (Second Place), Public Relations Division, Association for Education in Journalism and Mass Communication, Washington, D.C., Aug. 2013.

Kim Hannah, Ronald E. McNair Graduate Fellowship, University of Maryland, 2012-2013.

Irina Iles, International Teaching Fellowship, University of Maryland, 2012-2013.

Amanda Kennedy, Top Student Paper Award, Public Relations Division, annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Kelly Madden, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, April 2013.

Kelly Madden, Arts and Humanities Student Travel Grant, \$500, University of Maryland, 2013.

Kelly Madden, Jacob K. Goldhaber Student Travel Grant, \$400, University of Maryland, 2013.

Stephanie Madden, Terrorism Research Award, \$5000, National Consortium for the Study of Terrorism and Responses to Terrorism (START), July 2013.

Thomas McCloskey, Top Presentation, “Nationalism in Ukraine's Gay Propaganda Bill Debate,” \$400, Graduate Research Interaction Day, The Graduate School, University of Maryland, April 2013.

Thomas McCloskey, Graduate Writing Fellow, The Graduate School, University of Maryland, 2012-2013.

Annie Laurie Nichols, Most Valuable Professor, University of Maryland Men’s Soccer Team, 2012-2013.

Jade Olson, Lilly Graduate Teaching Fellowship Recipient, Center for Teaching Excellence, University of Maryland, 2013-2014.

Jade Olson, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, April 2013.

Jade Olson, Outstanding Service Award, Department of Communication, University of Maryland, May 2013.

Jade Olson, Top Presentation, "Natural Terror: Mediating Radical Environmentalism," \$400, Graduate Research Interaction Day, The Graduate School, University of Maryland, April 2013.

Adam Richards, Top Presentation, "Seeing Red: The Effect of Grading Ink Color on Student Perceptions of Instructor Feedback," \$400, Graduate Research Interaction Day, The Graduate School, University of Maryland, April 2013.

Yvonne Slosarski, Participant (competitively selected), National Doctoral Honors Seminar, Acadia National Park, Maine, sponsored by National Communication Association, July 2013.

Yvonne Slosarski, Participant (competitively selected), Summer Doctoral Seminar, "Affect, the Public Sphere, and Social Movements," Wayne State University, 2013.

Michael Steudeman, Outstanding Research Paper Award, Department of Communication, University of Maryland, May 2013.

Michael Steudeman, Outstanding Teaching Award, Department of Communication, University of Maryland, May 2013.

Michael Steudeman, Top Presentation, "Educational Epistemes and Public Policy Polysemy in the 2012 Chicago Teachers' Strike," \$400, Graduate Research Interaction Day, The Graduate School, University of Maryland, April 2013.

2012

Steven Cohen, Golden Key International Honour Society Graduate Scholar Award, \$10,000, 2012.

Steven Cohen, Distinguished Teaching Assistant Award, Center for Teaching Excellence, University of Maryland, 2012.

Steven Cohen, Omicron Delta Kappa Inductee, University of Maryland, Spring 2012.

Theresa A. Donofrio, First Place in Section at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2012.

Theresa A. Donofrio, University Teaching and Learning Program Certification, Center for Teaching Excellence, University of Maryland, College Park, Md., 2012.

Ahnlee Jang, Second Place Paper Award, Graduate Research Interaction Day, University of Maryland, April 2012.

Melissa Janoske, Arts and Humanities Student Travel Grant, \$500, University of Maryland, May 2012.

Melissa Janoske, Jacob K. Goldhaber Student Travel Award, \$400, University of Maryland, April 2012.

Tiffany Lewis, Ann G. Wylie Dissertation Fellowship, \$10,000, The Graduate School, University of Maryland, Fall 2012.

Tiffany Lewis, Arts and Humanities Student Travel Grant, \$500, University of Maryland, Fall 2012.

Annie Laurie Nichols, "Preparing for Controversy in the Classroom," competitively selected learning community with accompanying fellowship, \$500, Fall 2012.

Jade Olson, Second Place Research Presentation, "Addressing Environmental and Energy Issues" Panel, Graduate Research Interaction Day, Graduate Student Government, University of Maryland, College Park, Md., April 2012, \$400.

Adam Richards, First Place Winning Paper Award, "Education: Pedagogy and Learning" Panel, Graduate Research Interaction Day, University of Maryland, 2012.

Adam Richards, Graduate Certificate, University Teaching and Learning Program, Center for Teaching Excellence, University of Maryland, 2012.

Adam Richards, Top Student Paper Award, Kentucky Conference on Health Communication, 2012.

Alyssa Samek, Top Student Paper, "More than Women Identified Women: Unpacking Lesbian-Feminist Coalitional Subjectivities in the 1970s," Organization for Research on Women and Communication, Western States Communication Association Convention, Albuquerque, N.M., Feb. 2012.

2011

Rowena Briones, Second Place for Visual Presentation, Association for Education in Journalism and Mass Communication Poster Competition, Public Relations Division, St. Louis, Mo., August 2011.

Steven Cohen, Honors Humanities Doctoral Teaching Apprentice Fellowship, Fall 2011, \$2,250.

Theresa A. Donofrio, Ph.D. Centennial Scholarship Recipient, Eastern Communication Association, April 2011.

Theresa A. Donofrio, Runner-Up in Section at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Theresa A. Donofrio, Top Four Papers in Rhetoric and Public Address, Western States Communication Association, Feb. 2011.

Leysan Khakimova, First Place Presentation, Public Policy Division, \$500, Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Leysan Khakimova, Jacob K. Goldhaber Travel Grant, \$400, Graduate School at the University of Maryland, August 2011.

Leysan Khakimova, Top Student Paper Award, Public Relations Division, National Communication Association Convention, New Orleans, La., Nov. 2011.

Leysan Khakimova, Top Student Paper Award, Public Relations Division, Association for Education in Journalism and Mass Communication, St. Louis, Mo., 2011.

Jarim Kim, ARHU Graduate Student Travel Award, College of Arts and Humanities, University of Maryland, 2011, \$500.

Jarim Kim, Jacob K. Goldhaber Travel Grant, The Graduate School, University of Maryland, 2011, \$400.

Jarim Kim, Top Five Papers of the Student Section, National Communication Association, 2011.

Tiffany Lewis, Graduate Student Summer Research Fellowship, \$5000, The Graduate School, University of Maryland, 2011.

Tiffany Lewis, Participant (competitively selected) National Communication Association Doctoral Honors Seminar, North Dakota State University, Fargo, N.D., July 2011.

Sean Luechtefeld, Second Place Paper, History and Sociology Division. Graduate Research Interaction Day, College Park, Md., April 2011, \$350.

Sean Luechtefeld, Top Paper, Political Communication Division. Annual Convention of the Eastern Communication Association, Arlington, VA, April 2011.

Jade Olson, First Place Research Presentation, "Culture, Literature and Society" Panel, \$600 Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Adam Richards, Top Four Paper Award, Interpersonal Communication Division, National Communication Association, Nov. 2011.

Alyssa Samek, Outstanding Research Paper Award, "Queer Conversations: Confronting Power, Identity, and Voice" (co-authored with Theresa A. Donofrio), Department of Communication, University of Maryland, May 2011.

Alyssa Samek, Jacob K. Goldhaber Travel Award, The Graduate School, University of Maryland, 2011.

Alyssa Samek, First Place Presentation Award, "Expressing Identities and Popular Culture Panel," Graduate Research Interaction Day, University of Maryland, April 2011.

Alyssa Samek, Phil Zwickler Memorial Research Grant, Human Sexuality Collection, Cornell University Library, Cornell University, 2011.

2010

Timothy Barney, Recipient, 2010 Civic Engagement Stimulus Grant from the Center for Teaching Excellence / Coalition for Civic Engagement (for COMM200 Service Learning Project), University of Maryland, College Park, Md., 2010.

Rowena Briones, Betsy Plank Graduate Research Competition Award, \$1000, Public Relations Society of America Educators Academy, PRSA International Conference, Washington, D.C., 2010.

Rowena Briones, Northwestern Mutual Best Master's Thesis Award, \$2000, Institute for Public Relations, 2010.

Rowena Briones, Travel Grant, International Communication Association, Singapore. June 2010.

Theresa A. Donofrio, Emerging Scholar in Critical Cultural Studies/Top Paper, National Communication Association, Nov. 2010.

Theresa A. Donofrio, Lilly Graduate Teaching Fellowship Recipient, Center for Teaching Excellence, University of Maryland, 2010-2011.

Elizabeth Gardner, Jacob K. Goldhaber Travel Grant, \$400, Graduate School at the University of Maryland, Aug. 2010.

Leysan Khakimova, Early Career Graduate Student Travel Award, \$700, College of Arts and Humanities, University of Maryland, May 2010.

Leysan Khakimova, Graduate Student Service Award, \$1000, College of Arts and Humanities, University of Maryland, College Park, Md., Sept. 2010.

Leysan Khakimova, International Communication Association Travel Grant, \$500, June 2010.

Tiffany Lewis, Top Student Papers in Rhetoric and Public Address, Eastern Communication Association. Baltimore, Md., April 2010.

Sean Luechtefeld, Jacob K. Goldhaber Graduate Student Travel Grant, \$400, University of Maryland Graduate School, College Park, Md., Sept. 2010.

Sean Luechtefeld, Robert Gunderson Award, Top Student Paper, Public Address Division, annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Ryan E. Merkel, Top Competitive Papers in Applied Communication, Eastern Communication Association, Baltimore, Md., April 2010.

Jade Olson, Top Paper Panelist, Feminist/Women's Studies Division, annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Alyssa Samek, Travel Grant, Organization for Research on Women and Communication. March 2010.

2009

Susan Allen, First Place in "Globalization" Panel, Graduate Research Interaction Day, University of Maryland, College Park, Md., 2009.

Lucinda Austin, Outstanding Teaching Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Timothy J. Barney, Rhetoric, Nationalism, and Post-Nationalism Workshop Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Timothy J. Barney, Top Papers in Rhetoric and Public Address, Eastern States Communication Association, Philadelphia, Pa., April 2009.

Timothy J. Barney, Outstanding Research Paper Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Vanessa Boudewyns-Paquin and Ryan Paquin, Top Four Student Papers in Health Communication, International Communication Association, Chicago, Ill., May 2009.

Vanessa Boudewyns-Paquin, International Communication Association Travel Grant (Health Communication Division), Chicago, Ill., May 2009.

Rowena Briones, Student of Color Travel Grant, National Communication Association. Chicago, Ill., Nov. 2009.

Rowena Briones, First Place in “Culture, Literature, and Society 1” Panel. Graduate Research Interaction Day, University of Maryland, College Park, Md., 2009.

Rowena Briones, Third Place in the Communication School Category for the Corporate Communication Case Study Competition, Arthur W. Page Society and the Institute for Public Relations, March 2009.

Rowena Briones, Outstanding Teaching Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Theresa A. Donofrio, Honors Humanities Doctoral Teaching Fellowship. Honors Humanities Program, University of Maryland, College Park, Md., August 2009.

Theresa A. Donofrio, Visual Rhetoric Seminar, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Theresa A. Donofrio, Rhetoric, Public Memory, and Forgetting Workshop, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Theresa A. Donofrio, Travel Grant Award Recipient, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Theresa A. Donofrio, Hester Beall Provinsen Scholarship Award, Capital Speaker Club of Washington, D.C., Inc. Washington, D.C., June 2009.

Theresa A. Donofrio, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, College Park, Md., May 2009.

Theresa A. Donofrio, Outstanding Service Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Elizabeth Gardner, Raymond Ehrensberger Award (Most Outstanding M.A. Student), Department of Communication, University of Maryland, College Park, Md., May 2009.

James G. Gilmore, Rhetoric and the Sacred in the 21st Century, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

James G. Gilmore, Top Papers Kenneth Burke Interest Group, Eastern States Communication Association, Philadelphia, Pa., April 2009.

Hua Jiang, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2009.

Leysan Khakimova, Betsy Plank Award, Public Relations Society of America, Nov. 2009.

Leysan Khakimova, Top Four Student Paper in Public Relations, Public Relations Division, National Communication Association, Nov. 2009.

Benjamin C. Krueger, Queering Rhetorical Studies Workshop, Rhetoric Society of America Summer Institute, State College, Pa, June 2009.

Krueger, Ben Krueger, Outstanding Teaching Award, Department of Communication, University of Maryland, College Park, Md., May 2009.

Katie Place, Distinguished Teaching Assistant, Center for Teaching Excellence, University of Maryland, College Park, Md., May 2009.

Janna Raudenbush, Stephen A. Smith Award (Top-ranked Co-authored Undergraduate Paper), National Communication Association, Chicago, Ill., Nov. 2009.

Alyssa Samek, Queering Rhetorical Studies Workshop, Rhetoric Society of America Summer Institute, State College, Pa., June 2009.

Christine Skubisz, Travel Award, College of Arts and Humanities, University of Maryland, College Park, Md., Nov. 2009.

Brian Smith, The Charles Richardson Award (Most Outstanding Ph.D. Student), Department of Communication, University of Maryland, College Park, Md., May 2009.

Monique Mitchell Turner and **Jill C. Underhill**, Top Paper, Sooner Communication Conference. Norman, Okla., March 2009.

M. Karen Walker, Franklin Fellows appointment to the Department of State's Global Partnership Center, Department of State, Washington, D.C., 2009.

Ai Zhang, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2009.

Julie Zhu, Center for Teaching Excellence International Teaching Fellow. University of Maryland, College Park, Md., April 2009.

2008

Rowena Briones and others, Lambda Pi Eta Top Student Papers, National Communication Association, San Diego, Calif., Nov. 2008.

Theresa A. Donofrio, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2008.

Theresa A. Donofrio, Top Papers in American Studies, National Communication Association, San Diego, Calif., Nov. 2008.

Benjamin Krueger, Center for Teaching Excellence Travel Grant (to Lilly-East Conference, University of Maryland, College Park, Md., April 2008.

Sejal Patel, Graduate Student Service Award, College of Arts and Humanities, University of Maryland, Sept. 2008.

Katie Place, Betsy Plank Graduate Research Competition Winner, Public Relations Society of America, Oct. 2008.

Renata Schloss, Betsy Plank Graduate Research Competition Honorable Mention, Public Relations Society of America, Oct. 2008.

Jennifer Vardeman, Mary Gardner Award for Graduate Student Research, Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Ai Zhang, Travel Grant Award Recipient, College of Arts and Humanities, Fall 2008.

Awards and Honors to Recent Graduates:

Lucinda Austin, Page Legacy Educator Award, Arthur W. Page Center, Pennsylvania State University, 2012-2013. Awarded a \$2,500 grant to develop a teaching module: *Examining Principles for Ethical Public Relations through Use of Social Media*.

Lucinda Austin, PRIDE Award, National Communication Association, Public Relations Division, November 2012. Presented national award for Outstanding Contribution to Public Relations Education for article published in the 2011 Special Issue on Pedagogy in *Public Relations Review*.

Lucinda Austin, Plank Center for Leadership in Public Relations Educator Fellowship, Summer 2014. Selected as a two-week faculty fellow in residence at a public relations agency. \$3,000 in funding from host agency for residency and travel expenses.

Lucinda Austin, "SuPRstar" Award Association for Education in Journalism and Mass Communication, Public Relations Division, August 2013. Recognized nationally for outstanding teaching contributions for 2012-2013.

Timothy Barney, Gerald R. Miller Outstanding Doctoral Dissertation Award, National Communication Association, 2013.

Timothy Barney, Dissertation of the Year, Critical and Cultural Studies Division, National Communication Association, 2012.

Timothy Barney, Outstanding Dissertation Award, American Society for the History of Rhetoric, 2012.

Timothy Barney, Lynda Lee Kaid Outstanding Dissertation Award, Political Communication Division, National Communication Association, 2012.

Timothy Barney, Wrage-Baskerville Award, Public Address Division, National Communication Association, 2011.

Elena Bessarabova, Senior Researcher, project: "Credibility Assessment and Intelligence Analysis Training in a Serious Game" funded by Intelligence Advanced Research Projects Activity (IARPA); Norah E. Dunbar, PI – \$5,385,783 (2011-2013).

Kelly Carr, Thomas Jacklin Distinguished Teaching Award Recipient, 2011-2012 Academic Year. Yale Gordon College of Arts and Sciences, University of Baltimore.

Dale Hample, **Bing Han**, and David Payne, "The Aggressiveness of Playful Arguments," *Argumentation* 24 (2010): 405-421. **Daniel Rohrer Memorial Outstanding Research Award** from the NCA American Forensics Association, 2010.

Bing Han, External Grant, Project: "Small-Screen Information Organization to Enhance Mobile Consumer Decision Making. Role: Co-Investigator Period of funding: 2012-2014. Total cost: 190,000 RMB (equivalent of \$30,000). Agency: NSFC (National Natural Science Foundation of China).

Hua Jiang, O. Kulemeka, and **Yi Luo**, "From Shanghai to New York: How Social Media are Influencing Public Relations Leaders in China and the United States." Won the Plank Center for Leadership in Public Relations at the University of Alabama (\$3,500).

Yi Luo, "The Impact of Employee Communication on Person-Organization Fit, Sensemaking, Organizational Identification, and Employee-Organization Relationship Outcomes." Won the Montclair State University Student-Faculty Research Award (\$2,000).

Tiffany Lewis, "Earning Rights and Enacting Freedom: Washington Woman Suffragists' Appropriation of Mountaineering and Wilderness Discourses," National Communication Association, Public Address Division, Wrage-Baskerville Award, 2013.

Alyssa A. Samek, Cheris Kramarae Outstanding Dissertation Award, Organization for the Study of Communication, Language, and Gender, 2013.

Alyssa A. Samek, GLBTQ Division and Caucus Dissertation of the Year Award, GLBTQ Division and Caucus, National Communication Association, 2013.

Belinda Stillion Southard, 2012 Marie Hochmuth Nichols Award for Outstanding Book:

Militant Citizenship: Rhetorical Strategies of the National Woman's Party, 1913-1920, Texas A&M University Press, 2011.

Belinda Stillion Southard, Teaching Fellow, UGA Center for Teaching and Learning, University of Georgia, 2011.

Jennifer Vardeman, PI, "Affordable Multifamily Housing Primer." Texas Department of Housing and Community Affairs: \$115,000. September, 2013 – August, 2014.

Jennifer Vardeman, PI, "Formative Research and Development for HIV Online Videos." Baylor Teen Health Clinics. \$34,000. August, 2013 – December, 2015.

Appendix III.3, 4.—Time to Degree for Ph.D. Graduates; Entry Level Salaries of Ph.D. Graduates

Time to Degree	Median	Average
FY 2008	5.0 years	5.0 years
FY 2009	6.0 years	5.8 years
FY 2010	5.0 years	4.7 years
FY 2011	6.7 years	6.2 years
FY 2012	4.0 years	4.4 years

Average Starting Salary for First Tenure-Track Position:
\$57,088 (Based on 17 responses to request for this data)

Salary Range: \$46,000 to \$71,000.

Appendix IV.1.—Abstracts from all Ph.D. Dissertations, 2008-2013

Ph.D. Graduate	Graduation Date	Abstract
Ling Na	2013	<p>This project was inspired by Durkheim's (1897, 1951) pioneering theory of social integration and its health benefits, as well as the relatively more contemporary work on contact hypothesis by Allport (1951) and intercultural communication theory by Kim (2001). Durkheim proposed that the underlying cause of suicide was lack of social integration. More recent research also suggested that social integration had health benefits, such as reduced mortality and morbidity, better mental health and wellbeing. What is often missing from this picture is the role of network homophily and possible psychological pathways in the relationship between social integration and health. This study explored social integration, health outcomes, and psychological wellbeing of different groups in Canada using the Canadian General Social Survey 2008, tested the potential predictors of ethnic homophily with multilevel modeling and regression analysis based on Allport's contact hypothesis, examined how ethnic homophily and racial diversity in the neighborhood affected individuals psychologically, and how social integration affected health outcomes (physical health, mental health, and psychological wellbeing) via psychological pathways (personal control, sense of belonging and generalized trust) for each group of Canadians using structural equation modeling. The study found that visible minority immigrants were least socially integrated, and their health outcomes remained at a comparable level as the native-born whites. The Aboriginal Peoples reported poorest physical health, mental health, and psychological wellbeing and lowest level of income and education achievement. They were however integrated at a comparable level as the native-born Whites. Compared to visible minorities, whether they were immigrants or not, Aboriginal Peoples had more ethnically and linguistically homophilous social networks. Living in diverse neighborhoods decreased the sense of belonging felt by the native-born Whites, whereas having less homophilous networks increased the generalized trust of white immigrant and increased the sense of belonging felt by visible minority immigrants. The study also showed social integration had positive impacts on health outcomes across five groups, even though not all effects were significant. When a total effect of a social integration variable on a health outcome variable was significant, it was very likely to be mediated by a psychological pathway. Limitations of the study were discussed as well as its theoretical and policy implications.</p>
Terri Donofrio	2013	<p>Genocide is a notoriously difficult problem to define, represent, resolve, and remember. Popular cultural texts addressing genocide often showcase considerable inconsistency in their attempts to engage each of these four arenas. In part, the textual vacillations contained within such popular cultural treatments of genocide reflect extent tensions in scholarly discussions of atrocity. Both popular and scholarly discourses on genocide demonstrate a substantive ambivalence over the relationships among state authority, public agency, and genocidal violence. <i>Genocide Rhetorics in U.S. Popular Culture</i> departs from existing work on atrocity concerned with the unstable relationships among state power, public power, and violence. Instead, this study centers on the competing ways popular cultural texts constitute state authority and public agency within their attempts to define, represent, resolve, and remember genocide. Because these texts commonly contain contradictory messages about each of these four topics, this study also looks at how these texts manage the palpable anxiety that arises from such textual incongruences. In the process, it spotlights genocidal discourse contained in two museums (the Los Angeles-based Museum of Tolerance and the United States Holocaust Memorial Museum in Washington, D.C.) and one documentary (Daniel</p>

		<p>Goldhagen's <i>Worse Than War</i>), and is informed by the literature in rhetoric, cultural studies, media studies, memory studies, as well as Holocaust and genocide studies. These texts distinctively manage the anxiety created by inconsistent assessments of state authority and public agency, working to sublimate, exacerbate, or recognize these tensions. Ultimately, the texts converge in validating state power on matters of genocide. Despite paying lip service to popular power, all three of the cases centralize the nation-state or empowered political actors as critical to genocide intervention or prevention. In spite of such shortcomings, this study concludes that the anxiety residing within these texts is productive because it aids in imparting messages about audience accountability and prompts critical reflection on issues of state power, public agency, and genocidal violence.</p>
Rowena Briones	2013	<p>The purpose of this study is to explore young adults' meaning construction of sexual health, sexual health campaigns, and online sexual health information through the lens of the GYT: Get Yourself Tested Campaign. A secondary purpose is to develop theory in the area of e-health. Finally, this study will offer practical recommendations to the CDC's Division of STD Prevention, one of the developers of the GYT Campaign, on how to better disseminate sexual health information to young adults via the online space. The theoretical frameworks chosen for this study are the health belief model (HBM) and the situational theory of problem solving (STOPS). Additionally, literature pertaining to campaigns, e-health and sexual health contributed to this study. The integration of these theories within this scholarly body of knowledge demonstrated the potential for merging communication theory and health behavior theory for future scholarship and practice. A qualitative research methodology was used to collect and analyze data. Specifically, 50 in-depth interviews and five focus group sessions with young adults provided insight on how they made meaning of sexual health, online information seeking, and the GYT campaign. Analytical techniques from the grounded theory approach were used to analyze these data. A constructionist/interpretive research perspective was the guiding epistemology to situate this audience-centered study. Themes emerged regarding sexual health perceptions, online information seeking, HBM/STOPS, and campaign development. Findings suggested that young adults were aware of the issue of poor sexual health, but faced a number of constraints that prevented them from reaching their optimal health potential. These were alleviated by the benefits of searching for information online. This study contributes to the scholarly body of knowledge by integrating theories and applying it to an online context. Furthermore, this study demonstrates the utility of an integrated HBM/STOPS framework in campaign planning, which was explicated through the development of the E-Health Information Management Model (E-HIMM). The findings revealed that the integrated constructs from both theories were readily present in the knowledge, attitudes, and behavioral intentions of the participants, which could provide useful evidence for campaign developers when constructing messages for the young adult audience.</p>
Steven Cohen	2013	<p>This exploratory case study examines undergraduate student perceptions of the basic communication course. Given that past studies of U.S. basic communication courses rely largely on data from faculty members and administrators, we know relatively little about how students perceive their course-related experiences. The present study helps address this gap in the literature by exploring what students perceive to be the strengths of the course, the shortcomings of the course, and the changes that ought to be made to the course. Through an analysis of student perspectives, this study adds a critical "voice" to the conversation about the state of the basic communication course.</p>

		<p>This study focuses on the summer 2012 sections of "Oral Communication: Principles and Practices," the basic communication course at the University of Maryland. As part of the study, I conducted 21 semi-structured interviews with students in three different sections. I then used the constant comparison approach within grounded theory to analyze how students made meaning of their course-related experiences. The data analysis process led to the emergence of several important themes. The data revealed five key strengths of the course: small class size; guided practice opportunities; real-world applicability; opportunities for self-reflection; and a focus on the public speaking process. Additionally, the data revealed five key shortcomings of the course: unclear link among course components; lack of differentiated section offerings; insufficient focus on public speaking; unclear assignment expectations; and the design of the interview unit. Finally, the data revealed five key changes that ought to be made to the course: allocate class time to most important topics; offer additional speaking opportunities; integrate technology into course components; enhance opportunities for presentation feedback; and expand the focus on group dynamics. This study makes numerous scholarly and practical contributions. On a macro level, it suggests that interviewing may help administrators form a more complete understanding of students' course-related experiences. Moreover, the study discusses the potential of two alternate course formats: the blended approach and the modular approach. On a micro level, this study captures a variety of student perspectives on how best to handle specific elements of the course.</p>
Lindsay Hayes	2013	<p>More than fifty women have ascended to elective office through a matrimonial connection; the current study is a rhetorical history of these ties to office. Specifically, this study explores the rhetorical leadership of six female candidates who assumed office via one of two matrimonial paths—gubernatorial surrogacy and congressional widowhood—between 1920 and 1968, a period often referred to as the “doldrums” of the women’s rights movement. By examining the public discourse created by and about these female candidates and officeholders, the study explores how these women used the rhetorical resources available within their historical context to expand their capacity to act publicly. Drawing upon and stretching the cultural constructions of maternal authority and spousal duty, these leaders rhetorically established, employed, and expanded matrimonial paths to office. Their public discourse not only served to justify their candidacy, it also had important implications for women’s history, female equality, and gender ideology. To that end, this study explores the ways in which these rhetorical performances helped advance the cause of female equality and opportunity during the doldrums. It accounts for the ways in which they helped women make progress electorally and moved the nation closer to the ideals of representative democracy. It also explores the contributions these female leaders made to our “public vocabulary” regarding women and institutional power. To that end, this project emphasizes the ways that, through the exercise of their rhetorical agency, these women helped create powerful justifications for female campaigning and office holding while helping to shape notions of femininity in ways that facilitated greater female agency, opportunity, and public activity.</p>
Leysan Khakimova	2013	<p>The purpose of this study was to explore public diplomacy from a network approach. Whereas traditionally public diplomacy was conceptualized as a communication function belonging exclusively to governments, the network approach suggested that public diplomacy is a multilateral communication process that includes nongovernmental organizations, governments, publics, corporations, and other possible actors (e.g., Fisher 2008; 2010; Zaharna, 2010). Network approach to public diplomacy accounts for the technological</p>

		<p>advances, suggesting that digital media is an integral part of public diplomacy networks. This study used the qualitative research methodology to answer three research questions that sought to explore public diplomacy definitions, public diplomacy networks, and the use of digital media in public diplomacy. This research used the network approach as a conceptual framework and not as a methodology. In addition, this dissertation explored relationship cultivation processes in public diplomacy networks. Fitzpatrick (2007; 2009) argued that relational framework provided a holistic approach to public diplomacy, emphasizing interpersonal relationships as well as long-term plans. This study explored relationship cultivation processes in public diplomacy practice. Data included 32 in-depth semi-structured interviews with employees in governmental and nongovernmental organizations that were tasked with international communication. Findings confirmed the two approaches to public diplomacy evident in the literature: traditional approach and network approach. Results revealed that some actors viewed public diplomacy as networks, although such view was not common and links between actors were limited. Data suggested that public diplomacy networks were formed around issues of global concerns. Publics were conceptualized in terms of demographics and interests instead of geographical locations. Findings also suggested two new goals for public diplomacy: to explain global issues to audiences inside the country, and to empower publics. Convening, or network-making power, and expert power emerged as valuable sources of influence. Results showed that competition was a predominant relationship cultivation strategy. Trust emerged as a relationship cultivation strategy as well as an outcome. Last, findings suggested several advantages of digital media use, including its ability to reach many various publics simultaneously. However, results also showed digital media was used as a “bull horn” rather than a two-way communication tool.</p>
Tiffany Lewis	2013	<p>This project examines how white women negotiated the mythic and gendered meanings of the American West between 1885 and 1935. Focusing on arguments made by women who were active in the public life of the Pacific Northwest and Rocky Mountain States, these analyses illustrate the ways the mythic West shaped the U.S. woman suffrage movement and how Western women simultaneously contributed to the meaning of the West. Through four case studies, I examine the ways Western women drew on Western myths as they advocated for woman suffrage, participated in place-making the West, and navigated the gender ideals of their time. The first two case studies attend to the advocacy discourse of woman suffragists in the Pacific Northwest. Suffragist Abigail Scott Duniway of Oregon championed woman suffrage by appropriating the American frontier myth to show that by surviving the mythic trek West, Western women had proven their status as frontier heroines and earned their right to vote. Mountaineer suffragists in Washington climbed Mount Rainier for woman suffrage in 1909. By taking a “Votes for Women” pennant to the mountain summit, they made a political pilgrimage that appropriated the frontier myth and the turn-of-the-century meanings of mountain climbing and the wilderness for woman suffrage. The last two case studies examine the place-making discourse of women who lived in Rocky Mountain states that had already adopted woman suffrage. Grace Raymond Hebard, a Wyoming historian and community leader, participated in the pioneer reminiscing practices of marking historic sites. Hebard’s commemorations drew on the agrarian myth to domesticate Wyoming’s “Wild West” image and place-make Wyoming as settled, civilized, and progressive. When Jeannette Rankin was elected as Montana’s U.S. Representative, she introduced herself to the nation by enacting her femininity, boosting Montana’s exceptionalism, and drawing on the frontier myth to explain</p>

		Western woman suffrage. As I conclude with an analysis of Henry Mayer's "Awakening" cartoon, I illustrate the ways place-based arguments for woman suffrage and the boosting of Western woman suffrage worked together to construct the meaning of the West as a place of gender equality in the early twentieth century.
Sej Patel	2013	<p>The purpose of this dissertation was to reexamine the effects of psychological determinants, specifically risk perceptions and self-efficacy beliefs as predicted by the Risk Perception Attitude Framework (RPA) (Rimal & Real, 2003) on anxiety, information seeking behavior, and knowledge acquisition. Additional goals of this dissertation were to test anxiety as a mediating variable between RPA group membership and information seeking, as well as between RPA group membership and knowledge acquisition; to begin to understand what types of information each of the RPA groups seek; and to test the RPA framework as a model. Furthermore, this dissertation extended the RPA framework by incorporating the effects of cognitive processing, namely thinking style (Nisbett, Peng, Choi, & Norenzayan, 2001) and locus of control (Rotter, 1954) on anxiety to increase the predictive power of the RPA framework model. After conducting a pilot test, it was determined that the context of the experimental messages would be about human papillomavirus (HPV). The data supported the hypotheses that those in the anxious group (individuals with high risk perceptions and low self-efficacy beliefs) experienced higher levels of anxiety than the other groups, that the RPA framework was a viable model for predicting information seeking and knowledge acquisition, and finally, that cognitive processing (i.e. thinking style and locus of control) increased the predictive power of the RPA framework. However, the data indicated that that the relationship between RPA group membership (based on an interaction between perceived risk and self-efficacy beliefs) and HPV information seeking, as well as knowledge acquisition was not mediated by anxiety. Participants who engaged in HPV information seeking were predominantly interested in finding out general information regarding the virus, rather than specific to risk or efficacy information. Limitations, implications, practical application and future directions are discussed.</p>
Paula Weissman	2013	<p>This longitudinal study explored how health and medical organizations used public relations techniques to influence news content about postmenopausal hormone therapy (HT) from 1995 to 2011. A theoretical framework that combined agenda building, information subsidies, and framing guided the study (Zoch & Molleda, 2006). Quantitative content analyses were conducted on 675 press releases about HT distributed through PR Newswire and EurekAlert!, and 429 news stories about HT in the Associated Press Newswire (AP), The New York Times, The Washington Post, Los Angeles Times, and The Wall Street Journal. Supplemental qualitative content analyses of organizational websites, annual reports, and scientific publications explored financial relationships and potential collaborations between ten organizations that emerged as the most successful agenda builders. Six types of health and medical organizations produced press releases about HT: pharmaceutical companies, academic/medical institutions, nonprofit health advocacy organizations, medical/scientific journal publishers, U.S. government agencies, and other for-profit organizations. A positive, statistically significant relationship was found between the quantity of press releases and news stories over time ($r = .55, p < .001$). Findings also supported the transference of specific objects, such as brand-name HT products, and attributes, such as risks and benefits, from the public relations to the news media agenda. Academic/medical institutions and nonprofit health advocacy organizations</p>

		<p>were significantly more likely than pharmaceutical companies to identify non-FDA approved, "off-label" benefits. Wyeth Pharmaceuticals, manufacturer of leading HT brands Premarin and Prempro, financially subsidized most of the top-ten, agenda-building organizations, including four academic/medical institutions and two non-profit health advocacy organizations that were frequently cited in news stories. Additionally, a substantial degree of synergy was found between these organizations in terms of how they framed menopause and HT over the study period. This study supported and extended the theoretical framework used by offering insights into how organizations may collaborate through funding arrangements and third-party communication techniques to influence news content in a health and medical context. The findings also contributed a new and important dimension to scholarship on pharmaceutical promotion of prescription drugs, which has neglected the role of public relations and focused almost exclusively on more overt, paid-promotional efforts like direct-to-consumer advertising.</p>
Vanessa Boudewyns	2012	<p>This study used meta-analytic procedures to test for interaction effects among the components of the theory of planned behavior (TPB). The central hypothesis examined was that attitudes and subjective norms should perform less well in explaining intentions when perceptions of behavioral control are low. A traditional meta-analysis of nine studies that directly examined perceived behavioral control (PBC) interactions was conducted. A second meta-analysis--the main focus of this dissertation--was conducted that tested for two- and three-way interactions in which the presence of PBC interactions was investigated in 121 studies, which provided 154 data sets with 44,424 participants. In addition to testing for two-way PBC interactions, this meta-analysis also examined whether the presence of PBC interactions depended on other variables. Specifically, three-way interactions with type of behavior classification (i.e., public versus private, familiar versus unfamiliar) and type of PBC operationalization (e.g., self-efficacy, perceived difficulty, perceived control, or some combination of the three) were explored. Results indicated that attitude by PBC interactions exist but that the effects vary depending on the type of PBC operationalization and behavior context. In addition, meta-analytic structural equation modeling was used to examine whether the association between PBC and intention is mediated by attitude and subjective norms; however, no evidence for this relationship was found. Finally, results from an auxiliary analysis revealed that the attitude by PBC interaction on intention had statistically significant nonlinear effects in addition to a linear effect. In contrast, the norm by PBC interaction did not have statistically significant linear or nonlinear effects. The discussion highlights the effects of different meta-analytic techniques, the need for future investigation using experimental designs, the implications of these findings for further theory development, and practical implications for health communication researchers. In sum, through the use of a multi-faceted approach to quantitatively review attitude by perceived control and norm by perceived control interactions in the TPB, this study helped to address inconclusive results with regard to the existence and type of PBC interactions.</p>
Sabine Chai	2012	<p>The focus of this dissertation is on communication processes in negotiations with unequal power distribution between parties. A model is tested proposing that culturally influenced power-distance values and power differences based on resource distribution both influence negotiators' perceptions of the difference in power between parties. This perception influences the choice of negotiation tactics. If the power gap is perceived to be small, both parties will employ more power tactics than if the gap is perceived to be large. An experiment was conducted to test the model. Participants (294) were randomly</p>

		assigned to one of two roles (manager versus subordinate) and one of two conditions (high resource-power-difference versus low resource-power-difference). Participants formed 147 dyads, completed questionnaires and role-played negotiations, which were recorded and coded for the use of power tactics. The analysis used a structural equation model to test the study's hypotheses; the model had acceptable fit. Power distance and resource distribution were found to influence negotiators' perception of reward power and overall power difference between the parties. Negotiators varied their behavior depending on condition, lending support to power distance reduction theory (Mulder, 1973). However, perception of overall power difference did not directly predict use of power tactics. Limitations and directions for future research are discussed.
Ioana Cionea	2012	Relational transgressions are important events that affect romantic relationships. The current research analyzed the cognitive and communicative processes people use to frame a transgression. A structural equation model was proposed to test fifteen hypotheses and to examine five research questions. Several factors were hypothesized to influence the attributions partners make about the transgression and the perceived importance of three types of goals, which, in turn, affect one's orientation toward a particular dialogue type, which affects the perceived resolvability of the transgression and partners' satisfaction with its management. Two experiments were conducted. Undergraduate students (N = 437) in dating relationships participated in the first experiment, and older adults in married relationships (N = 276) participated in the second experiment. Participants were randomly assigned to hypothetical scenarios in which one's role in the transgression, the frequency of the transgression, and the type of transgression (only in the first experiment) were manipulated. All participants provided information about themselves and their romantic relationships, read a hypothetical scenario, and provided answers using magnitude scales to items assessing the dependent measures. Results indicated that the proposed model for the management of relational transgressions fit the data acceptably. One's role in the transgression and one's sample type (i.e., dating undergraduates vs. older, married adults) were important factors that differentiated how people manage relational transgressions. Dialogue types were predicted well by attributions and goals. Resolvability was predicted by positive dialogue types. The negotiation dialogue orientation was the only one that made people satisfied with the management of the transgression. The study's limitations and directions for future research are discussed.
Alyssa Samek	2012	This study examines how lesbian-feminists navigated the competing pressures of identity politics and coalition politics and confronted compounding frustrations, divisions, and exclusionary practices throughout the 1970s. Specifically, the study attends to the ways lesbian-feminists rhetorically recalibrated their identities in and through coalitional relationships with such social movement communities as women's liberation, gay liberation, and anti-war activism. In the process, they were able to build coalitional relationships with activists from other movements while retaining a space for articulating and bolstering their lesbian-feminist identities. This study accordingly examines lesbian-feminist published writings and speeches given during conferences, marches, demonstrations, and political rallies between 1970 and 1980 to reveal how they crafted a space for lesbian-feminist politics, identity, and liberation from within coalitional relationships that also marginalized them. The project intersects the theories of public address, social movement rhetoric, intersectionality, identity politics, and coalition politics to examine the strategic interaction between coalition politics and identity politics in lesbian-feminist activism. In particular, recalibration allowed lesbian-feminists to strategically capitalize on intersectionality in order to negotiate the tension

		<p>between identity creation and coalition formation. Using the rhetorical strategy of pivoting to feature certain aspects of their identities with the various coalitions in mind, lesbian-feminists increased their visibility. They did so not only for the sake of promoting shared political goals and legitimizing lesbian-feminism, but also to confront social movement members on issues of exclusion, homophobia, and sexism. As a result, lesbian-feminism came to hold a variety of meanings for women working in the second-wave women's liberation, gay liberation, and anti-war movements. At times, lesbian feminists upheld a separatist, vanguard ethic, which was defined in opposition to other identities and movements. Though empowering and celebrated by some as more ideologically pure, separatist identity formations remained highly contested at the margins of lesbian-feminist identity politics. With those margins clearly defined, lesbian-feminists strategically pivoted to enact political ideologies and preserve identity from within coalitional relationships. In the process, their discourse revealed a great deal about the relationship between identity politics and coalition politics in the context of U.S. social protest in the post-1960s era.</p>
Stephen Underhill	2012	<p>This project examines J. Edgar Hoover's rhetorical leadership of the Federal Bureau of Investigation during the Franklin D. Roosevelt and Harry S Truman administrations (1933-1953). Hoover launched and sustained a concerted domestic propaganda program that helped enhance his own political power and invented the FBI as a central force in domestic and international matters. In the process, he re-envisioned conceptions of U.S. citizenship by promoting notions of idealized citizenship. Hoover entered law enforcement and U.S. politics during the early decades of the twentieth century--a time of increased use of public campaigns sponsored by the U.S. government and presidential administrations to alter public opinion on important policy matters. This period witnessed, for example, the country's experimentation with domestic propaganda during World War I. While the Soviet Union and Germany used disease, vermin, parasite, and body metaphors to organize their own domestic propaganda campaigns in the following decades, Hoover used these same metaphors to advance the need to purify America and exterminate its social pariah. Through his public campaigns against vermin (1933-1939), the Fifth Column (1939-1945), and Red Fascism (1945-1953), Hoover constructed a reality in which corruption and subversion were immutable elements of democratic life. Increasingly, Hoover's tactics of threat and intimidation began to mimic the tactics of threat practiced by America's enemies, moving the country closer to what many at the time called a police state. Hoover's coupling of propaganda and coercive tactics ultimately helped him to rapidly expand the FBI and undermine his superiors and counterparts in the executive, legislative, and judicial branches of government. Whereas Roosevelt benefited politically from building up a secret police force, Truman inherited a cunning FBI director eager to use his power to expand and exploit the rhetorical presidency during the Red Scare.</p>
Jill Underhill	2012	<p>The potential of hope appeals as persuasive messages relative to other types of emotional appeals is unclear. Hope has been theorized to influence motivation, attitudes, and behaviors in meaningful ways; it is also believed to bias cognition toward goal achievement. Based on appraisal theories and the dual processing paradigm, a conceptual framework for how hope appeals could influence message processing, relative to fear appeals, was proffered. It was predicted that hope appeals would bias recipients, such that they would not pay close attention to the emotional appeal or recommendations that accompanied the appeal in order to maintain their positive mood. Fear appeal recipients were expected to counterargue the emotional appeal, but overestimate the quality of</p>

		<p>the accompanying recommendations. Emotional appeal type and recommendation quality were expected to interact to influence thought generation. Research questions addressing the influence of emotional appeals on recall were also investigated. A 3(Appeal: hope, fear, or rational) x 2(Recommendation Quality: low or high) x 2 (Source Quality: low or high) independent groups experiment was conducted. Overall, some support for the predictions was found. First, processing of the emotional appeal was examined. Hope appeal recipients generated more supportive thoughts and fewer counterarguments than fear appeal recipients. Processing of recommendations was then examined. Fear appeal recipients generated more supportive thoughts about recommendations than hope appeal recipients. Recommendation quality exerted a strong influence on thought generation. Recall of the recommendations and source was also examined. Hope appeal recipients recalled more recommendations than fear or rational appeal recipients. No interactions between emotional appeal type and recommendation quality emerged for the thought generation or recall measures. Theoretical and applied implications, as well as recommendations for future research, are discussed.</p>
Abbey Levenshus	2012	<p>The contemporary communication context includes heightened risk, increasing the need for dialogic or relational risk communication with key stakeholders. Scholars have identified social media's potential to improve dialogic communication, yet governments may face challenges when using social media, particularly in a risk communication context. This study explored social media use in "the complex communication context of risk communication" (Sellnow et al., 2009, p. 53) within the under-studied U.S. public sector and applied a complexity and relational theoretical framework to explore the intersection of government public relations, risk communication, and social media. Questions focused on how government communicators in high-risk environments perceived the public sector context influences their risk communication and social media communication; how they viewed social media's role in risk communication; the extent to which they engaged in social-mediated relational risk communication; and, how they planned and executed social media communication. An ethnographic case study of the U.S. Coast Guard's social media program was conducted, including analysis of 205.25 participant observation hours at the headquarters social media office, 10 interviews, and 49 documents. Findings suggest that organizations with risk-related missions or responsibilities may have a "risk communication mindset" that spurs and constrains social media communication and integrates social-mediated risk communication into ongoing public affairs. Intersecting, overlapping influences within public sector contexts also influenced social media strategies and tactics. Data suggest a continuum exists between organizations participating in and hosting social media engagement. Findings suggest moving toward a multivocal conversational relational communication model that encompasses the distributed public relations model (Kelleher, 2009). The dissertation adds depth to the human conversational voice construct (e.g., Bruning, et al., 2004; Kelleher, 2009; Sweetser & Metzgar, 2007) and online relational maintenance strategies by offering a behind-the-scenes understanding of why and how government organizations can be engaging and conversational hosts via social media by inviting audiences to engage without organizations having to maintain conversations. The study offers practical recommendations such as reducing blog content to increase efforts using more engaging platforms like Facebook; increasing use of visually-rich and engaging content; cultivating internal relationships to improve personnel compliance and participation; and, improving strategic integration and evaluation.</p>

Ahnlee Jang	2012	<p>The purpose of this study was to examine qualitatively how members of the Korean diaspora in the Washington, DC, area make meaning of ethnic community, social capital, and civic and political engagement. More specifically, the study examined how communicative social capital influences civic and political engagement as well as other factors that influence or inhibit civic and political engagement of the Korean diaspora. Previous communication scholarship has under-examined social capital of ethnically diverse publics in relation to these aspects. Literature regarding the diaspora, ethnic identity, social capital, and civic and political engagement contributed to this study. From the literature, four research questions were posed: How do members of the Korean diaspora make meaning of the Korean community? How do members of the Korean diaspora make meaning of social capital and create opportunities for social capital? How do members of the Korean diaspora make meaning of civic and political engagement? and, How does social capital influence civic and political engagement? To best illustrate and describe how members of the Korean diaspora experience the phenomena of the diasporic community, social capital, and civic and political engagement, I chose a qualitative research method, which utilized 42 in-depth, semi-structured, face-to-face interviews with members of the Korean diaspora in the Washington, DC, area, guided by an interview protocol. I utilized a grounded theory approach to data analysis. From the data, several themes arose regarding ethnic community, social capital and civic and political engagement. Results suggested that members of the Korean diaspora made meaning of ethnic community in relation to ethnic identity, and there were varying perceptions of the Korean community, drawbacks as well as reasons to keep the community, which varied depending on the generations. Social capital was found to be plentiful in the churches, but not so much in the community at large, and church capital was not equally available or accessible to all members. Some participants were more concerned about social capital, hoping to contribute or give back to the community rather than receiving the community social capital. Results suggested that weak consciousness and lack of ownership, language and cultural barrier, lack of resources and motivation discourage civic engagement while church activities and parental status encourages civic engagement. In terms of the political engagement, misunderstanding and the operationalization of the term political engagement, lack of strong ownership, misperception on politics across generations, gender, language and cultural barrier as well as the tension between church and politics discouraged members of the Korean diaspora from engaging in political activities. Results also suggested that religious social capital and community social capital have a strong influence on civic and political engagement of the Korean diaspora. The data extend our understanding of ethnic community, communicative social capital and civic and political engagement. Evidence suggests that ethnic community, social capital, and civic and political engagement intersect in the meaning-making of the members of the Korean diaspora and that future research must focus on examining these aspects to better understand communicative social capital to empower ethnic communities and strengthen democracy.</p>
Lin Zhu	2012	<p>The person-environment fit hypothesis argues that the match or fit between an individual and the environment predicts positive adaptation outcomes for the person. Unfortunately, the person-environment fit hypothesis has not received consistent empirical support in the context of cross-cultural adaptation due to lack of a clear conceptualization of fit and an appropriate measure of fit. This dissertation proposes to use the convergence of mental models, a dynamic constructivist approach, to conceptualize person-culture fit, and to use it as a</p>

		<p>viable mechanism for understanding cross-cultural adaptation processes. A cross-lagged structural equation model was developed to examine how cultural adaptability and host language proficiency lead to positive adaptation outcomes through the mediating roles of mental model convergence and mental model change. Participants were 126 sojourning Chinese students studying in the U.S. and 30 American students and professors who were friends of the Chinese participants. Data were collected from the Chinese participants at two points in time: shortly after they arrived in the U.S. and three months after the first round of data collection. Based on results from a pilot study, participants were asked to rate the dissimilarities between 10 concepts relevant to cross-cultural adaptation. An index of person-culture fit was generated by comparing each Chinese sojourner's mental space with the aggregated mental space of domestic American participants. In addition, the Chinese participants reported their level of cultural adaptability, English proficiency, amount of intercultural communication with host nationals, and psychological wellbeing. Results from the study showed that Chinese sojourners' psychological wellbeing declined about three months after their arrival, which is consistent with the U-curve model of culture shock. Results indicated that cultural adaptability affected cultural adjustment. Specifically, cultural adaptability affected the development of host identification and was positively related to the degree of mental model change. English proficiency affected cultural adjustment through its direct positive effect on the amount of intercultural communication and psychological wellbeing. Finally, person-culture cognitive fit had a positive influence on host identification and psychological wellbeing. The interpretations and implications of the results, the contributions and limitations of the study, and directions for future research, were discussed.</p>
Deepa Anagondahalli	2012	<p>In the event of an incidence of workplace violence, organizational post-crisis communication and media coverage of the incident typically provide details about the identity of the perpetrator and possible motivations for the act in an effort to facilitate the sense-making process for message receivers and to mitigate the organization's role in the crisis. In an increasingly globalized world, these messages are read by stakeholders of different nationalities with different cultural orientations. This dissertation examined the interacting influence of crisis message attributes such as the group membership (in-group, out-group) of the perpetrator, attributions of blame in the message (personal dispositional, situational) and message receiver attributes such as nationality (American, Indian) and cultural cognitive style (analytical, holistic) on psychological ripple effects in stakeholders and therefore on implications for an organization in crisis. Results indicated that Indian message receivers measured more holistic than American message receivers. Outcomes for an organization that had experienced a crisis depended on crisis type with the more negative implications being associated with the more preventable crisis according to stakeholders. Further, group membership of the perpetrator did not appear to affect organizational blame. However, contrary to predictions, it was the American message receivers who made a clearer distinction between in-group and out-group perpetrators and this evaluation was tied to the type of crisis. As hypothesized, holistic thinkers blamed the organization more when situational attributions were used in the crisis message; analytical thinkers blamed the organization more when personal dispositional attributions were used in the crisis message. Finally, the psychological ripple effects model showed that organizational blame decreased organizational trust, and increased anger in stakeholders. Angry stakeholders expressed a higher intention to engage in negative word-of-mouth and lowered purchase intention. Overall, the results point to a more complex phenomenon of crisis communication</p>

		comprehension than is currently understood. Implications for theory and practice are discussed as well as directions for future research.
Beth Sundstrom	2012	<p>Women's health serves as a marker for societal health and wellness. Women champion access to health care services for their children and families. The mother-child dyad provides a unique view of the duality of women's reproductive health. Particularly in the time period following the birth of a child, the health of mother and baby remain inextricably linked. This study focused on biological mothers of newborns. The purpose of this study was to explore how biological mothers of newborns made meaning of health. A secondary purpose of this study was to explore how women made meaning of current social marketing campaigns targeting their health. The theoretical goal of this study was to elaborate conceptual opportunities for the integration of diffusion of innovations theory within a social marketing framework. Literature regarding social marketing, diffusion of innovations theory, and women's health contributed to this study. The literature review suggested the potential to apply diffusion of innovations theory to a social marketing framework in order to better understand women's health and the health of their families. A qualitative research methodology was used to collect and analyze data. Specifically, 44 in-depth interviews with mothers of newborns provided insight into how these women made meaning of their health. Analytical techniques from the grounded theory approach were used to analyze these data. A feminist research perspective situated this study as praxis-oriented audience research to uncover new mother's health needs within a social marketing framework. Themes emerged regarding social marketing, diffusion of innovations theory, and women's health. Findings suggested that these mothers of newborns embody and challenge the mother-child dyad in various ways, resist the biomedical paradigm, and envision new ways to interact in their social networks. This study contributes to the social marketing scholarly body of knowledge by developing the application of diffusion of innovations as a particularly relevant and useful theory. Results indicate that diffusion of innovations theory offers an audience segmentation opportunity based on innovativeness and adopter categories. Findings suggest opportunities to apply diffusion of innovations theory within a social marketing framework to better understand women's health and the health of their families.</p>
Mara Hobler	2012	<p>This dissertation studied discourse produced by development organizations for and about the global maternal health problem (GMH). Discourse analysis was conducted to answer two research questions: How did distinctive organizations engage in the Women Deliver and Global Maternal Health conferences; and how did the organizations represent the problem of GMH at the conferences (Carvalho, 2008). This analytic inductive study considered distinctions between GMH organizations and examined how organizations exhibited constitutive (reified) understandings. The global development community has sharpened its focus on GMH due to the lack of progress toward the Millennium Development Goals. Goal five (reduction of maternal mortality), is the farthest behind. Estimates suggest that 1,000 women currently die during pregnancy and childbirth daily (WHO, 2011). Correspondingly, organizations have publically expressed renewed commitments. Organizational (Ashcraft & Mumby, 2004), postmodern scholars (Holtzhausen & Voto, 2002), and critical global public relations scholars (Curtin & Gaither, 2007; L'Etang, 2005, 2010) claim that meaning production occurs through hegemonic public relations. The purpose of this dissertation was to extend the field's understanding of manifestations of organizational power and discursive meanings. In total, 72 units of data were analyzed from a purposive sample of six organizations. Codes were assigned 1603 times and reduced using Charmaz's (2006)</p>

		<p>emergent coding scheme. For validity, member check discussions were conducted with eight individuals. Findings revealed that advocacy was woven into meanings at the conferences; seen through organizational identity, speaker identity, and conceptual identities. Organizations sought recognition and legitimacy, and agreement with other organizations. Power and hierarchy undermined messages of accountability, integrity, and rights. Significantly, development discourse was univocal, as suggested by symbolic representations of organizational roles and identity constructions. Discursive themes of policy, progress, health, and measurement regulated representations. However, divergent meanings did create contradictions between understandings. Consistent with theory, meanings were fluid and unfixed, but had historical and political significance. This dissertation met the need for public relations theorists to embrace the circuit of culture as a means of capturing discrete meanings. The study also offers a three-dimensional model to accommodate interactions by multiple consumers of communication patterns and articulations.</p>
Lucinda Austin	2011	<p>This research study explores how empowerment can be incorporated as an element of health communication campaigns to positively affect rural women's everyday health activities. This study questions how rural women make meaning of empowerment and health, the factors that affect rural women's empowerment, and how health communication campaigns may bolster individual and community empowerment. Building from multiple theoretical--including empowerment theory, the situational theory of publics, the theory of planned behavior, the social cognitive theory, and a socio-ecological perspective--this study explores empowerment as a critical link in health communication and public relations theory. Dimensions of individual empowerment such as self-efficacy and perceived behavioral control were explored in more depth, as were other factors that affected empowerment, including social support, religiosity, and involvement as a construct of the situational theory of publics. This study employed a qualitative research method to explore empowerment through these rural women's lived experiences. Research was conducted through 41 qualitative, in-depth interviews with women residing in a small rural community; 15 of these women also participated in photovoice as a research method. Findings from this research demonstrate the importance of multi-level and multi-faceted socio-ecological approaches to health communication campaigns, involving communication at many levels such as the individual, organizational, and community levels. As findings from this research highlight, rural women's notions of empowerment may be impacted by their community and social interactions, their religious involvement, and their experiences with personal and family health problems. Physical and structural factors in women's lives also left them with feelings of powerlessness in certain health situations, suggesting the need for health communication campaigns to also address larger changes in structure and policy. Based upon the research findings and the prior literature, a model is proposed to aid in understanding of the factors that influence women's feelings of empowerment.</p>
Timothy Barney	2011	<p>The United States emerged from World War II as an undeniably global power, and as the Cold War unfolded, America faced decisions about where to place and display its power on the globe. The Cold War was a battle between two ideologies and competing world systems, both of which were vying for space and had the tools and technologies to control those spaces. Maps became a central vehicle for the testing of these new boundaries. Mapping projects and programs emerged from a variety of popular cartographers, foreign policy strategists, defense leaders, Congressional representatives, scientists,</p>

		<p>oppositional movements, labor unions, educational publishers, even everyday citizens. As each of these sources confirms, the scope of American commitments had expanded considerably; to account for this expansion, a cartographic impulse underwrote the continually evolving Cold War, and the tensions of art and science, realism and idealism, and space and place inherent in this impulse helped form the fault lines of the conflict. (Re)Placing America looks largely at the ways that cartography adapted to such changes and tensions in the second half of the twentieth century, and how the United States marshaled the practice of mapping in a variety of ways to account for the shift to internationalism. This dissertation explores how cartography mediated visions of space, and particularly, how it defined America's place within those spaces. Treating cartography as a complex rhetorical process of production, display, and circulation, the five chapters cover major geopolitical thematics, and the responding evolution of maps, from World War II until the Cold War's end in the early 1990s. Some of these driving themes include the "air-age" expansion of visual perspectives and strategic potential in journalistic maps; the appropriation of cartography as a medium for intelligence and national security objectives; the marshaling of maps as evidential weapons against the Soviet Union in diplomatic exchanges, Congressional reports, and government-sponsored propaganda; the shifts from East/West antagonisms to North/South ones as cartography was drafted into the modernization efforts of the U.S. in mapping the Third World; and the Defense Department's use of maps to argue for nuclear deterrence, while protest groups made radical cartographic challenges to these practices of state power. (Re)Placing America reads closely the maps of the forty-years-plus conflict and considers the complexity of their internal codes (in colors, shapes, icons, etc.), while also reaching out externally to the intersecting interests and visions of the cartographic producers and the Cold War contexts in which they emerged. The project seeks out and explores particular nodal points and thematics where maps consolidated and shaped changing shifts in perception, where cartographic fragments cohered around the defining moments, but also sometimes in the everyday politics of the Cold War. Ultimately, this project offers four conclusions about and conduct and operation of American mapping during the complex, ideologically charged time of the Cold War. First, the function of the map to both "fix" and "unfix" particular perceptions of the world is relevant to assessing how America sought to stabilize its place in a rapidly changing world. Second, the internationalism of the Cold War was bound up in the capacities for cartography to document and adapt to it. Third, the humanistic notion of a geographical imagination is central to understanding why particular Cold War agents and institutions continually drew on cartography to represent their interests. Finally, combining an ideological approach to reading maps as articulators of contextual tensions and historical ideas with an instrumental approach to maps as material, strategic documents can best help to situate cartography as an ongoing process of production, circulation, and display.</p>
Heather Epkins	2011	<p>This research investigates a critical tier in the global flow of information about terrorism. This qualitative study employs 35 in-depth interviews with national security journalists in the Washington, D.C. prestige press (Stempel, 1961) to explore their perceptions surrounding the collection, interpretation and dissemination process of terrorism news content. This study includes a review of the recent rhetorical shift from the Bush Administration "War on Terrorism" to "Overseas Contingency Operation" attempted by the Obama Administration. Rarely studied, but extremely influential, these particular "front line" reporters offer substantial insider knowledge on evolving trends in the news media production process on terrorism and national security. Their unique</p>

		<p>geographical position allowing for daily interaction among American governmental leadership, combined with their responsibility to cover what could be argued as one of the most influential topics of our time - terrorism - offers readers an inside view of the daily constraints, strategies and perceptions of this elite group. Data analysis adhered to grounded theory methods. Findings include evidence of new and evolving journalist routines with implications for public policy and the evolving integrity of journalist practices. Moreover, extending the published literature in the mass communication theory and national security realms, this research offers value by analyzing and describing the news production processes and perceptions - for the first time - of the D.C. national security prestige press. Reported results should also offer practitioners new insight into best practices and an opportunity for information users to better understand and evaluate what they are receiving.</p>
Sarah Evans	2011	<p>The purpose of this dissertation was to critically examine differences in risk perceptions among experts and lay people. In particular, this project aimed to address inconsistent definitions of "expert" found in the existing literature and to test the predictions of the psychometric paradigm in the context of communication. To examine the effect of message features and expertise on risk perceptions and evaluations of risk characteristics, this dissertation employed a 2 (emotional appeal: fear, anger) x 2 (message topic: nuclear energy, traffic accidents) x 4 (expertise: general risk assessors, traffic safety experts, nuclear energy experts, lay people) between-participants design. The results replicated some findings of the existing research. First, in the main, experts reported lower risk perceptions than lay people. Second, expressed fear led to increased risk perceptions compared to expressed anger. This study also advanced theory regarding risk perception and risk communication in two critical ways. First, differences were found not only between experts and lay people but also among the various expert groups, and, even in the expert groups, these differences were influenced in meaningful ways by the messages viewed. Second, this study demonstrated the potential for messages to affect not only risk perceptions but also the evaluation of risk characteristics, a possibility not previously tested. Specifically, the findings indicated that emotional appeals and message topic can affect evaluations of risk characteristics for risks both related to the message and unrelated to the message. The messages' effects on evaluations of risk characteristics were, in fact, more pronounced than the effects of the messages on general risk perceptions. The results suggest the factors argued to be predictive of risk perception (dread risk and knowledge risk), presented previously as inherent characteristics of risks rather than as targets for influence, can be altered through strategic communication. Both theoretical and applied implications of these results are discussed, and recommendations for future research are provided.</p>
Art Herbig	2011	<p>This project is a critical examination of the ways in which the life and death of Pat Tillman were shaped into a discursive Pat Tillman. This is not a project that examines the life led by the person Pat Tillman. The discursive Pat Tillman can be found in the pages of magazines, on television, invoked by politicians, and even memorialized in song. It is Pat Tillman, the discursive creation, that is my focus. In this project I take for granted that Pat Tillman only existed in places like the pages of books or on film. What is not lost on me and should not be lost on the reader of this project is my own participation in this process. With this project I have entered into the very discourses that I seek to critique. This is an analysis of the existence of a Pat Tillman that many people still know and the ideas that help shape how that existence is communicated. My critique focuses on the existence of a discursive Pat Tillman as a rhetorical phenomenon, drawing upon scholarship that can inform</p>

		<p>an understanding of how the life of Pat Tillman became the material for public discourse. My analysis interconnects Michel Foucault's (1972) work on knowledge and discourse with Michael Calvin McGee (1990) referred to as rhetorical fragments, in order to provide a foundation for understanding the discursive existence of Pat Tillman. Using how discourse producer connected various facts, stories, and images with conceptions of heroism, masculinity, and the American Dream, I reveal how the life and death of Pat Tillman was used as the material to represent political and cultural positions that exist external to that life. Through an analysis of the various news reports, books, documentaries, blogs, and other mediated texts that were produced in response to the life and death of Pat Tillman, this study presents a clearer picture of what is meant by "fragmentation" in critical analysis.</p>
Christine Skubisz	2011	<p>This project examined the variables that mediate the relationship between the exogenous variables numerical presentation and numeracy and the endogenous variables risk perception and risk related decisions. Previous research suggested that numerical format and numeracy influence outcomes. The question that remained unanswered was why? The goal of this project was to peer into the proverbial black box to critically examine information processing at work. To examine possible mediating variables, two theoretical models that have emerged in the risk perception literature were tested. The first is an evolutionary theory proposing that over time, individuals have developed an augmented ability to process frequency information. Thus, frequency information should be clearer and people should be faster at forming risk perceptions with information in this format. According to this model, processing speed and evidence clarity mediate the relationship between evidence format and risk perception. A second framework, the affective processing theory, argues that frequency information is more vivid and people derive more affect from information in this format. Therefore, according to this model, affect and vividness mediate the relationship between presentation format and risk perception. In addition to these two perspectives, a third theory was proposed and tested. The integrated theory of risk information processing predicted that reaction time, clarity, affect, and vividness would all influence risk perception. Two experiments were conducted to test the predictions of these three theories. Overall, some support for an integrated model was found. Results indicated that the mediating variables reaction time, clarity, affect, and vividness had direct effects on risk perception. In addition, risk perception had a strong influence on risk related decisions. In Study 2, objective numeracy had a direct effect on reaction time, such that people with high numeracy spent more time forming risk evaluations. Furthermore, people with a preference for numerical information evaluated numerical evidence as clearer and more vivid than people who preferred to receive evidence in nonnumerical formats. Both theoretical and applied implications of these results are discussed and recommendations for future research are provided.</p>
Martha Kelly Carr	2010	<p>In <i>Regents of the University of California v. Bakke</i> (1978), the Supreme Court issued a landmark decision addressing the constitutionality of university affirmative action policies. Justice Lewis F. Powell Jr. concluded that universities could consider race as a factor to achieve the goal of a diverse student body. This study situates <i>Bakke</i> within its broader rhetorical environment of public discourses about race, law, and education, examining the selection process by which Powell found to be the most justifiable answer to the question of affirmative action's permissibility. Using materials retrieved from Powell's archives at Washington and Lee University, including memoranda, personal notes, and draft opinions, the project makes three interrelated arguments. First, this study asserts that the Supreme Court is a</p>

		<p>rhetorical institution, dependent upon rhetoric for its inventional needs and its credibility while simultaneously cloaking its reliance on rhetorical invention in a rhetoric of formalistic inevitability. As such, it attends to how the legal invention process, explicated by classical rhetorical theorists and manifest in contemporary legal practice, enhances understanding of Powell's decision. Second, the project examines how Powell pulled from far-reaching rhetorical and ideological environments for his rationale. Here, the study traces public discourses about race and examines Bakke's legal briefs, outlining the appeals to multiculturalism, colorblindness, race consciousness, and individualism that comprised Powell's inventional warehouse. A critical scrutiny of Powell's opinion-writing process reveals an inventional program guided by an ideological negotiation of these competing and compelling rhetorics of race and education in the United States. Third, this project argues that Powell's opinion-writing process is a corporate, rather than individual, process. Examining the negotiations between Powell, his law clerks, and fellow justices further illuminates the rhetorical nature of the Court, as well as the ideological influences upon individual Court opinions. The study concludes by explicating how <i>Bakke</i> reflects the ways that the Supreme Court works as part of a broader rhetorical culture, constructing its decisions from the materials of public arguments and the architecture of jurisprudential norms. Finally, the study explores the ideological circulation of Powell's decision: divorcing the goal of diversity from the justification of past discrimination.</p>
Katie Reynolds Place	2010	<p>Gender and power shape the practice of public relations. Gender contributes to power differences which may, in turn, influence an individual's strategic decisions and communication styles. Because male and female public relations practitioners make meaning of their roles as public relations practitioners differently (Grunig, Toth & Hon, 2001; Krider & Ross, 1997), looking at the profession from the viewpoint of women - and women only - provides unique insight into these differences. The purpose of this study was to examine qualitatively how women public relations practitioners make meaning of gender and power. Additionally, the study examined the overlap of gender and power and the implications they hold for professional practice. Whereas previous public relations scholarship has examined the concepts of gender and power separately, the secondary purpose of the study sought to examine these phenomena together. Literature regarding gender, gender theory of public relations, power, power-control theory contributed to this study. From the literature, three research questions were posed: How do women public relations practitioners make meaning of gender? How do public relations practitioners make meaning of power? and What are the intersections of gender and power in public relations? To best illustrate and describe how women public relations practitioners experience the phenomena of gender and power, I chose a qualitative research method which utilized 45 in-depth, semi-structured, face-to-face interviews with women public relations practitioners guided by an interview protocol. I utilized a grounded theory approach to data analysis. From the data, arose several themes regarding gender, power and their nexus. Results suggested that women practitioners made meaning of gender through contrasting definitions, as a function of a feminized public relations industry, as a function of pregnancy, childbirth and family responsibilities, through expectations and discrimination, and as an intersectional phenomenon involving one's race, age and geography. Participants made meaning of power as a function of influence, a function of relationships, knowledge and information, access, results-based credibility, negative force and empowerment. Women practitioners communicated that gender and power intersected through use of gendered appearances, management style, women's bonding together for power, the queen bee</p>

		<p>syndrome, leadership, women's self-realization and confidence in their choices, and education of others. The data extend our understanding of gender theory of relations and power-control theory of public relations. Results suggest that gender, for public relations practitioners, exists as a socialized and learned phenomenon. Power in public relations exists in a system and empowerment serves as an alternative meaning making model of power. Evidence suggests that gender and power do intersect in the meaning making of practitioners and that future research must focus on examining this overlap and educating students and professionals about gender and gender discrimination.</p>
Elena Bessarabova	2009	<p>This dissertation examined the effects of freedom-limiting communication on attitude structures at three points in time. A 2 (Threat to freedom: low threat vs. high threat) x 2 (Restoration postscript: present vs. filler postscript) x 3 (Time: immediate-time measurement vs. one-minute delay vs. two-minute delay) plus 3 (control groups for each time point: immediate-time measurement vs. one-minute delay vs. two-minute delay) between-participants design was employed. The results replicated the findings of existing research on reactance by showing that when threat to freedom was high, a boomerang effect emerged, leading to change in attitude and behavioral intention in the direction opposite to the one advocated in the message. This study also advanced the theory of reactance by documenting how threat to freedom affects both the focal attitude concept targeted by the message (here, recycling) as well as a concept related to the target concept (here, energy conservation). In addition, the effects of pairing different levels of threat to freedom with a restoration postscript were examined: The findings indicated that adding a restoration postscript (defined as the suggestion that an individual still has freedom to make a decision) to low threat to freedom messages might be detrimental to persuasion as compared to adding a restoration component when threat to freedom is high. Finally, the effects of threat to freedom and restoration over time were considered: The results of the experiment suggest that reactance effects may not be persistent over time.</p>
Hua Jiang	2009	<p>Good relationship management between organizations and their strategic employee publics contributes to organizational effectiveness. This dissertation built and tested a new model of employee-organization relationships by introducing time-based and strain-based work-life conflict as variables leading to employee-organization relationship outcomes, and by investigating the possible effects of transformational leadership, organizational procedural justice, and family-supportive workplace initiatives upon employees' perceived work-life conflict and relationships with their employers. This dissertation is an example of multilevel research in which all the theoretical constructs were conceptualized at the individual level, but data were gathered by conducting a survey of 396 employees in 44 U.S. organizations. The multilevel structure of collected data was addressed by using hierarchical linear modeling (HLM) as the major analytical method. The findings suggested that the amount of time-based work-life conflict employees perceived significantly predicted their perceived quality of relationships with their employers. The lower the level of time-based work-life conflict that employees perceived, the better the quality of employee-organization relationships they had. When immediate supervisors respected their subordinates as individuals with unique characters and needs and treated them differently but fairly, employees perceived high levels of trust, commitment, satisfaction, and control mutuality. In addition, employees who perceived that they were treated fairly by their organizations developed quality relationships with their employers. This dissertation also identified fair formal procedures used to make work-life policies and decisions as a significant antecedent leading to high trust, commitment, satisfaction, and</p>

		control mutuality that employees perceived. Moreover, the extent to which organizations administered fair procedures for work-life conflict-related policies and decisions greatly affected employees' perceptions of the time-based and strain-based interferences between work and nonwork. Lastly, it was revealed that time-based work-life conflict partially mediated the association between quality of employee-organization relationships and procedural justice referencing work-life policies, decisions, and procedures. Interpretations and implications of the findings, the limitations of the dissertation, and directions for future research were discussed.
Erica Lamm	2009	This study examines the thoughts about civic engagement of six unique undergraduate communication students as they take an upper-level argumentation and debate course. Although some scholars (Putnam, 2000) lament the drop in civic engagement in the United States, Jacoby (2009) and others argue that the 1990s "saw a dramatic increase in efforts to bring college and university resources to bear on both broad social issues and local problems" and that campus-community engagement has become increasingly important in recent years (p. 13). As communication scholars, one of our missions is, or should be, to enhance the communication skills that students need to be engaged citizens (Hogan, Andrews, Andrews, and Williams, 2008). To understand the role communication courses may play in the enhancement or creation of a sense of civic engagement in students, this case study followed six undergraduates through the course of their upper-level argumentation and debate course. Through interviews and journals, thick descriptions were written of these students' experiences, and themes were discovered. Several key themes emerged from the interviews. Students mentioned the importance of listening, though they did not explore the ethics of listening. Whether or not Americans are more or less civically engaged today met with mixed views. Definitions of civic engagement led students to the importance of local community. Interestingly, national or global efforts were not identified, even though President Obama was mentioned as the most prominent proponent of civic engagement. Attributes of civic engagement extended beyond listening to confidence and to media/technology literacy. Finally, audience, an important component of public speaking, was recognized as a critical skill necessary for civic engagement. Surprisingly, the students in this study were unable to articulate how to translate their considerable skills into the public arena, to actually become civically engaged.
Yi Luo	2009	This study explored the role public relations plays in the sensemaking process during planned organizational change within multinational organizations in China. Three areas were examined. First, this study examined the sensemaking process during change within the participating multinationals. Second, this study explored how the multinationals used public relations to communicate about change with their employees. Third, the influence of uncertainty avoidance upon sensemaking during change within the multinationals was probed. Weick's (1995) sensemaking framework was used to explain the individual differences in the way events are understood and how those differences are translated into sensible collective behaviors. A total of 60 face-to-face interviews were conducted with managerial and non-managerial employees from nine multinational corporations. Several significant findings emerged from the study. First, change management can be viewed as management of meanings. This view helped explain why some change programs are accepted over others. The acceptance of change is both facilitated and constrained by the extent to which management is able to impose a plausible sense of change on events. Second, power plays a major role in creating an environment ready for change as well as resolving disparities of

		<p>meanings. Top management sort out information and highlight it to employees so that their mental frameworks are framed to see the environment in certain ways. Third, negative expressions or behaviors by employees need not be perceived as acts of rebellion against change. Rather, these negative expressions reflect the difficulty that organizational members have while switching rapidly their sense of the organization during change. This study also found that the public relations function can facilitate sensemaking during change. Poorly planned communication programs during change can result in confusions from employees regarding change as well as distrust of management. Findings also suggested that cultivating dialogic communication with employees during change can help managers develop a shared understanding with front-line employees about change. Findings also showed that when employees could not reduce their uncertainties, they stopped processing information from the organizations. This study demonstrated the value of public relations to change management. It illustrated how public relations can help members of an organization understand the meaning of change.</p>
Brian Smith	2009	<p>There is a gap in public relations and marketing communication literature. In spite of increasing professional use of integrated communication--a process by which organizations coordinate the communication functions and activities for stakeholder impact--public relations roles have been under-developed in scholarship. In fact, most insights on public relations and integration appear to be opinion-based and normative. Hallahan (2007) has argued that the literature is "fragmentary and hardly conclusive" (p. 308), and other scholars claim that integrated communication research is still in its pre-paradigmatic stages of development (Kerr, et al., 2008) as research emphasizes definitions and perceptions (Kliatchko, 2008, p. 133). This research--a multi-case study of three organizations that carry out varying levels of integration--addresses the need to outline and evaluate public relations and integrated communication from a theoretical perspective. This study considers public relations a strategic relationship management function, consistent with Grunig (2006a), Ledingham (2006) and other public relations scholars. This perspective is in contrast with that of marketing communication scholars, who consider public relations a marketing support function (Keh, Nguyen, Ng, 2007; Debreceeny & Cochrane, 2004; Hendrix, 2004). This study demonstrates that concerns that integrating public relations and marketing may lead to marketing imperialism and "an inferior technical role" for public relations, as Hallahan's (2007) review of the literature discovered (p. 305), may be based in opinion only, and may not represent professional practice. In fact, higher levels of integration yield a greater emphasis on public relations as a strategic relationship management function. This research also demonstrates that integration occurs naturally, regardless of organizational structure. In spite of varying levels of integration evident at each organization (based on the structure outlined by Duncan and Caywood [1996] and Caywood [1997]) integration is a natural process based on internal relationships and connections--a process I refer to as "organic integration." This multi-case study fulfills three challenges facing public relations and integrated communication proposed by Hallahan (2007). It provides a research-based definition of integrated communication, considers the theoretical convergence of public relations and integrated communication, and it conceptualizes organizational communication and department structures (p. 309-313).</p>
Bjørn Stillion Southard	2009	<p>From the introduction of slavery to British North America, the concurrent presence of freedom and slavery fostered much tension. Still, in the early 1800s, slavery was not yet the intransigent issue that would lead to civil war.</p>

		<p>Amidst mounting tensions and declining, yet still viable, possibility for resolution, a nationwide effort to colonize free blacks to Africa began. Positioned as neither immediate emancipation, nor the continuation of the status quo, colonizationists framed their scheme as a solution to the problem of slavery. With the discourse generated at a germinal meeting on December 21, 1816, the American Society for Colonizing the Free People of Colour of the United States (later called the American Colonization Society) was created and motivations for African colonization were set forth. This project explores the rhetorical development of the national African colonization movement in the United States. To begin, this project traces the discursive tensions between discourses of security and morality to which colonizationists would need to attend to advance their scheme. Driving this tension was an emerging antagonism between instrumental and pathetic dimensions of rhetoric. The project then illuminates the potential to overcome such tensions that had been cultivated in political economic (i.e., legislative) discourse about slavery. This potential resolution was defined by the development of moderate rhetorical strategies to address the problem of slavery. Turning to the initial meeting of the Colonization Society, this project attends to how colonizationists negotiated the discursive tensions and used the rhetorical resources of the moment to motivate colonization. Ultimately, this project argues that the motivations offered by colonizationists in support of African colonization failed in their attempt to use moderate rhetorical strategies and thus, failed to overcome the discursive tensions of slavery.</p>
Ai Zhang	2009	<p>Public relations entered China in the 1980s. Formal education in public relations started in the 1980s. The field has experienced evolutionary changes over the past 2 decades. However, not much scholarly attention has been paid to this area of research. The most notable article that examines Chinese public relations education was published in 1994. After more than 10 years, it is disheartening to note that no published works have updated the status quo of Chinese public relations education. Within this context, the present study undertakes the initiative to offer a rich account of and a critical and cultural analysis of Chinese public relations education. Specially, the purpose of this dissertation was to understand how Chinese public relations educators, students, and practitioners make meaning of Chinese public relations education through the theoretical lens of the circuit of culture model and within the context of Confucianism. The present study adopts qualitative methodology as the means to explore the study's research questions. It employs two concrete qualitative methods--in-depth interview and focus groups. Participants were selected from three major cities in China: Beijing, Shanghai, and Hang Zhou, which host the major of universities and colleges that offer public relations programs, majors, or concentrations. Forty-nine people took part in the present study, including 34 in-depth interviews--20 interviews with public relations educators, 7 with practitioners, and 7 with students--and two focus groups with 7 students and 8 students in each group. Specifically, the study aims to answer two research questions: 1) How does the circuit of culture model help explore and understand the tensions, complexities, and contradictions implicit in Chinese public relations educators', practitioners', and students' meaning making of Chinese public relations education? How does the model help understand the interplay of culture, power, and identity, within which context participants negotiate and construct meanings and identities for Chinese public relations education? 2) What is the role of Confucianism in Chinese public relations education? To what extent and in what aspects have Confucian values influenced participants' understanding of Chinese public relations education? Research findings offer insights into the above research questions. Most interestingly, the findings help identify a hybrid identity for Chinese public</p>

		relations education, which is neither purely Chinese nor American but a combination of values from both countries. This finding calls for a changed mindset to approach the relationship between Chinese and U.S. public relations scholarly communities from a dichotomous either-or to an embracing both-and mindset. The findings also help update and enrich the existing literature on Chinese public relations education, respond to the timely call for diversifying public relations scholarship in the U.S., and complicate and modify the existing circuit of culture model. The culmination of the study also helps identify possible avenues in which Confucianism can serve as a potential philosophy guiding public relations education and practice.
Michael Chambers	2008	In the decade following the Civil War, Illinois Farmers suffered from a variety of economic problems such as deflated currency, increased agricultural production, international competition, high tariffs, expensive farm implements, high transportation rates, high taxes, and the occasional natural disaster. Scattered, powerless, and dependent, Illinois farmers were especially vulnerable to a political and economic system controlled by corporate monopolies, corrupt and unresponsive government, and an endless procession of middlemen waiting to take their share of the farmers' hard-earned profits. Farmers responded by forming the Granger movement, the first large-scale farmers' movement in the United States and the initial episode of a broader farmers' movement in the late nineteenth century. Granger movement rhetoric constituted Illinois farmers as powerful agents of change by transforming them from individual actors into the agricultural class, a powerful collective identity motivated for political and economic action. Movement rhetoric did so by drawing upon the motivational power of three strands of American public discourse--the agrarian myth, the rhetoric of class, and the legacy of the American Revolution--to create a narrative that empowered Midwestern farmers to see the dire consequences of their agrarian individualism and to constitute themselves as a class that could adequately respond to their material conditions in the late nineteenth century.
Bing Han	2008	This dissertation research examined how cultures differ in the use of the distributive justice principles of need and equity. Empathy was proposed as a possible mechanism to explain cultural differences in the conflict between the ethics of care and justice as reflected in the use of the need and equity principles. Four experiments were conducted to investigate the role of empathy in three distinct distribution situations across two cultural groups, Chinese nationals and U.S. Americans. In all four studies, participants were asked to assume the role of a high-status person and make a distribution decision in a questionnaire. The first and second studies examined how empathy affected the equity principle in a bonus distribution situation in a company; the third study explored how empathy influenced the need principle in an assistance-fund distribution situation in a charity organization; and the fourth study investigated how empathy affected the choice between merit and need in a scholarship distribution situation in a university. Data were collected in both China and the U.S. for each of the four studies (total N = 1,022). Results indicated a significant moderating effect of culture such that empathy had different effects on the principles of equity and need in the two cultural groups. Empathy narrowed the money gap between low- and high-competence employees for Chinese, but maintained the gap for U.S. Americans; it also equalized the amount of money given to low- and high-need applicants for Chinese, but preserved the difference for U.S. Americans. Interpretations and implications of the results are provided, and the methodological and theoretical significance of the research along with future directions are discussed.

Michele Mason	2008	Although frequently praised for her rhetorical abilities and widely recognized as an influential leader in the African-American community, Nannie Helen Burroughs' speeches and writings have been the subject of little scholarly treatment. The quest for freedom and equality in America, Burroughs believed, would be satisfied through individual and collective struggle, and while she never advocated directly the use of physical force, she often evoked martial themes--using terms such as battles, enemies, crusades, weapons, and sacrifice--along with ideas related to movement and progress, to motivate action among African-Americans. These ideas, complemented by her stylistic tendencies, inspired continued action during a time when basic citizenship rights seemed out of reach for many African-Americans. This rhetorical tendency seemed most strategic during the 1920s and 1930s, a time when African-Americans experienced a renewed and seemingly coordinated assault on their identity as American citizens. They found their constitutional right to vote threatened, their social and economic status weakened, and their identity as American citizens undermined. Burroughs would skillfully combine various styles of discourse to match her rhetorical goals and the demands of the audiences she addressed. More specifically, she employed a clear, vivid, energetic style to awaken and enlist African-American audiences, to empower politically, provide vision, and to rehabilitate identity during the period between the two world wars.
Nance McCown	2008	Through a qualitative case study, this dissertation's purpose was to explore the confluence of internal public relations, leadership styles, and organizational culture--specifically in a spiritually based workplace--in order to better understand their influence on leader-employee relationship management. The organization researched was a bank with approximately 110 employees including several branch locations. Data collection triangulation included in-depth interviews, participant observation, and document analysis of relevant internal publications and communications. Analysis employed grounded theory strategies using the constant comparison method. Results indicated that this confluence, driven by the founder/top leader's faith and vision, enacted authentic/transformational/principle-centered/servant leadership style, spiritually based organizational culture, and open, two-way symmetrical communication to foster intentional, positive, people-driven cultural maintenance, interpersonal communication, and employee empowerment/growth strategies. In turn, this hybrid environment fostered strong relationship building between employees and organizational leaders as well as between employees across the organization. The confluence also promoted organizational unity as well as intentional leadership development among employees through both specific career goal planning and opportunities for honing individual employees' leadership skills. These outcomes feed back into the leadership, culture, and communication processes to perpetuate a cycle of organizational success. This study extended previous research in internal public relations, leadership styles, and organizational culture by examining their confluence and resulting outcomes to produce a model for internal public relationship building. Ultimately, this model and the understanding enhanced by it offers value to organizational leaders and public relations practitioners as they seek to build more successful leader-employee relationships as well as relationships between employees across the organization through heightened trust, control mutuality, job satisfaction, and commitment. The research also offers value by describing a model that encourages greater empowerment and leadership development among employees at various organizational levels, potentially serving to increase productivity and reach organizational goals.
Belinda Stillion	2008	This project attends to ways in which the National Woman's Party's (NWP)

Southard		<p>militant woman suffrage campaign empowered U.S. women to assert their political agency and help earn women's fully-enfranchised citizenship rights through rhetorical acts of political mimesis. Specifically, this study examines how the NWP mimicked political rituals and rhetorics to simultaneously earn political legitimacy and expand women's citizenship roles in the nation-state. To this end, this project examines the NWP's suffrage discourse between 1913 and 1920 to demonstrate the ways in which the group's mimetic strategies both reified and challenged progressive and wartime notions of U.S. nationalism promoted by President Woodrow Wilson and members of Congress. These chapters trace the trajectory of the NWP's campaign as it mimicked inaugural parades, third-party strategies, and congressional and presidential politicking to empower NWP members with the political authority that rivaled the nation's political leaders. The NWP's mimetic strategies allowed NWP members to constitute their national citizenship identities as they accessed reserved political spaces, demanded the attention of President Wilson and members of Congress, engaged the U.S. citizenry as political actors, and suffered severe backlash against their militant acts. In so doing, the NWP helped normalize women's presence in the political sphere, nationalize the suffrage movement, attract national media attention, and ultimately, earn widespread recognition and political legitimacy. Finally, this study looks at the empowering and disempowering potential of political mimesis as a strategy for social and political change, particularly as the NWP formed alliances and divisions among women in national and international communities. In the process, the project looks at how the NWP's rhetoric of political mimesis shaped and was shaped by the democratizing exigencies of President Wilson's nationalist vision; in turn, the NWP's militant campaign helped re-envision the gendered nation.</p>
Jennifer Vardeman	2008	<p>The purpose of this study was to understand how teen girls and parents of teen girls make meaning of an HPV/cervical cancer vaccine communication campaign. Factors that were considered in investigating meaning-making were personal, familial, educational, sociopolitical, and technological and media factors. Other cultural concepts explored were identity, difference, communication preferences, and medicalization. Using a cultural study approach and feminist, qualitative methods, 40 teens between the ages of 13- and 18-years old and 14 parents of teen girls were interviewed using focus groups, dyad interviews, and individual interviews. The study employed the grounded theory approach to data analysis. Overall, parents and teens hold resolute beliefs about the Gardasil vaccine and media about it, and participants are divided as to their favorability toward the vaccine and its promotion to them. More specifically, the data suggest that teen girls largely make meaning of the HPV/cervical cancer vaccine campaign through the sociopolitical and mediated relationships in their lives, and in particular, how the girls perceive and act around difference in their lives largely contribute to the ways they view communication about sexual health topics like HPV, cervical cancer, and the vaccine. Differently, parents largely make meaning of the campaign through the personal, familial, and educational aspects of their lives, for how they understand their roles as parents reflects a contradiction between their sexual lives growing up compared to their perceptions of how the media represent sexuality and health threats to their daughters. Overall, the data suggest that this campaign provides some empowering ideas and opportunities for teen girls and parents. However, the data also largely suggest that campaigns as such complicate not only decisions teen girls and parents must make about teen girls' health, but such campaigns also obscure how teen girls and parents know themselves individually, in relationship to one another, and in relationship with social and authoritative bodies outside their comfort zones. These data confirm</p>

		<p>previous studies findings in public relations, feminist media, and cervical cancer intervention research. The data also extend and combine extant research about culture, women's health topics, and communication campaigns in ways that suggest a feminist, cultural-centered health communication critique that encourages communicators to wholly reconsider traditional approaches to the origination, development, deployment, and involvement of communication campaigns involving women and teen girls and important health topics to them. Implications for health communication practice as well as feminist methodology are considered for similar future projects.</p>
Xiaoying Xie	2008	<p>This dissertation addresses how, in a conflict situation, individuals enact different roles and how their responses to the other party's role enactment affect the strategies they choose to handle the conflict. A model is proposed to delineate the cognitive and emotional process through which the focal individual and the other party's role enactment affect the focal individual's conflict strategies. The model was first examined using the data based on participants' recall of a past conflict and their answers to questions that assessed behaviors (N = 265). Next, a laboratory experiment was used to test a model in which a conflict was induced and each participant interacted with a confederate to complete a decision making task (N = 261). The focal person's obligation to his or her general role and the other party's expectation violations were manipulated. Participants' embracement of their situated roles, perceived goal importance, emotion, and the use of four types of conflict strategies were measured. Results indicated that obligation predicted the use of relational-protective strategies through the mediating effect of relational goal importance. Embracement of the situated role was found to directly predict the use of a relational-protective confronting strategy but indirectly predict the use of a relational-disruptive confronting strategy through situated goal importance. The other's expectation violation changed the perceived goal importance and the emotion of the focal individual, which predicted the use of relational-disruptive strategies. However, the main reason for the effect of expectation violation on relational-disruptive strategies was individuals' direct reaction to the other's behavior rather than anger. Interpretations and implications of the results, the limitations of the study, theoretical and methodological contributions of the study, and future directions were discussed.</p>

Appendix V.1.—Summary of Faculty, Graduate Student Research Activity

Faculty Research Activity	Books/ Textbooks	Journal Articles	Book Chapters	Conference Presentations
2008-2013	13	126	67	203
2002-2007	17	48	44	173
% increase	-23%	62%	34%	15%

Journal (number of UM articles, 2008-2013)	ISI Five- Year Impact Factor	SCImago Quartile Rank
Communication Research (2)	2.486	Q1 (Communication; n = 157)
Communication Monographs (5)	2.476	Q1 (Communication; n = 157)
Human Communication Research (7)	2.461	Q1 (Communication; n = 157)
Journal of Health Communication (4)	2.307	Q1 (Public Health; n = 348)
Psychology & Marketing (1)	2.124	Q1 (Psychology; n = 359)
Communication Theory (1)	2.063	Q1 (Communication; n = 157)
Journal of Cross-Cultural Psychology (1)	2.056	Q1 (Psychology; n = 359)
Journal of Advertising (1)	1.859	Q1 (Communication; n = 157)
Health Communication (8)	1.744	Q2 (Public Health; n = 348)
Journal of Public Relations Research (5)	1.723	Q1 (Sociology & Political Science; n = 552)
International Journal of Press/Politics (1)	1.670	Q1 (Communication; n = 157)
Mass Communication & Society (1)	1.192	Q1 (Communication; n = 157)
Public Relations Review (11)	1.098	Q2 (Marketing; n = 101)
American Behavioral Scientist (1)	0.946	Q2 (Social Sciences; n = 409)
International Journal of Communication (4)	0.928	Q3 (Communication; n = 157)
Journal of Applied Communication Research (4)	0.927	Q2 (Communication; n = 157)
Journalism & Mass Communication Quarterly (2)	0.691	Q1 (Communication; n = 157)
Critical Studies in Media Communication (1)	0.677	Q2 (Communication; n = 157)
Argumentation (1)	0.664	Q2 (Social Sciences; n = 409)
Journal of Language & Politics (1)	0.395	Q1 (Linguistics & Language; n = 70)
Chinese Journal of Communication (1)	0.353	N/A
Journal of African Media Studies (1)	0.154	Q4 (Communication; n = 157)
American Communication Journal (1)	N/A	Q4 (Communication; n = 157)
Arab Media & Society (3)	N/A	N/A
Argumentation & Advocacy (1)	N/A	N/A
Celebrity Studies (1)	N/A	Q1 (Cultural Studies; n = 466)
Communication Methods & Measures (1)	N/A	N/A
Communication Research Reports (1)	N/A	Q2 (Communication; n = 157)
Communication Studies (4)	N/A	Q2 (Communication; n = 157)

Communication Yearbook (1)	N/A	N/A
CyberOrient (2)	N/A	N/A
Feminist Media Studies (1)	N/A	Q2 (Communication; n = 157)
International Communication Gazette (1)	N/A	Q1 (Communication; n = 157)
International Journal of Intercultural Relations (1)	N/A	Q1 (Sociology & Political Science; n = 552)
International Journal of Listening (6)	N/A	Q3 (Communication; n = 157)
International Journal of Strategic Communication (1)	N/A	Q2 (Communication; n = 157)
International Public Health Journal (1)	N/A	N/A
Journal of the American Society of Information Science & Technology (1)	N/A	N/A
Journal of Arab & Muslim Media Research (4)	N/A	N/A
Journal of Argumentation in Context (2)	N/A	N/A
Journal of Communication Management (3)	N/A	Q4 (Communication; n = 157)
Journal of Current Issues & Research in Advertising (2)	N/A	N/A
Journal of Media & Religion (1)	N/A	N/A
Journalism & Mass Communication Educator (1)	N/A	N/A
Listening Education (1)	N/A	N/A
Place Branding and Public Diplomacy (1)	N/A	Q3 (Strategy and Management; n = 183)
Popular Communication (1)	N/A	Q2 (Communication; n = 157)
PRism (1)	N/A	N/A
Public Relations Journal (3)	N/A	N/A
Rhetoric & Public Affairs (4)	N/A	Q2 (Communication; n = 157)
Southern Communication Journal (1)	N/A	Q2 (Communication; n = 157)
Tripodos (1)	N/A	N/A
Vaccine (1)	N/A	Q1 (Immunology; n = 194)
Voices of Democracy (1)	N/A	N/A
Western Journal of Communication (2)	N/A	Q1 (Communication; n = 157)
Women's Studies in Communication (2)	N/A	Q4 (Communication; n = 157)

Graduate Student Research Activity:

Books

2011

Steven Cohen, *Public Speaking: The Path to Success* (San Diego, CA: Cognella, 2011). (Revised and released in the trade market as *Lessons from the Podium: Public Speaking as a Leadership Art* [San Diego, CA: Cognella, 2011]).

2008

Lisa M. Burns, *First Ladies and the Fourth Estate: Press Framing of Presidential Wives* (DeKalb, IL: Northern Illinois University Press, 2008).

Journal Articles

2013 and forthcoming

Rowena L. Briones and Melissa Janoske, "Mentoring 2.0: How PR Educators Use Social Media to Create and Maintain Relationships with Students," *International Journal of Continuing Engineering Education and Life-Long Learning* 23 (2013): 18-32.

Rowena L. Briones, Melissa L. Janoske and Michael Paquette, "New Media, New Mentoring: An Exploration of Social Media's Role in Public Relations Mentorships," *PRism* 9, no.1 (2013): http://www.prismjournal.org/vol9_1.html.

Steven G. Buzinski, Paul Dean, **Theresa A. Donofrio**, Abram Fox, Amanda T. Berger, Lynne P. Heighton, Ali Fuad Selvi and Lenea H. Stocker, "Faculty and Administrative Partnerships: Disciplinary Differences in Perceptions of Civic Engagement and Service-Learning at a Large, Research-Extensive University," *Partnerships: A Journal of Service-Learning and Civic Engagement* 4, no. 1 (2013): 45-75.

Ahnlee Jang and Hyunhee Kim, "Cultural Identity, Social Capital and Social Control of Young Korean Americans: From Public Relations Perspective," *Journal of Public Relations Research* 25, no. 3 (2013): 225-245.

Tiffany Lewis, "Marking Progress in the American West: Grace Raymond Hebard's Domestication of Wyoming, Women's Rights, and Western Expansion," *Cultural Studies ↔ Critical Methodologies* 13 (2013): 43-53.

Ling Ma and K. L. Hacker, "Boosting Emergency Preparation Intentions from the Theory of Planned Behaviour Perspective," *Journal of Contingencies and Crisis Management* (under review).

Kelly Madden, Xiaoli Nan, **Rowena Briones** and Leah Waks, "Sorting Through Search Results: A Content Analysis of HPV Vaccine Information Online," *Vaccine* 30, no. 25 (2012): 3741-3746.

Thomas McCloskey, "Putin and IKEA: A Spiral of Silence Analysis of P**** Riot Censorship," *Controversia* 8, no. 2 (2013, in press).

Xiaoli Nan and **Kelly Madden**, "HPV Vaccine Information in the Blogosphere: How Positive and Negative Blogs Influence Vaccine-Related Risk Perceptions, Attitudes, and Behavioral Intentions," *Health Communication* 27 (2012): 829-836.

Xiaoli Nan, B. Xie and **Kelly Madden**, "Acceptability of the H1N1 Vaccine Among Older Adults: The Interplay of Message Framing and Perceived Vaccine Safety and Efficacy," *Health Communication* 27 (2012): 559-568.

Alyssa Samek and Theresa A. Donofrio, "'Academic Drag' and the Performance of the Critical Personae: An Exchange on Sexuality, Politics, and Identity in the Academy," *Women's Studies in Communication* 36, no. 1 (2013): 28-55.

Erich J. Sommerfeldt, **Michael C. Paquette**, **Melissa Janoske** and **Ling Ma**, "Identifying Communities in Public Relations Theory Networks: The Structure of Research Paradigms," *Journal of Public Relations Research* (under review).

Beth Sundstrom, **Rowena Briones** and **Melissa Janoske**, "Expecting the Unexpected: Nonprofit Women's Organizations' Media Responses to Anti-Abortion Terrorism," *Journal of Communication Management* (forthcoming).

Michael Steudeman, "Entelechy and Irony in Political Time: The Preemptive Rhetoric of Nixon and Obama," *Rhetoric and Public Affairs* 16, no. 1 (2013): 59-96. [lead article]

2012

Rowena L. Briones, Xiaoli Nan, **Kelly Madden** and Leah Waks, "When Vaccines Go Viral: An Analysis of HPV Vaccine Coverage on YouTube," *Health Communication* 27 (2012): 478-485.

Dale Hample and **Ioana Cionea**, "Serial Arguments in Inter-Ethnic Relationships," *International Journal of Intercultural Relations* 36(3) (2012): 430-445.

Dale Hample, **Adam S. Richards** and **Ling Na**, "A Test of the Conflict Linkage Model in the Context of Serial Arguments," *Western Journal of Communication* 76, no. 5 (2012): 459-479.

Leysan Khakimova, Yan Bing Zhang and Jeffrey A. Hall, "Conflict Management Styles: The Role of Ethnic Identity and Self-Construal Among Young Male Arabs and Americans," *Journal of Intercultural Communication Research* 41 no.1 (2012): 37-57.

Kelly Madden, Xiaoli Nan, **Rowena Briones** and Leah Waks, "Sorting Through Search Results: A Content Analysis of HPV Vaccine Information Online," *Vaccine* 30, no. 25 (2012): 3741-3726.

Xiaoli Nan and **Kelly Madden**, "HPV Vaccine Information in the Blogosphere: How Positive and Negative Blogs Influence Vaccine-Related Risk Perceptions, Attitudes, and Behavioral Intentions," *Health Communication* 27 (2012): 829-836.

Xiaoli Nan, B. Xie and **Kelly Madden**, "Acceptability of the H1N1 Vaccine Among Older Adults: The Interplay of Message Framing and Perceived Vaccine Safety and Efficacy," *Health Communication* 27 (2012): 559-568.

Adam S. Richards and Alan L. Sillars, "Imagined Interactions as Predictors of Secret Revelation and Health," *Communication Research* (March 2012).

2011

Rowena Briones, **Beth Kuch**, Brooke Fisher Liu and Yan Jin, "Keeping Up with the Digital Age: How the American Red Cross Uses Social Media to Build Relationships," *Public Relations Review* 37 (2011): 37-43.

Rowena Briones, Xiaoli Nan, **Kelly Madden** and Leah Waks, "When Vaccines Go Viral: An Analysis of HPV Vaccine Coverage on YouTube," *Health Communication*, 1-8 (2011): 559-68.

Ioana Cionea, "Dialogue and Interpersonal Communication: How Informal Logic Can Enhance Our Understanding of the Dynamics of Close Relationships," *Cogency* 3 (2011): 93-105.

Steven D. Cohen, "The Art of Public Narrative: Teaching Students How to Construct Memorable Anecdotes," *Communication Teacher* 25 (2011): 197-204.

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2013

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2011

Melissa Janoske, "Public Relations Metrics: Research and Evaluation" (review essay), *Journal of Communication* 61, no. 4 (2011): E26-E30.

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Timothy Barney, "Review of Everyday Subversion: From Joking to Revolting in the German Democratic Republic," *History: Reviews of New Books* 37, no. 3 (2009): 106-107.

Abbey B. Levenshus, "Public Relations: Strategies and Tactics (9th ed.)" (review essay), *Journalism Studies* 10, no. 4 (2009): 571-572.

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Other Publications

2013

Julia Daisy Fraustino, Brooke Liu and Y. Jin, "Social Media Use During Disasters: A Review of the Knowledge Base and Gaps." Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2013.

Julia Daisy Fraustino and Ling Ma, "If You're Ready for a Zombie Apocalypse, Then You're Ready for Any Emergency': The CDC's Use of Social media and Humor in a Disaster Preparedness Campaign." Report to Resilient Systems Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2013.

Melissa Janoske, Brooke Liu and B. Sheppard, "Understanding Risk Communication Best Practices: A Guide for Emergency Managers and Communicators." Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. College Park, MD: START, 2013.

Xiaoli Nan, **Irina A. Iles** and **Bo Yang** (in press), "Nutrition/Diet," in *Encyclopedia of Health Communication*, eds. Teresa L. Thompson and J. Geoffrey Golson (Thousand Oaks, CA: Sage Publications, Inc.)

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Yvonne Slosarski, "Analysis of 'The Facts About President Obama's Energy Record,'" *Political Advertising Resource Center*. University of Maryland. March 2012. <http://parc.umd.edu/2012-ad-analyses/obama-for-president-the-facts-about-president-obamas-energy-record/>.

2011

Steven D. Cohen, "A View from the Balcony," *Toastmaster*, September 2011, 22–23.

Conference Papers and Panel Presentations

2013

Ioana A. Cionea, A.-M. Hopârtean, C. S. Hoelscher and **Irina A. Iles**, "The Life Space of Arguing: A Cross-Cultural Comparison," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Julia Daisy Fraustino, "Toward an Ethic of Care in Crisis Communication and Management in Public Relations: Application to the Paula Deen Diabetes Controversy," a paper presented at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., April 2013.

Julia Daisy Fraustino and Ling Ma, "Preparedness 101: Zombie Apocalypse: CDC's Use of Social Media and Humor in a Risk Campaign," a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, D.C., Aug. 2013.

Julia Daisy Fraustino and M. Formentin, "When the Student Becomes the Teacher: Social Capital, Psychological Upheaval, and Discourse of Renewal in the Wake of Penn State's Sandusky Crisis," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Julia Daisy Fraustino, Stephanie Madden and Brooke Liu, "A Complexity Approach to Teaching Crisis Management: Crisis Event Simulation in the Public Relations Classroom," a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, D.C., Aug. 2013.

Elizabeth Gardner, "Evolving Constructions of Childhood: The National Child Labor Committee's 'Declaration of Dependence,'" a paper presented at the annual convention of the Southern States Communication Association, Louisville, Ky., 2013.

Lauren Harris, "Party Unity, My Ass: The Rhetorical Strategies of Republican Advertisements to Gain Clinton Voters' Support," a paper presented at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Irina A. Iles, "Stress, Risky Behaviors, and Health Messages," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Amanda Kennedy, "A Postmodern Feminist Model of Public Relations," an award-winning paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Brooke Fisher Liu and **Julia Daisy Fraustino**, "CONNECTing Crisis and Social Media: Contributions of a Social-Mediated Crisis Communication (SMCC) Model to Understanding How Social and Traditional media and Word-of-Mouth Interact During Crises," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Brooke Liu, **Julia Daisy Fraustino** and Y. Jin, "Social Media Use During Disasters," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Sean Luechtefeld, panelist/panel organizer, "Assessing Arguments in the 2012 Presidential Debates," a panel presented at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., April 2013.

Sean Luechtefeld, "Rhetorical Narrative in the 2012 Presidential Debates," a paper presented at the University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Kelly Madden, Xiaoli Nan and **Rowena Briones**, "Analysis of HPV Vaccine Information on Influential Blog Sites: A Snapshot Amid the 2011 Republican Presidential Primary Debates," a paper presented at the D.C. Health Communication Conference, George Mason University, Fairfax, Va., 2013.

Stephanie Madden, "Alerting a Campus Community: Emergency Notification Systems from a Public's Perspective," a poster presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, D.C., Aug. 2013.

Thomas McCloskey, "Nationalism in Ukraine's Gay Propaganda Bill Debate," an award-winning paper presented at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Thomas McCloskey, panelist, "Do Presidential Debates Matter?," a panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., April 2013.

Thomas McCloskey, "Great Ideas for Teaching Students: SLAP!," a presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., April 2013.

Thomas McCloskey, "Putin and IKEA: A Spiral of Silence Rhetorical Analysis of P#### Riot Censorship," a paper presented at the annual convention of the Pop Culture Association/American Culture Association, Washington, D.C., Feb. 2013.

Xiaoli Nan and **Kelly Madden**, “Biased Assimilation and Need for Closure: Examining the Effects of Mixed Blogs on Vaccine-Related Beliefs,” a paper presented at the annual convention of the International Communication Association, London, United Kingdom, June 2013.

Xiaoli Nan and **Kelly Madden**, “The Role of Cultural Worldviews and Message Framing in Shaping Public Opinions Toward the HPV Vaccination Mandate,” a paper presented at the annual convention of the International Communication Association, London, United Kingdom, June 2013.

Annie Laurie Nichols and Michael Steudeman, “Toward a Practical Application of Burke's Rhetorical Pedagogy: A Dialogue of Dramatistic Education,” a paper presented at the Rhetoric as Equipment for Living Conference, Ghent, Belgium, May 2013.

Jade Olson, “Activist or Terrorist? *If a Tree Falls* Negotiation of the Discourses of Terrorism,” a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Jade Olson, “Natural Terror: Mediating Radical Environmentalism in the 21st Century,” an award-winning paper presented at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Jade Olson, “Science, Morality and Global Warming: Visual Representations of Data in *An Inconvenient Truth*,” a paper presented at the annual convention of the Eastern Communication Association, Pittsburg, Pa., April 2013.

Jade Olson, “Al Gore as Eco-Prophet,” a paper presented at Penn State’s Camp Rhetoric, State College, Pa., 2013.

Adam Richards, “Seeing Red: The Effect of Grading Ink Color on Student Perceptions of Instructor Feedback,” an award-winning paper presented at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Yvonne Slosarski, “Hearing the Public: (Re)Constructing The People of Wisconsin,” a paper presentation at the annual convention of the Eastern Communication Association, Pittsburg, Pa., April 2013.

Yvonne Slosarski, “Hearing the Public: (Re)Constructing The People of Wisconsin,” a paper presentation at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Yvonne Slosarski, “We are WI: The Three-Dimensional Rhetoric of the Wisconsin State Capitol Occupation,” a paper presentation at Penn State’s Camp Rhetoric, State College, Pa., 2013.

Erich J. Sommerfeldt, **Michael C. Paquette**, **Melissa Janoske** and **Ling Ma**, “Identifying Network ‘Communities’ of Theory: The Structure of Public Relations Paradigms,” a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, D.C., Aug. 2013.

Erich J. Sommerfeldt, **Michael C. Paquette**, **Melissa Janoske**, A. Saffer and **Ling Ma**, “Network COMMunities of Public Relations Scholarship: The Evolving Structure of Public Relations Theory,” a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Michael Steudeman, "Educational Epistemes and Public Policy Polysemy in the 2012 Chicago Teachers' Strike," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Michael Steudeman, "Narrowing Exigency, Seeking Synthesis: Escaping Complexity in the D.C. School Consolidation Debate," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Michael Steudeman, "Critiquing the Quest for a 'Silver Bullet': Directions for the Study of Education Policy Rhetoric," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Michael Steudeman and Trevor Parry-Giles, "Straying from a Broken Path: John McCain at CPAC, February 7, 2008," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

Michael Steudeman and Trevor Parry-Giles, "John McCain at Prescott: Constructing Conservative Identity in the Maverick West," a paper presented at the National Communication Association/American Forensic Association Conference on Argumentation, Alta, Ut., Aug. 2013.

Michael Steudeman, "Educational Epistemes and Public Policy Polysemy in the 2012 Chicago Teachers' Strike," an award-winning paper presented at University of Maryland Graduate Research Interaction Day, College Park, Md., April 2013.

Michael Steudeman, "'The Mere Ghosts of Auspices': A Defense of Uncertainty in Cicero's *De Divinatione*," a paper presented at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., April 2013.

Michael Steudeman, panelist/panel organizer, "Assessing Arguments in the 2012 Presidential Debates," a panel presented at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., April 2013.

Michael Steudeman, "Lords of Our Tiny Skull-Sized Kingdoms: David Foster Wallace between *Acedia* and *Asphalia*," a paper presented at the annual convention of the Popular Culture Association/American Culture Association, Washington, D.C., March 2013.

Meridith Styer, "Reading Together: Disturbing Traditional Theory of Rhetoric and Argument," a paper presented at the annual National Communication Association/American Forensic Association Conference on Argumentation, Alta, Ut., Aug. 2013.

X. Zhao, Xiaoli Nan, **Bo Yang** and **Irina A. Iles**, "Effect of Cigarette Warning Labels on Smokers: The Role of Graphics, Framing, and Identity," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

X. Zhao, Xiaoli Nan, **Bo Yang** and **Irina A. Iles**, "Effectiveness of Cigarette Warning Labels: Examining the Impact of Graphics, Message Framing, and Temporal Framing," a paper presented at the annual convention of the International Communication Association, London, United Kingdom, June 2013.

Mengqi Zhan, "When to Speak Up: Predicting Employee Voice Behavior Using a Prospect Approach," a paper scheduled for presentation at the annual convention of the National Communication Association, Washington, D.C., Nov. 2013.

2012

Steven D. Cohen, "Self-Regulated Learning in Practice: Encouraging Goal Development in the Academic Classroom," a research presentation at Graduate Research Interaction Day, College Park, Md., April 2012.

Theresa A. Donofrio, "Training Public Intellectuals: How to Get Students to Engage in, Develop, and Share Academic Arguments," a roundtable discussion at the annual convention of the Lilly Conference on College and University Teaching, Washington, D.C., June 2012.

Theresa A. Donofrio, "Overcoming Conditionality: From Bystander to Activist in 'From Memory to Action,'" a paper presented at the biennial conference of the Rhetoric Society of America, Philadelphia, Pa., May 2012.

Theresa A. Donofrio, "The Paradoxical Nature of (Non)Involvement in the USHMM's Genocide Cessation Discourse," a first place research presentation at Graduate Research Interaction Day, College Park, Md., April 2012.

Elizabeth Gardner, "The Social Gospel as Christian Empiricism: William T. Stead's If Christ Came to Chicago," a paper presented at the annual convention of the Rhetoric Society of America, Philadelphia, Pa., 2012.

Dale Hample and **Adam Richards**, "A Bayesian Model of Argumentation, with Application to the Base-Rate Fallacy," a paper presented at the annual conference of the International Communication Association, Phoenix, Ariz., May 2012.

Dale Hample and **Adam Richards**, "Attachment Style, Serial Argument, and Taking Conflict Personally," a paper presented at the biannual conference of the International Association for Relationship Research, Chicago, Ill., May 2012.

Ahnlee Jang, "Political Engagement and Religious Social Capital of Korean Diaspora in the Washington D.C. Area," a paper presented at the annual convention of the International Communication Association, Phoenix, Ariz., May 2012.

Ahnlee Jang, "Political Engagement and Religious Social Capital of Korean Diaspora," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2012.

Ahnlee Jang and S. A. Jang, "American Family Communication Style: From the Perspective of the Asian-American Children," a paper presented at the annual convention of the International Communication Association, Phoenix, Ariz., May 2012.

Melissa L. Janoske, Rowena L. Briones and Stephanie L. Madden, "Kony 2012: How Social Media Promotes Digital Activism," a paper presented at the annual Social Media Technology Conference and Workshop, Washington, D.C., Sept. 2012.

Melissa L. Janoske, Brooke Fisher Liu and **Stephanie L. Madden**, "Enacting Best Practices in Risk Communication: Analysis of an Expert Panel," a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2012.

Sean Luechtefeld, "Endorsing Florida: An Analysis of the Influence of Florida Governors' Endorsements of Presidential Candidates," a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.

Sean Luechtefeld, "Into Obscurity: Economic Arguments in the 2012 Election," a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.

Ling Ma, "Can Twitter be an Effective Crisis Communication Tool? A Study of Organizational and Parody Twitter Use in Crisis Communication," a paper presented at the annual convention of the Public Relations Society of America, San Francisco, Calif., Oct. 2012.

Kelly Madden, "Victim or Villain: Media Representations of Joe Paterno Following the Penn State Sex Abuse Scandal," a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.

Thomas McCloskey, "Borderland: A Rhetorical Analysis of the 2010 Ukrainian Presidential Election," a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.

Xiaoli Nan and **Jarim Kim**, "Predicting H1N1 Vaccine Uptake and H1N1-related Health Beliefs: The Role of Individual Difference in Consideration of Future Consequences," a paper presented at the annual conference of the International Communication Association, Phoenix, Ariz., May 2012.

U. Okereke-Beshel, **Ning Xie**, N. Hijazi, and B. Yazan, "U.S. Universities and International Teaching Assistants: Nurturing a Mutually Beneficial Relationship," a paper presented at the annual Lilly-D.C. conference in Bethesda, Md., June 2012.

Jade Olson, "Tracing American Environmentalism: Reverence to Radicals," a second-place paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2012.

Jade Olson, panelist "Arguing the Issues in Campaign 2012: A Public Debate," a panel discussion held at the annual convention of the Eastern Communication Association, Cambridge, Mass., April 2012.

Jade Olson, panelist, "Transitioning from the Popular to the Political and Back Again: Reading the Relationship between Popular Culture and Politics," a panel presentation at the annual convention of the Eastern Communication Association, Cambridge, Mass., April 2012.

Adam Richards, "Predicting Attitudes Toward Meth: The Mutual Effects of Exposure to the Montana Meth Project and Conversations about Methamphetamine," a paper presented at the biannual Kentucky Conference on Health Communication, Lexington, Ky., April 2012.

Alyssa Samek, "More than Women Identified Women: Unpacking Lesbian-Feminist Coalitional Subjectivities in the 1970s," a top student paper presented at the annual convention of the Western States Communication Association Convention, Albuquerque, N.M., Feb. 2012.

Yvonne Slosarski, "Civics in the Heartland: Mediated Images of Protest in Wisconsin," a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.

Meridith Styer, "The Rhetoric of Organizational Culture in Community Creation: A Cluster Analysis of Organizational Culture in Community Creation," a paper presented at the annual convention of the National Communication Association, Orlando, Fla., Nov. 2012.

Ning Xie, "Army Recruitment Commercial: Revealing American Individualism and Chinese Collectivism," a paper presented at the Georgetown University Humanities Graduate Conference in Washington, D. C., Feb. 2012.

Ning Xie, "Overseas Public Relations for the Nation-State: A Case Study of China's Confucius Institute," a paper presented at the Graduate Research Interaction Day at the University of Maryland in College Park, Md., April 2012.

Ning Xie, "Overseas Public Relations for the Nation-state: A Case Study of China's Confucius Institute," a paper presented at the poster session of the annual convention of the Eastern Communication Association, Cambridge, Mass., April 2012.

2011

Timothy Barney, "American Projector: S. W. Boggs and the Cartographic Vision of the State Department in the Early Cold War," a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Timothy Barney, "Irony, Protest, and Political Spectacle: A Roundtable Discussion of the 'Rally to Restore Sanity' and 'March to Keep Fear Alive,'" a roundtable discussion participant at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Rowena Briones, "Building Relationships in 140 Characters: A Pilot Study Comparing Corporate and Non-Profit Organizations' Tweets," a paper presented at the University of Maryland Graduate Research Interaction Day, College Park, Md., April 2011.

Rowena Briones, "Did Wal-Mart Wake Up? A Case Study Analysis of Reality from a Public Relations Perspective," a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Rowena Briones, "The Use of Computer-Mediated Communication for Health: An Overview of Research Findings, Challenges, and Opportunities," a paper presented at the annual convention of the International Communication Association, Boston, Mass., May 2011.

Ioana Cionea and A-M Hopârtean, "Serial Arguments: An Exploratory Investigation in Romania," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Steven D. Cohen, panelist, "In Search of Judson Welliver: Writing a New Chapter in the History of Presidential Speechwriting," a panel presentation at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Steven D. Cohen, Rowena L. Briones and Andrea Narvaez, "Beyond Classroom Speeches: Using Technology-Based Assignments to Teach Communication," a panel presentation at the Innovations in Teaching and Learning Conference, College Park, Md., April 2011.

Theresa A. Donofrio, "Populism, Memory, and the Visual Rhetoric of Revolution in the Tea Party Protests," a runner-up research presentation at Graduate Research Interaction Day, College Park, Md., April 2011.

Theresa A. Donofrio, "Models for Active Learning: A Survey of UMD Instructors' Approaches to Civic Engagement and Service Learning" (co-authored as one of the University of Maryland's Lilly Graduate Teaching Fellows), a research presentation at Graduate Research Interaction Day, College Park, Md., April 2011.

Theresa A. Donofrio, "Civic Engagement, Service Learning and Scholarship in Practice: A Case Study in Defining, Valuing and Evaluating Pedagogies for Active Learning" (co-authored as one of the University of Maryland's Lilly Graduate Teaching Fellows), a paper presentation at the annual convention of the Lilly Conference on College and University Teaching, Washington, D.C., June 2011.

Theresa A. Donofrio, "An Exploration of Faculty Perception on Civic Engagement and Service Learning" (co-authored as one of the University of Maryland's Lilly Graduate Teaching Fellows), a paper presentation at the Innovations in Teaching and Learning Conference, College Park, Md., April 2011.

Theresa A. Donofrio and Alyssa Samek, "Queer Conversations: Confronting Power, Identity, and Voice," a paper presentation at the annual convention of the Western States Communication Association, Monterey, Calif. , Feb. 2011. (Top Four Papers in Rhetoric and Public Address)

Theresa A. Donofrio, Chair and Panelist, "Irony, Protest, and Political Spectacle: A Roundtable Discussion of the 'Rally to Restore Sanity' and 'March to Keep Fear Alive,'" a roundtable discussion participant at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Elizabeth Gardner, "'Citizens in the Bud': Defining Americans in the Anti-Child Labor Movement," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Elizabeth Gardner, "Concrete Values in Edgar Gardner Murphy's Child Labor Reform: A Middle Ground," a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Elizabeth Gardner, "An Ideal Democracy: Elihu Vedder's Government in the Library of Congress," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Dale Hample and **Ioana Cionea**, "Serial Arguments in Inter-Ethnic Relationships," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Dale Hample, **Adam Richards** and **Ling Na**, "A Test of the Conflict Linkage Mode," a paper presented at the annual conference of the National Communication Association, New Orleans, La., Nov. 2011.

Katie Irwin, "Pink Justice: Corporeal Actions and the Creation of Civic Knowledge through Performance," a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Leysan Khakimova, "A Digital Get-Together: An Exploratory Study of Internet Blogging in the Arab World," a poster presented at the annual convention of the International Communication Association, Singapore, 2011.

Leysan Khakimova, "Public Diplomacy at Arab Embassies: Fighting an Uphill Battle," a top student paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, Mo., Aug. 2011.

Leysan Khakimova, "Public Relations and Public Diplomacy: A New Look at Publics, Communication, Political Complexity, and Management," a top paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Jarim Kim, "The Role of the Humphrey Program: A Coorientational Approach," a top paper presented at the annual convention of the National Communication Association, New Orleans, LA, Nov. 2011.

Jarim Kim, "Voice Up vs. Comfortably Numb: Inactive Publics in the Case of Shrimp Snack Crisis," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Jarim Kim, "Youth Political Engagement: Factors that Influence Involvement," a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, Mo., Aug. 2011.

Beth Kuch and Rowena Briones, "Study of Issue-Focused Coalitions Use of Internet Sites and Health Policy," a poster presented at the annual D.C. Health Communication Conference, Fairfax, Va., April 2011.

Tiffany Lewis, "Women's Entrance into the Entrepreneurial Community: Caroline Churchill's 'Colorado Antelope,'" a paper presented at the annual convention of the Eastern Communication Association, Washington, D.C., April 2011.

Sean Luechtefeld, "The Anti-Populist's Populism: The Rhetoric of William McKinley," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Sean Luechtefeld, "The Anti-Populist's Populism: The Rhetoric of William McKinley," a paper presented at Graduate Research Interaction Day, College Park, Md., April 2011.

Sean Luechtefeld, "Colonizing the Capitalist Economy: A Theoretical Reconceptualization of the System-Lifeworld Architecture," a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Sean Luechtefeld, "The Rhetorical Economy: The Case of William McKinley's 1896 Campaign for the Presidency," a top paper presentation at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Sean Luechtefeld, chair and panelist, “In Search of Judson Welliver: Writing a New Chapter in the History of Presidential Speechwriting,” a panel presentation at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Sean Luechtefeld, chair, panel organizer, and panelist, “Politics, Pedagogy, and Postmodernism: Conflicting Notions of Objectivity in Argumentation,” a panel presentation at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Kelly Madden, “Mybarackobama.com: A Study of the Construction of Collective Identities and Social Movements through Online Social Networking Tools,” a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Kelly Madden, Xiaoli Nan, Leah Waks and **Rowena Briones**, “A Theory-based Content Analysis of Online Information About HPV Vaccines,” a poster presented at the annual D.C. Health Communication Conference, Fairfax, Va., April 2011.

Stephanie Madden, “An Activist Public’s Relationship with its Activist Organization: A Case Study of Amnesty International,” a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Yoav Magid, “They’re Trying to Make You Scared of Me: Obama’s Use of Inoculation as a Rhetorical Strategy,” a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

James Marconi, “Through the Veil of Tears: Crying, Character, and John Boehner,” a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

James Marconi, panelist, “In Search of Judson Welliver: Writing a New Chapter in the History of Presidential Speechwriting,” a panel presentation at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Ryan Merkel, “Exploring the Connection Between the Student and the University Through the Lens of Relationship Management,” a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Ling Na, “Chinese Workers’ African Dream: A Communication for Development Approach,” a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Xiaoli Nan, B. Xie and **Kelly Madden**, “Accessibility of the H1N1 Vaccine Among Older Adults: The Interplay of Message Framing and Perceived Vaccine Safety and Efficacy,” a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, Mo., Aug. 2011.

Xiaoli Nan, X. Zhao and **Rowena Briones**, “Parental Attitudes Toward Adolescent Vaccination Against the Human Papillomavirus,” a paper presented at the annual meeting and scientific sessions of the Society of Behavioral Medicine, Washington, D.C., April 2011.

Jade Olson, "Al Gore as Eco-Prophet," an award-winning research paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2011.

Jade Olson, "Al Gore as Eco-Prophet: Discourses of Science, Morality and Global Warming," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Jade Olson, "Retail Resistance: Whirl-Mart's Symbolic Construction of the New Public Sphere," a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Jade Olson, panelist, "Politics, Pedagogy, and Postmodernism: Conflicting Notions of Objectivity in Argumentation," a panel discussion at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Adam Richards, "Secret Keepers as Information Providers: A Test of the Theory of Motivated Information Management," a paper presented at the annual conference of the National Communication Association, New Orleans, La., Nov. 2011.

Adam Richards and John Banas, "Inoculating Against Reactance," a paper presented at the annual conference of the National Communication Association, New Orleans, La., Nov. 2011.

Alyssa Samek, "Domesticating Matrimonial Monstrosity: Bridezillas and Narratives of Feminine Containment," a paper presented at the annual convention of the National Communication Association Convention, New Orleans, La., Nov. 2011.

Alyssa Samek, "(Un)Veiling Sexism: Disciplining the Monstrous-Feminine in Bridezillas," an award-winning paper presented at GRID: Graduate Research Interaction Day. College Park, Maryland, April 6, 2011.

Alyssa Samek, "Irony, Protest, and Political Spectacle: A Roundtable Discussion of the 'Rally to Restore Sanity' and 'March to Keep Fear Alive,'" a roundtable discussion participant at the annual convention of the Eastern Communication Association, Arlington, Va., April 2011.

Alyssa Samek and Theresa A. Donofrio, "Queer Conversations: Confronting Power, Identity, and Voice," an award-winning paper presented at the annual convention of the Western States Communication Association Convention, Monterey, Calif., Feb. 2011. (Top Papers in Rhetoric and Public Address Panel.)

Abigail Seiler, "Let's Move: The Ideological Constraints of Liberalism on Michelle Obama's Obesity Rhetoric," a paper presented at the annual convention of the National Communication Association, New Orleans, La., Nov. 2011.

Beth Sundstrom, Rowena Briones and Melissa Janoske, "Expecting the Unexpected: Nonprofit Media Responses to Anti-Abortion Terrorism," a second-place poster presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, Mo., August 2011.

Beth Sundstrom, Abbey Levenshus, Mara Hobler and Linda Aldoory, "Toward a Model of Audience-Directed Health Communication: Exploring Health Care Reform Advertisements," a paper presented at the annual convention of the International Communication Association, Boston, Mass., May 2011.

Beth Sundstrom and Linda Aldoory, “(Re)Writing the Body: An Audience Analysis of Pregnancy. A paper presented at the D.C. Health Communication Conference, George Mason University, Fairfax, Va., April 2011.

Beth Sundstrom and J. Kennedy, “Moving Beyond Metaphors in Counterterrorism Research: An Evidence-based Social Marketing Approach,” a paper presented at the Fifth Annual Homeland Defense and Security Education Summit, College Park, Md., March 2011.

Monique Turner, **Adam Richards** and **Yoav Magid**, “The Interaction of Integral Anger, Efficacy, and Argument Quality on Cognitions and Intentions: A Test of the Anger Activism Model,” a paper presented at the annual conference of the National Communication Association, New Orleans, La., Nov. 2011.

Stephen Underhill, “J. Edgar Hoover and the Case of the Narrated Spectacle: Media Control and Undemocratic Power,” a paper presented at the annual convention of the Eastern Communication Association, Arlington, Va. April 2011.

2010

Susan Allen, “Al Qa’ida Message to Americans: An Analysis of Ethical Strategies in Public Relations Campaigns,” a paper presented at the International Public Relations Research Conference. Coral Gables, Fla., March 2010.

Lucinda L. Austin and Elizabeth Toth, “An Exploratory Search for How Ethics is Developing in Global Curricula: Analysis of Curricula Descriptions and Interviews with Public Relations Educators,” a paper presented at the International Public Relations Research Conference, Coral Gables, Fla., March 2010.

Timothy Barney, “Putting the ‘Text’ in Text Messages: Adapting Basic Course Principles to Media-Savvy (and Saturated) High School Students,” a paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Rowena Briones, “Mentoring 2.0: How PR Educators Use Social Media to Create and Maintain Relationships with Students,” an award-winning paper presented at the Public Relations Society of America (PRSA) International Conference, Washington, D.C., Oct. 2010. (Winner of the Betsy Plank Graduate Research Competition Award)

Rowena Briones, “Mentoring Relationships Research,” a paper presentation at the annual convention of the Eastern Communication Association, Baltimore, Md., April 2010.

Rowena Briones, “The Targeted Speak: Defining Young Women’s Involvement with Sexual Assault,” a poster presented at the International Communication Association Annual Conference, Singapore, June 2010.

Theresa A. Donofrio, “Shaking Off the Dead Hand of the Past’?: Temporal Bridging and Civic Instruction in ABC’s ‘In Search of America,’” a research presentation at Graduate Research Interaction Day, College Park, Md., April 2010.

Theresa A. Donofrio, "Fashioning Images of Citizenship: Philanthropy, Benevolence, and Marginalization in Kenneth Cole's Couture Politics," a paper presentation at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Theresa A. Donofrio and William Lawson, "Gaga Does the Danse Macabre: Sex, Blood, and the Violation of Social Taboos," an award-winning paper presentation at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010. (Emerging Scholars in Critical Cultural Studies/Top Papers)

Theresa A. Donofrio, "Making Communication 'Cool': On Subjecting the Discipline to the Whims of the Free (Summer Camp) Market," a paper presentation at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Theresa A. Donofrio, "A New McLuhan? Jenkins, Convergence Culture and the So-Called 'Death' of Media Studies," a roundtable discussion participant at the annual convention of the Eastern Communication Association, Baltimore, Md., April 2010.

Elizabeth Gardner, "Elihu Vedder's Government: Progressivism in the Library of Congress' Mural Program," a paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Elizabeth Gardner, "Social Aspects of Life and Labor: Graham Taylor as Chicago's Secular Witness," a paper presented at the annual convention of the Eastern Communication Association, Baltimore, Md., April 2010.

Dale Hample and **Ioana A. Cionea**, "How to Study Interpersonal Arguing," a workshop presented at the 13th Biennial Argumentation Conference, Wake Forest University, Winston-Salem, N.C., March 2010.

Ahnlee Jang, "Public Relations in a Megachurch: An Exploratory Study," a paper presentation at the annual convention of the Eastern Communication Association. Baltimore, Md., April 2010.

Leysan Khakimova, "An Exploratory Study of Internet Blogging in Jordan: Does the King Read Your Blog?," a scholar-to-scholar paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Leysan Khakimova, "Re-defining and Re-structuring Public Diplomacy," a paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Rowena Kirby-Straker, "The Power of a Child's Voice: Comparing the Effectiveness of Children and Adult Spokespersons in an Environmental Campaign," a paper presented at the Eastern Communication Association, Baltimore, Md., April 2010.

Benjamin Krueger, "The Paradox of the Prophetic: Rev. William Sloane Coffin and the Vietnam Antiwar Movement," a paper presented at the biennial conference of the Rhetoric Society of America, Minneapolis, Minn., May 2010.

Beth Kuch, Rowena Briones, Brooke Fisher Liu and Y. Jin, "Keeping Up with the Digital age: How the American Red Cross Uses Social Media to Build Relationships," a poster presented at the International Communication Association Annual Conference, Singapore, June 2010.

Beth Kuch and **Rowena Briones**, "An exploratory Study to Define Issue-Focused Coalitions," a paper presented at the International Communication Association Annual Conference, Singapore, June 2010.

Abbey Levenshus, Mara Hobler, Beth Sundstrom and Linda Aldoory, "Eclipsing Message Meaning: Exploring the Role of Source Identity and Cynicism in Publics' Perceptions of Health Care Reform Issue Ads," a poster awarded second place for visual communication at the annual conference of the Association for Education in Journalism and Mass Communication, Denver, Colo., Aug. 2010.

Tiffany Lewis, "A Call to American Women: Jeannette Rankin's Lifetime of Pacifist Rhetoric," a paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Tiffany Lewis, "Montana as Promised Land: Jeannette Rankin's Rhetoric of Western Boosterism," a paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Tiffany Lewis, "Peace is a Woman's Job: Jeannette Rankin's Pacifist Rhetoric in the Interwar Years," an award-winning paper presented at the annual convention for the Eastern Communication Association, Baltimore, Md., April 2010. (Top Student Papers in Rhetoric and Public Address)

Sean Luechtefeld, "A Petition in Boots: Jacob Coxey's Constitution of Citizenship in 1894," an award-winning paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Sean Luechtefeld, "Speaking of the Economy: Agenda-Setting and Argumentative Strategies in the 2008 Presidential Debates," a paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010.

Sean Luechtefeld, "The Future of Public Debate," a paper presented at the Eastern Communication Association, Baltimore, Md., April 2010.

Sean Luechtefeld, "Revisiting Candidate Assessment: Charting a Course Toward Understanding Image and Issue," a paper presentation at the annual convention for the Eastern Communication Association, Baltimore, Md., April 2010.

Ryan E. Merkel, "Positioning Major Gift Fund Raising on the Dimensions of Public Relations: A Case Study," an award-winning paper presented at the annual convention for the Eastern Communication Association. Baltimore, Md., April 2010. (Top Competitive Papers in Applied Communication)

Jade Olson, "Discourses of Domination and Liberation: The Image Event's Problematic Potential," an award-winning paper presented at the annual convention of the National Communication Association, San Francisco, Calif., Nov. 2010. (Top Papers in Feminism and Women's Studies)

Robin Scholz, "Congresswoman Tammy Baldwin's Millennium March on Washington and the Rhetorical Construction of Identity Politics," an award-winning paper presented at the annual convention for the Eastern Communication Association. Baltimore, Md., April 2010. (Top Student Papers in Rhetoric and Public Address)

2009

Susan Allen, "Fighting Negative Identity: A Case Study of How a Muslim-American Civil Rights Organization Communicates Identity through Dialogue," a paper presented at the NCA Summer Conference on Intercultural Dialogue, Istanbul, Turkey, July 2009.

Susan Allen, "Fighting Negative Identity," an award-winning paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009. (First Place)

Lucinda L. Austin, "Exploring the Disconnect Between Public Relations and Related Professions: How College Admissions Professionals View their Role as Public Representatives," a paper presented at the annual convention of the National Communication Association, Chicago, Ill. Nov. 2009.

Lucinda L. Austin, "Framing Diversity: A Qualitative Content Analysis of Public Relations Industry Publications," a paper presented to the Public Relations Society of America International Conference, San Diego, Calif., Nov. 2009. (runner up for the Betsy Plank Award)

Lucinda L. Austin and Monique Mitchell Turner, "Young Women's Perceptions of Indoor Tanning and Media's Influence: Interviews with College Students and a Content Analysis of Pro-Tanning Messages," a paper presented to the Association for Education in Journalism and Mass Communication Annual Conference, Boston, Mass., Aug 2009.

Timothy J. Barney, "'Missiles as Missives': The Radical Cartography of William Bunge's Nuclear War Atlas," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Timothy J. Barney, "'You Are, Therefore I Am': The World Social Forum and the Rhetorical Aesthetics of Social Change," a paper presented at the Eastern States Communication Association, Philadelphia, Pa., April 2009.

Timothy J. Barney, "A Tale of Two Vaclavs: Rhetorical History and the Concept of 'Return' in Postcommunist Czech Leadership," an award-winning paper presented at the Eastern Communication Association, Philadelphia, Pa., April 2009. (Top Papers in Rhetoric and Public Address)

Vanessa Boudewyns-Paquin, "Understanding the Predictive Power of Social Influence in the Theory of Planned Behavior," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Vanessa Boudewyns-Paquin and Ryan Paquin, "The Beliefs Behind the Behavior: Using Theory to Understand College Students' STD-Testing Intentions," an award-winning paper presented at the annual meeting of the International Communication Association, Chicago, Ill., May 2009. (Travel Grant Awarded) (Top Four Student Paper Health Communication Division)

Rowena Briones, "The Role of Public Relations in Inter-Organizational Relationships: How Networks Perform in a Non-Profit Setting," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Rowena Briones, "Effective Emergency Preparedness: A Qualitative Study of Applying Agenda-Building and Framing to the American Red Cross Communication Practice," an award-winning paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009. (First Place)

Rowena Briones and others, "PSA Effectiveness: How the Partnership for a Drug-Free America's PSA Affect Individuals across Various Factors," a paper presented at the Eastern States Communication Association, Philadelphia, Pa., April 2009.

Sabine Chai and Meina Liu, "The Influence of Negotiator Experience and Situational Complexity on the Complexity of Cognitive Schemata Activated in Negotiation Situations," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Ioana Cionea, "Didn't See That Coming! Reactions to Expectancy Violations in Negotiations," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Abbe Depretis, "Abbie Hoffman and the Carnival of the Courtroom," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Abbe Depretis, "I'm not a Feminist, but. . .: Women and Feminist (Non)Identification," a paper presentation at the Southern States Communication Association, Norfolk, Va., April 2009.

Theresa A. Donofrio, "'America's Holocaust': Holocaust Survivors' Perceptions of Genocide Discourse in Antiabortion Argumentation," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Theresa A. Donofrio, "Jackson's Moral Drama: Synecdochic Logic and Abstraction in the Opening Statement at the Nuremberg Trial," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Theresa A. Donofrio, "Security Anxiety and the Pull of Pathology: National Therapy in the Wake of the Virginia Tech Shootings," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Theresa A. Donofrio, "America's Holocaust: Holocaust Survivors' Perceptions of Genocide Discourse in Antiabortion Rights Argumentation," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.

Theresa A. Donofrio, "The World Social Forum and Disciplinary Anxiety," a paper presented at the Eastern States Communication Association, Philadelphia, Pa., April 2009.

Lisa T. Fall and **Heather Epkins**, "USA's Image Overseas: Contributing Factors, Image Effect and Public Diplomacy Implications," a paper presented to the International Communication and Public Relations Divisions of the Annual Association for Education in Journalism and Mass Communication, Boston, Mass., Aug. 2009.

Elizabeth Gardner, "The People's Shining Republic: Bryan, Progressives, and Imperialism," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.

Elizabeth Gardner, "The People's Shining Republic: Bryan, Progressives, and Imperialism," a paper presented at the Eastern States Communication Association, Philadelphia, Pa., April 2009.

Elizabeth Gardner, "The World Social Forum: Challenging Definitions," a paper presented at the Eastern States Communication Association, Philadelphia, Pa., April 2009.

James G. Gilmore, "In God We Trust? Civil Religion as Contested Space in David Barton's *The Myth of Separation*," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

James G. Gilmore, "Tensions Between Prophecy and Politics in Jerry Falwell and Pat Robertson's Post-9/11 Interview," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

James G. Gilmore, "In God We Trust? Civil Religion as Contested Space in David Barton's *The Myth Of Separation*," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.

James G. Gilmore, "A Conservative Reactionary: Pentadic Ratios and Ideological Perspective in Pat Robertson's *The Ten Offenses*," an award-winning paper presented at the Eastern Communication Association, Philadelphia, Pa., April 2009. (Top Papers Kenneth Burke Interest Group)

Arthur W. Herbig, "The Textualization of Pat Tillman: Depictions of Heroism, Masculinity, and the American Dream in Contemporary U.S. Political Culture" a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.

Mara Hobler, "Women's Health, Women Help: Patient Advocates and Culture-Centered Communication in a Community Prenatal Clinic," a paper presented at the Organization for the Study of Communication, Language, and Gender Annual Conference, Los Angeles, Calif., Oct. 2009.

Mara Hobler, "Relationship Management and Advocacy as Negotiated through Social and Organizational Meanings," a paper presented at the Association for Education in Journalism and Mass Communication Midwinter Conference, Norman, Okla., March 2009.

Mara Hobler, "Food Endearments and Rubber Duckies: Public Morality and Minority Culture Constructions in an Abstinence Campaign," a paper presented at the Association for Education in Journalism and Mass Communication Midwinter Conference, Norman, Okla., March 2009.

Mara Hobler, "Making Meaning through Alternative Music: A Qualitative Study of Performance and Self-Expression," a paper presented at the Western States Communication Association, Phoenix, Ariz., Feb. 2009.

Mara Hobler, "Picturing a Medal: The Construction of Disability in the International Paralympic Committee's Newsletter the *Paralympian*," a paper presented at the Western States Communication Association, Phoenix, Ariz., Feb. 2009.

J. S. Horsley, Brooke Fisher Liu and **Abbey B. Levenshus**, "Expanding the Government Communication Decision Wheel with Four Levels of Government," a paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Boston, Mass., Aug. 2009.

Hua Jiang, "Gender, Leadership, and Teams: Examining Female Leadership in Public Relations from a New Perspective," a paper presented at the annual convention of the International Communication Association, Chicago, Ill., May 2009.

Leysan Khakimova, "Toothless and Amiable: The Case of the United Nations Radio as a Public Diplomacy Tool," an award-winning paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009. (Top Four Student Paper in Public Relations).

Leysan Khakimova, "Ethnic Identity, Self-Constraint, and Conflict Management Styles: A Cross-Cultural Study of Young Male Arabs and Americans," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Leysan Khakimova, "Communication in Arab Groups," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

J-N. Kim, **Hongmei Shen**, and S. Morgan, "Predictors of Bone Marrow, Organ, and Egg Donation: Applying the Situational Theory of Problem Solving," a paper presented at the annual meeting of the International Communication Association, Chicago, IL. May 2009.

Benjamin Krueger, "Burke Bingo: Using Active Learning Strategies to Introduce Dramatism," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Benjamin Krueger, "Serial Arguments in Classrooms," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Erica J. Lamm and Andrew D. Wolvin, "Students as Listeners: What Motivates Students to Listen in Class?," a paper presented at the annual convention of the International Listening Association, Milwaukee, Wisc., March 2009.

Abbey B. Levenshus, "Maximizing the Internet's Relationship-Building Potential: The Obama Campaign's Strategic Management of its Internet-Integrated Grassroots Strategy," a paper presented at the annual conference of the Association for Education in Journalism and Mass Communication, Boston, Mass., 2009.

Tiffany Lewis, "Abigail Scott Duniway's Frontier Myth: Connecting Progress in the West to Woman's Suffrage," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Tiffany Lewis, "Seattle's municipal housekeeper: Bertha Knight Landes's entrance into politics," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Tiffany Lewis, "Abigail Scott Duniway's Frontier Myth: Connecting Progress in the West to Woman s Suffrage," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.

Tiffany Lewis, "Politeness Strategies Used During Interpersonal Confrontation of Prejudiced Responses," a paper presented at the Western States Communication Association, Phoenix, Ariz., Feb. 2009.

Brooke Fisher Liu, S. Horsley and **Abbey B. Levenshus**, "Government and Corporate Public Relations Practitioners: Peas in a Pod or Polar Opposites?," a paper presented at the annual conference of the International Communication Association, Chicago, Ill., May 2009.

Sean Luechtefeld, "Discourses of Change(.gov): Promoting Participation in Politics," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Sean Luechtefeld and Taylor W. Hahn, "Leveling the Playing Field: Improving Accessibility for 'Small Schools' through OpenSource Debate," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

L. Nan, **Jill Underhill**, **Hua Jiang**, **Hongmei Shen**, and **Beth Kuch**, "Risk, Efficacy, and Information Seeking: Applying the Risk Perception Attitude (RPA) Framework to Understand Seeking of General, Breast, and Prostate Cancer Information," a paper presented at the annual meeting of the International Communication Association, Chicago, Ill., May 2009.

David Payne, "The Aggressiveness of Playful Arguments," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Katie R. Place, "Women Leaders in Public Relations: A Qualitative Analysis," a paper presented at Association for Education in Journalism and Mass Communication Annual Conference, Boston, Mass., Aug. 2009.

Katie R. Place, "A Local Community and How They Make Meaning of a Grassroots Public Relations Campaign." Presented at Association for Education in Journalism and Mass Communication (AEJMC) Annual Conference, Boston, Mass., Aug. 2009.

Katie R. Place, "An Examination of Public Relations Ethics," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2009.

Janna Raudenbush, "Nationwide Newspaper Coverage of Accelerated Adolescence: A Community Structure Approach," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Alyssa Samek, "Frances Wright: Reshaping Citizenship and the Fourth of July in 1828," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Alyssa Samek, "Stranger Danger: Constructing Lesbian Citizenship in the Era of the Rising New Right," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Alyssa Samek, "Strategic Confession and Ironic Voice: Revisiting Rhetorical Resistance to the Military's Ban on Lesbians and Gay Men," a paper presented at the Western States Communication Association, Phoenix, Ariz., Feb. 2009.

Christine Skubisz, J. Jordan, and R. Davis, "Vaccination Behavior: The Power of Interpersonal Influence," a paper presented at the National Conference on Health Communication, Marketing, and Media, Atlanta, Ga., Aug. 2009.

Christine Skubisz, "Perceptions of Risk Evidence: Are All Statistics Considered Equal?," a paper presented at the NCA/AFA Summer Conference on Argumentation, Alta, Utah, July 2009.

S. W. Smith, C. Atkin, S. Nazione, C. LaPlante, Kotowski, **Christine Skubisz** and C. Stohl, "Action Tendency Emotions Evoked by Memorable Breast Cancer Messages and their Association with Prevention and Detection Behaviors," a paper presented at the annual convention of the International Communication Association, Chicago, Ill., May 2009.

Monique Mitchell Turner, **Christine Skubisz**, S. Yao, Q. Wang, and X. Xie, "The Intensity of Anger: What Differentiates Anger from Fury?," a paper presented at the annual convention of the National Communication Association, Chicago, Ill., Nov. 2009.

Monique Mithcell Turner, **Lucinda L. Austin**, M. B. Lubran, **Sejal Patel**, and **Christine Skubisz**, "Consumer Use of Nutrition Symbols," a paper presented to the National Marketing and Public Policy Conference, Washington, D.C., May 2009.

Monique Mitchell Turner, **Lucinda Austin**, M. Lubran, **Sejal Patel**, and **Christine Skubisz**, "Visual Attention to Nutrition Information on Food Products: The Influence of Motivation and Ability," a paper presented at the 59th annual International Communication Association Conference, Chicago, Ill., May 2009.

Monique Mitchell Turner and **Jill C. Underhill**, "Motivating Emergency Preparedness Behaviors: The Effects of Guilt Appeals and Guilty Feelings," a paper presented at the convention of the International Communication Association, Chicago, Ill., May 2009.

Monique Mitchell Turner and **Jill C. Underhill**, "Motivating Emergency Preparedness Behaviors: The Effects of Guilt Appeals and Guilty Feelings," an award-winning paper presented at the annual convention of the Sooner Communication Conference, Norman, Okla., March 2009. (Top Paper)

Andrew D. Wolvin, Peter Fontanta, and **Erica J. Lamm**, "Novices and Expert Listeners," a paper presented at the annual convention of the International Listening Association, Milwaukee, Wisc., March 2009.

Lin Zhu, "Cultural Effect on Politeness Through Interpersonal Distance," a paper presented at the Intercultural Communication between China and the World Conference, Beijing, China, 2009.

Lin Zhu, "The Influence of Mass Media on Stereotypes of Chinese and Americans: A Quantitative Study," a paper presented at the annual convention of the International Communication Association, Chicago, Ill., May 2009.

2008

Heather Brook Adams, "What They Had To Do: The Loss of Voice, Choice, and Identity of Unwed Mothers in Cold War America," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Heather Brook Adams, "Words to the Wise: Vernacular-as-Epistemic and the Problem of Deliberative Democracy," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Susan Allen, "Identity under Pressure: How Muslim Americans Express and Communicate their Identities," a paper presented at the International Association for Intercultural Communication Studies, Louisville, Ky., Nov. 2008.

Lucinda Austin, S. York, C. Freeman, and J. Mitchko, "Pilot and Process Evaluation for CDC's Preventing Falls: How to Develop Community-based Fall Prevention Programs for Older Adults," a paper presented to National Conference on Health Communication, Marketing and Media, Atlanta, Ga., Aug. 2008.

Lucinda Austin and Erik Halvorsen, "What Drives Political Activity in College Students? An Application of the Situational Theory of Publics, a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2008.

Lucinda Austin and Erik Halvorsen, "What Drives Political Activity in College Students? An Application of the Situational Theory of Publics, a paper presented at the 58th Annual International Communication Association, Public Relations Division, Montreal, Quebec, Canada, May 2008.

Timothy J. Barney, "Iron Albatross: Air-Age Globalism, the Maps of Richard Edes Harrison, and the Geographical Imagination of the Early Cold War," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Timothy J. Barney, "Power Lines: The Rhetoric of Maps as Social Change in the Post-Cold War Landscape," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Timothy J. Barney, "An Illinois Egghead Challenges King Eisenhower's Court: Adlai Stevenson and the 'New America' at the 1956 Democratic National Convention," a paper presented at the annual convention of the Eastern Communication Association, Pittsburgh, Pa., May 2008.

Rowena Briones and others, "Nationwide Newspaper Coverage of Childhood Obesity: A Community Structure Approach," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ioana A. Cionea, "Taking Advocacy Beyond the Classroom: Practical Applications of Critical Thinking and Speaking," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ioana A. Cionea, "Debating Internationally: The Intersection of Intercultural Communication and Debate Practices," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ioana A. Cionea and Sejal R. Patel, "Intercultural Research: A review of Trends in Intercultural Literature as Reflected by Articles Published," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ioana Cionea and Leah Waks, "A Profile of Energy Consumption Behaviors among Undergraduates at the University of Maryland," a paper presented at Graduate Research Interaction Day, University of Maryland, College Park, Md., April 2008.

Abbe Depretis, "Bridging the Cultural Gap: Changing Instructional Methods," a paper presented at the annual convention of the Southern States Communication Association, Savannah, Ga., April 2008.

Theresa A. Donofrio, "September 11 as 'Natural' Disaster: Life, Death, Politics, and Agency in the Rhetoric of Project Rebirth," a paper presented at the Visible Memories Conference, Syracuse, N.Y., Oct. 2008.

Theresa A. Donofrio, "'Ladies, to the Rescue!': The Expansion of the Domestic Sphere through the Rhetoric of the Mount Vernon Ladies' Association," a Scholar-to-Scholar paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Theresa A. Donofrio, "'Today Is Not a Dress Rehearsal': Citizenship and Consumption in Kenneth Cole's 9/11 Advertising," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Theresa A. Donofrio, "Toward the Crystallization of 9/11 Memory: Narrative Form and the Tribute World Trade Center 9/11 Visitor Center," an award-winning paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008. (Top Papers in American Studies)

Theresa A. Donofrio, "September 11 as 'Natural' Disaster: Life, Death, Politics, and Agency in the Rhetoric of Project Rebirth," a paper presented at the Visible Memories Conference, Syracuse, N.Y., Oct. 2008.

Heather Epkins, "How National Security Reporters Make Meaning of Terrorism Information Disseminated by the U.S. Government," a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

James G. Gilmore, "The Congregation of the Spectacle: The Rhetorical Functions of Large-Scale Video Displays in Megachurches," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Arthur W. Herbig, "Masculinity and the American Dream in American Dreams: Jack Pryor as the Fatherly Scapegoat," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

S. Jang, **Ahnlee Jang**, and J. H. Yoo, "Understanding the Link between Attachment and Communication Efficacy in Situations that Increase Uncertainty in Close Relationships: The Mediating Role of Relational Uncertainty," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Hua Jiang, "Communication Courses: Expanding the Boundaries of Ethics and Conflict Resolution," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Hua Jiang, "Underrepresentation of Female Leadership: Perceptions, Aspirations, and Leadership," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Benjamin C. Krueger, "The Gospel According to Harvey: The Discursive Construction of the 'Secular Christ' in The Harvey Milk Show," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Benjamin C. Krueger, "Trial by Faith: The Rhetorical Defense of William Sloane Coffin," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Erica J. Lamm, "Implicit Personality Theories Game," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Mari Lee Mifsud, Jane Sutton, and **Lindsey Fox**, "Rhetoric and Social Justice: Refiguring the Discipline," a paper presented at the International Conference on Rhetorical Citizenship and Public Deliberation, University of Copenhagen, Denmark, Fall 2008.

Sejal Patel, "When Expectations of Trust are Violated in Relationships: A Cross-Cultural Study of the Effects of In-group/Out-group Membership and Negative Expectancy Violations on Trust," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Katie R. Place, "What's Guiding the Profession? An Examination of Public Relations Ethics," a paper presented at Public Relations Society of America International Conference, Detroit, Mich., Oct. 2008.

T. Reimer, R. Hertwig, and **Sanja Sipek**, "Where Persuasion Meets Decision Making: The Probabilistic Persuasion Model," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

S. K. Rubel, C. Freeman, **Lucinda Austin**, K. Marsh, and J. Snelling, "Testing the Personal Behavior Change Model for Disaster Preparedness: The Citizen Corps National Household Survey Report," a paper presented to the 94th Annual National Communication Association, NCA-F/START Pre-Conference on Emergency Pre-Event Communication, San Diego, Calif., Nov. 2008.

Renata Faye Schloss, "Health Care Public Relations and Strategic Communication: How Public Relations Practitioners Make Meaning of Communication Management in a Medical Center," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Renata Faye Schloss, "EcoMoms' Engagement in Environmental Activity," an award-winning paper presented to the Educators Academy of the Public Relations Society of America International Conference, Detroit, Mich., Oct. 2008. (Runner-up for the Betsy Plank Graduate Research Competition Award)

Robin Scholz, "From Unconventional to Conventional Through Rhetoric: A Case Study of GLBT Mormons' Homosexual and Religious Identity Formation and Negotiation," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Hongmei Shen, "Linking Ethics Congruence, Communication Strategies and Relationship Building," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Hongmei Shen, "Corporate Social Responsibility in China: The Role of Public Relations," a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Hongmei Shen, "Corporate Social Responsibility in China: Perspectives from a Developing Country," a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Brian G. Smith, "A Need for Translation? Conceptualizing Public Relations in Spain," a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Brian G. Smith, "Becoming 'Quirky': Towards an Understanding of Practitioner and Blogger Relations in Public Relations," a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Belinda Stillion Southard, "Militancy, Coalition-Building, and Expedient Racism in the Congressional Committee's National Woman Suffrage Parade," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Bjørn Stillion Southard, "Early Radicalism in the Moral Rhetoric of Anti-Slavery, 1630-1760," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Bjørn Stillion Southard, "Transforming Citizenship Ironically: Burke's Master Tropes and Henry Highland Garnet's Sermon in the House of Representatives, 1865," a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Monique Mitchell Turner, **Lucinda Austin**, M. Lubran, **Sejal Patel**, and **Christine Skubisz**, "The Effect of 'At-a-Glance' Nutrition Symbols and Nutrition Information on Cognitive Processing and Purchase Intent: An Eye-Tracking Approach," a paper presented to the National Communication Association Summer Conference 2008: Methods and Measures for Communication and Cognition Research, College Park, Md., July 2008.

Monique Mitchell Turner and **Jill Cornelius Underhill**, “Motivating Emergency Preparedness: The Impact of Fear and Anger Appeals on Risk Assessment,” a paper presented at the annual meeting of the Society for Risk Analysis, Boston, Mass., Dec. 2008.

Jill Cornelius Underhill, “Guilt Out the Vote: Using Emotional Appeals in Political Communication,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Jill Cornelius Underhill and others, “Role and Impact of Involvement and Enhanced Threat in Resistance,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Stephen Underhill, “J. Edgar Hoover's Domestic Propaganda: Narrating the Spectacle of the FBI's ‘War on Crime,’” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Jennifer E. Vardeman, “Complications in Segmenting Campaign Publics: Women of Color Explain Their Problems, Involvement, and Constraints in Reading Heart Disease Communication,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Jennifer E. Vardeman and Natalie Tindall, “‘If It’s a Woman’s Issue, I Pay Attention to It’: Identity in the Heart Truth Campaign,” a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

M. Karen Walker, “Economic Growth as Terministic Screen: An Essay on the Millennium Challenge Corporation,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Wenjing Xie, “I am Blogging: A Qualitative Study of Uses and Gratifications of Bloggers,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ai Zhang, “Dwelling in the Beingness of Inter-being: A Home-Searching Journey in a Foreign Place,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ai Zhang, “The role of Self in Peace Education,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

Ai Zhang, “Public Relations Education in the United States: An International/Chinese Perspective,” a paper presented to the Association for Education in Journalism and Mass Communication, Chicago, Ill., Aug. 2008.

Lin Zhu, “Media Effects and Interracial Contact in American and Chinese Stereotypes,” a paper presented at the annual convention of the National Communication Association, San Diego, Calif., Nov. 2008.

CURRICULUM VITAE

EDWARD L. FINK

1

13002 Middlevale Lane
Silver Spring, MD 20906-3345

Professor,
Department of
Communication
2102 Skinner Building
University of Maryland
College Park, MD 20742-7635
ELF@UMD.EDU
301-405-6523 (office)
301-314-9471 (fax)

301-962-0068 (home)
240-462-0507 (cell)

EDUCATION

Ph.D.	1975	University of Wisconsin-Madison Sociology, with a cognate in Educational Psychology
M.S.	1969	University of Wisconsin-Madison Sociology
B.A.	1966	Columbia College of Columbia University (New York) Sociology

ACADEMIC HONORS/SCHOLARSHIPS/GRANTS/AWARDS

Visiting scholar, 39th Annual Undergraduate Honors Conference, DePauw University, 2013.

Co-author, Top Four paper in the Peace and Conflict Communication Division of the National Communication Association, November, 2013, Washington, DC.

Co-author, Top Four paper in the Association for Chinese Communication Studies of the National Communication Association, November, 2011, New Orleans, LA.

Distinguished Article Award for 2009 for Chung, S., Fink, E. L., & Kaplowitz, S. A. (2008). The comparative statics and dynamics of beliefs: The effect of message discrepancy and source credibility. *Communication Monographs*, 75, 139-170, from the Communication and Social Cognition Division of the National Communication Association, November, 2010.

Eighteenth Annual Wayne N. Thompson Guest Lecturer, Western Illinois University, March-April, 2008, Macomb. (Interview with Richard G. Egger regarding the lecture was broadcast March 31, 2008 on Tri States Public Radio WIUM at 7:30 a.m. and 4:30 p.m.)

Co-author, Top Four paper in the Communication and Social Cognition Division of the National Communication Association, November, 2007, Chicago, IL.

Visiting scholar, 33rd Annual Undergraduate Honors Conference, DePauw University, 2007.

CURRICULUM VITAE

EDWARD L. FINK

2

Distinguished Article Award for Fink, E. L., Cai, D. A., Kaplowitz, S. A., Chung, S., Van Dyke, M., & Kim, J.-N. (2003). The semantics of social influence: Threats versus persuasion, *Communication Monographs*, 70, 295-316, from the Communication and Social Cognition Division of the National Communication Association, November, 2005.

Distinguished Article Award for Cai, D. A., & Fink, E. L. (2002), Conflict style differences between individualists and collectivists, *Communication Monographs*, 69, 67-87, from the Communication and Social Cognition Division of the National Communication Association, November, 2003.

Recipient of the B. Aubrey Fisher Mentorship Award, International Communication Association, May, 2003.

Co-author, Top Four paper in the Information Systems Division of the International Communication Association, May, 2003, San Diego, CA.

Awarded Lady Davis Visiting Professorship, for spring, 1998, to Hebrew University of Jerusalem by the Lady Davis Fellowship Trust, in consultation with the Faculty of Hebrew University

Full member, Sigma Xi, The Scientific Research Society, University of Maryland Chapter, 1997.

Faculty and Staff Award, "First Year Book" Writing Competition, on Alan Lightman's *Einstein's Dreams*, University of Maryland, 1997.

Nominee for President-Elect, International Communication Association, 1993.

Co-author, Top Three paper in the Organizational Communication Division of the International Communication Association, May, 1993, Washington, DC.

Commencement Speaker, University of Maryland College of Arts and Humanities Commencement, May, 1991, and December, 1993.

Co-author, Top Three paper for the Commission on Health Communication of the National [then Speech] Communication Association, November, 1991, Atlanta, GA.

Co-author, Top Three paper in the Health Communication Division of the International Communication Association, May, 1991, Chicago, IL.

Co-author, Top Four paper in the Information Systems Division of the International Communication Association, May, 1989, San Francisco, CA.

University of Maryland Distinguished Scholar-Teacher, 1988-1989.

CURRICULUM VITAE

EDWARD L. FINK

3

Elected to membership in Sigma Circle (University of Maryland) of Omicron Delta Kappa National Leadership Society, 1988.

University of Maryland Division of Arts and Humanities Special Research Assignment, for full-time research during spring semester, 1986.

Research grant: "The Relationship of Message Discrepancy and Message Disconfirmation to Attitude and Belief Change" (S. A. Kaplowitz & E. L. Fink). Proposal submitted to the National Institute of Mental Health for \$22,975, December, 1985; approval was recommended by the peer review committee, but the research was unfunded.

University of Maryland General Research Board Semester Research Grant, for full time research during spring semester, 1983.

Co-author, Top Three paper in the Information Systems Division of the International Communication Association, May, 1982, Boston, MA.

The measurement of communication processes nominated for the National [then Speech] Communication Association Golden Anniversary Fund Awards Book Award, 1981.

Co-author, Top Three paper in the Information Systems Division of the International Communication Association, May, 1981, Minneapolis, MN.

Research grant: "Cognitive Dynamics II: The Effect of Discrepant Information on Multi-dimensional Attitude Change." College of Communication Arts and Sciences, Michigan State University, 1980-1981.

Research grant: "A Study of Media Influence on Social Interaction." National Association of Broadcasters, 1975-76. With J. D. Johnson and S. L. Mazingo.

All-University Research Grants, Michigan State University, 1973-74, 1974-75, 1975-76, 1977-78, 1978-79. Investigations of cross-cultural news diffusion, and of the perception, determinants, and effects of communication strategies.

O'Brien Fund Research Grant, University of Notre Dame. Analysis of vicarious embarrassment, 1972.

Methodology Traineeship (Public Health Service), University of Wisconsin-Madison, 1970-71.

Participant, Mathematical Social Science Board Summer Seminar in Mathematics and Sociology, Cornell University, 1966. Sponsored by the Center for Advanced Study in the Behavioral Sciences.

New York State Regents' Scholarship, at Columbia University, 1962-1966.

CURRICULUM VITAE

EDWARD L. FINK

4

ACADEMIC APPOINTMENTS

Professor Communication	2007-present	University of Maryland at College Park
Professor and Chair Communication	1998-2007	
Professor and Chair Speech Communication	1997-1998	
Professor Speech Communication	1989-1997	
Professor Communication Arts and Theatre	1987-1989	
Affiliate Professor Ph.D. Program in Second Language Acquisition	2007-present	
Affiliate Professor College of Business and Management	1996-2000	
Affiliate Professor Department of Sociology	1987-present	
Affiliate Professor Department of Psychology	1993-present	
Associate Dean, Graduate Studies and Research (Acting)	1993-1995	
Regular Member Graduate Faculty	1981-present	
Associate Professor Communication Arts and Theatre	1981-1987	
Instructor to Assistant Professor of Communication	1973-1981	Michigan State University
Affiliated Faculty Member of Department of Sociology	1979-1981	Michigan State University

CURRICULUM VITAE

EDWARD L. FINK

5

Assistant Professor Department of Sociology and Anthropology	1971-1973	University of Notre Dame
Lecturer, Department of Sociology	Fall, 1970	University of Wisconsin-Madison
Teaching Assistant Department of Sociology	1969-1970	University of Wisconsin-Madison
Research Assistant Department of Sociology	Spring, 1969	University of Wisconsin-Madison
Project Assistant Department of Educational Policy Studies	July, 1968- January, 1969	University of Wisconsin-Madison
Research Assistant Department of Rural Sociology	1966-1968	University of Wisconsin-Madison

VISITING AND OTHER APPOINTMENTS

Visiting appointments, colloquia, and/or workshops at Pennsylvania State University (October, 2007), Cornell University (February, 2008), the University of Oklahoma (February, 2008), the State University of New York at Buffalo (March, 2008), Michigan State University (March, 2008), Western Illinois University (March-April, 2008), Purdue University (April, 2008), University of Southern California (April, 2008), University of California, Santa Barbara (April, 2008), and University of Arizona (April, 2008).

Mentor Faculty	2005-2006	Antioch University Ph.D. Program in Leadership & Change Program
Lady Davis Visiting Professor	March-June, 1998	Hebrew University of Jerusalem
Visiting Scholar Department of Communication	December, 1995	State University of New York at Buffalo
Visiting Professor Department of Communication	November, 1995	University of Arizona
Academic Specialist Department of Communication Sciences	October-November, 1995	University of Connecticut
Visiting Professor	September-October, 1995	Michigan State University

CURRICULUM VITAE

EDWARD L. FINK

6

Department of Communication

Visiting Scholar	January, 1990	Purdue University
Visiting Professor College of Communication	Summer, 1984	University of Tennessee Knoxville

COURSES TAUGHT

University of Maryland (approximate enrollment in parentheses)

Seminar: Models of Persuasion	(COMM498P/698C & COMM779; 4-25)
Communication Theory	(COMM602; 18)
Advanced Quantitative Data Analysis in	
Communication Research: Structural Equation Models	(COMM703; 5)
Intermediate Quantitative Data Analysis in	
Communication Research: The General Linear Model	(COMM702; 6)
Seminar in Persuasion and Attitude Change	(COMM775; 8)
Intercultural Communication Theory	(COMM683; 9)
Seminar in Theory Construction	COMM698T; 7)
Persuasion	(COMM475; 35)
Communication Theory and Process	(COMM402; 60)
Seminar: Humor, Cognition, and Interaction	(COMM498C; 32)
Theories of Group Discussion	(COMM420; 25)
Research Methods in Communication	(COMM400; 120)
Small Group Discussion	(COMM220; 25)
Humor, Cognition, and Communication	(HONR148B; 16)
Independent study, thesis supervision, dissertation supervision, internship	(COMM; 5)

Michigan State University

- Seminar in Interpersonal Communication
- Strategies and Styles
- Communication Research Design
(three-course graduate methods sequence)
- Methods of Inquiry
- Interpersonal Communication
- Interaction Processes
- Seminar in Social Attitudes
- Seminar in Humor
- Humor and Embarrassment
- Seminar: Special Topics in Data Analysis
- Models of Attitude Change

University of Notre Dame

CURRICULUM VITAE

EDWARD L. FINK

7

Sociology of Poverty
Social Psychology
Social Stratification
Research Methods
Character and Social Structure
Data Analysis

University of Wisconsin-Madison
Methodology
Marriage and the Family

COURSE DEVELOPMENT AND TEACHING RECOGNITION

Responsible for the doctoral sequence in quantitative research methods within the Ph.D. program in Communication. Developed the present COMM702-COMM703 sequence.

Developed the graduate Seminar in Attitude Change and Persuasion and the graduate Seminar in Models of Persuasion.

Selected Distinguished Scholar-Teacher, University of Maryland, 1988-1989. As distinguished scholar-teacher, taught "Humor, cognition, and communication" as Freshman Honors Seminar, Spring, 1989, and Spring, 1992.

Nominated for Distinguished Scholar-Teacher: University of Maryland, 1982; Michigan State University, 1977.

ADVISEES (date of degree)

Ph.D.

X. Zhao	(In progress)
S. Das	(In progress)
S. M. Sipek	(In progress)
D. A. Payne	(In progress)
S. Chai	(2013)
V. Boudewyns	(2013)
I. A. Cionea	(2013)
E. Bessarabova	(2010)
S. Yao	(2009)
Q. Wang	(2006)
S. Chung	(2004)
L. D. Dinauer	(2003)
H. A. Massett	(1999)
M. A. Trasciatti	(1999)
S. E. McGreevy	(1996)

CURRICULUM VITAE

EDWARD L. FINK

8

M.-L. Wang	(1993)
S.-S. Chen	(1993)
S. L. Hammond	(1990)
W. B. Bishop	(1990)
S. W. Maase	(1986)
T. Marron	(1985)
N. J. Stoyanoff	(1981)
J. R. Jara	(1978)

Master's

M.C. Philipp	(2002)
S. Chung	(1998)
N. Stevens	(1995)
P. Sabourin	(1993)
S. E. McGreevy	(1992)
J. L. Monahan	(1988)
D. Sandhaus	(1987)
N. J. Stoyanoff	(1978)
M. Pacanowsky	(1977)
N. E. Edison	(1976)
B. A. Walker	(1975)
R. E. Griffin	(1974)
K. Spenner	(1973)
S. R. Mysliwiec	(1972)

Jennifer Monahan, while an undergraduate advisee of mine, won an undergraduate research apprenticeship to conduct research under my direction. She received a two-year Graduate School Fellowship for graduate work at the University of Maryland. In 1988, she received a fellowship for doctoral study at the University of Wisconsin and the University of Southern California; she chose to attend USC. She is currently a professor at the University of Georgia and was awarded (2007) the University of Georgia Creative Research Medal.

Nicky Stoyanoff's dissertation, which I directed, received the Gerald R. Miller Outstanding Doctoral Dissertation Award from the National [then Speech] Communication Association in 1981.

Laurie Cameron, an undergraduate student, won an undergraduate apprenticeship (at the University of Maryland, 1987-1988) to conduct research under my direction.

Sungeun Chung, my advisee, was awarded the Wayne Thompson Professorship at Western Illinois University for the 2007-2008 academic year. He is currently an associate professor in the Department of Mass Communication and Journalism, Sungkyunkwan University, Republic of Korea.

CURRICULUM VITAE

EDWARD L. FINK

9

Qi Wang, my co-advisee, won the 2007 Outstanding Dissertation Award from the International Association for Conflict Management for a dissertation defended in 2005 or 2006. She is currently on the faculty of the Department of Communication, Villanova University, PA.

ACADEMIC MEMBERSHIPS

American Psychological Association (Life Status member as of January 1, 2012)
International Communication Association
National Communication Association
Sigma Xi, The Scientific Research Society
Society for Personality and Social Psychology

RESEARCH IN PROGRESS

Modeling compliance dynamics in networks, cognition and attitude change, guilt and reactance induced by messages, enculturation of sojourners, and the effect of adverbs on persuasion.nea

PUBLICATIONS

Books

Woelfel, J. D., & Fink, E. L. (1980). *The measurement of communication processes: Galileo theory and method*. New York, NY: Academic Press. Pp. 180-198 reprinted in D. A. Cai (Ed.). (2010). *Intercultural communication: Vol. 1. Structural and ideational foundations*. Los Angeles, CA: Sage.

Articles and Chapters in Refereed Serial Publications

Cionea, I. A., Hample, D., & Fink, E. L. (2013). Dialogue types: A scale development study. In D. Mohammed & M. Lewiński (Eds.), *Virtues of Argumentation. Proceedings of the 10th International Conference of the Ontario Society for the Study of Argumentation (OSSA)*, 1-11. Windsor, ON: OSSA. [CD-ROM]

Bessarabova, E., Fink, E. L., & Turner, M. M. (2013). Reactance, restoration, and cognitive structure: Comparative statics. *Human Communication Research*, 39, 339-364.
doi:org/10.1111/hcre.12007

Han, B., & Fink, E. L. (2012). How do statistical and narrative evidence affect persuasion?: The role of evidentiary features. *Argumentation and Advocacy*, 49, 39-58.

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EDWARD L. FINK

10

- Chung, S., Fink, E. L., Waks, L., Meffert, M. F., & Xie, X. (2012). Sequential information integration and belief trajectories: An experimental study using candidate evaluations. *Communication Monographs*, 79, 160-180. doi:10.1080/03637751.2012. 673001
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- Smith, R. A., & Fink, E. L. (2010). Compliance dynamics within a simulated friendship network I: The effects of agency, tactic, and node centrality. *Human Communication Research*, 36, 232-260. doi:10.1111/j.1468-2958.2010.01375.x
- Fink, E. L. (2009). The FAQs on data transformation. *Communication Monographs*, 76, 379-397. (Invited article.) doi:org/10.1080/03637750903310352
- Chung, S., Fink, E. L., & Kaplowitz, S. A. (2008). The comparative statics and dynamics of beliefs: The effect of message discrepancy and source credibility. *Communication Monographs*, 75, 139-170. doi:org/10.1080/03637750802082060 Received the Distinguished Article Award for 2009 from the Communication and Social Cognition Division of the National Communication Association, November, 2010.
- Wang, Q., Fink, E. L., & Cai, D. A. (2008). Loneliness, gender, and parasocial interaction: A uses and gratifications approach. *Communication Quarterly*, 56, 87-109. doi:org/10.1080/01463370701839057
- Chung, S., & Fink, E. L. (2008). The cognitive dynamics of beliefs: The effect of information on message processing. *Human Communication Research*, 34, 477-504. doi:org/10.1111/j.1468-2958.2008.00329.x
- Barnett, G. A., & Fink, E. L. (2008). Impact of the Internet and scholar age distribution on academic citation age. *Journal of the American Society for Information Science and Technology*, 59, 526-534. doi:org/10.1002/asi.20706
- Dinauer, L. D., & Fink, E. L. (2005). Inter-attitude structure and attitude dynamics: A comparison of the hierarchical and Galileo spatial-linkage models. *Human Communication Research*, 31, 1-32. doi:org/10.1093/hcr/31.1.1
- Fink, E. L., Cai, D. A., Kaplowitz, S. A., Chung, S., Van Dyke, M., & Kim, J.-N. (2003). The semantics of social influence: Threats versus persuasion. *Communication Monographs*, 70, 295-316. doi:org/10.1080/0363775032000179115 Received the Distinguished Article Award from the Communication and Social Cognition Division of the National Communication Association, November, 2005.
- Cai, D. A., & Fink, E. L. (2002). Conflict style differences between individualists and collectivists. *Communication Monographs*, 69, 67-87. doi: org/10.1080/03637750216536 Received the

CURRICULUM VITAE

EDWARD L. FINK

11

Distinguished Article Award from the Communication and Social Cognition Division of the National Communication Association, November, 2003. Reprinted in D. A. Cai (Ed.). (2010). *Intercultural communication: Vol. 2. Studying intercultural communication*. Los Angeles, CA: Sage.

Fink, E. L. (1996). Dynamic social impact theory and the study of human communication. *Journal of Communication*, 46(4), 4-12. doi:org/10.1111/j.1460-2466.1996.tb01500.x (Editorial introduction.)

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12

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- Fink, E. L., Robinson, J. P., & Dowden, S. (1985). The structure of music preference and attendance. *Communication Research*, 12, 301-318. (Invited article.) doi:org/10.1177/009365085012003003
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- Bauer, C. L., & Fink, E. L. (1983). Fitting equations with power transformations: Examining variables with error. In R. N. Bostrom (Ed.), *Communication yearbook 7* (pp. 146-199). Beverly Hills, CA: Sage.
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- Kaplowitz, S. A., Fink, E. L., D'Alessio, D., & Armstrong, G. B. (1983). Anonymity, strength of attitude, and the influence of public opinion polls. *Human Communication Research*, 10, 5-25. doi:org/10.1111/j.1468-2958.1983.tb00002.x
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13

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Chapters and Entries in Books

Fink, E. L., & Cai, D. A. (with Wang, Q.). (2013). Quantitative methods for conflict communication research. In J. Oetzel & S. Ting-Toomey (Eds.), *The SAGE handbook of conflict communication: Integrating theory, research, and practice* (2nd ed.). Thousand Oaks, CA: Sage.

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Cai, D. A., & Fink, E. L. (2011). Intercultural networks. In G. A. Barnett (Ed.), *Encyclopedia of social networks* (Vol. 1, pp. 419-421). Los Angeles, CA: Sage.

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Cai, D. A., & Fink, E. L. (2002). Persuasion. In W. A. Donohue & L. L. Massi (Eds.), *Communicating and connecting: The functions of human communication* (2nd ed., pp. 167-183). Dubuque, IA: Kendall/Hunt Publishing Company. (This chapter is a revised version of Cai & Fink, 1996, below.)

Fink, E. L., Kaplowitz, S. A., & Hubbard, S. M. (2002). Oscillation in beliefs and decisions. In J. P. Dillard & M. Pfau (Eds.), *The persuasion handbook: Developments in theory and practice* (pp. 17-37). Thousand Oaks CA: Sage.

Haller, A. O., Fink, E. L., & Janusik, L. (2000). Social psychology of status allocation. In E.F. Borgatta & R.J.V. Montgomery (Eds.), *Encyclopedia of sociology* (2nd ed., Vol. 4, pp. 2780-2789). New York, NY: Macmillan Reference USA.

CURRICULUM VITAE

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14

- Kaplowitz, S. A., Fink, E. L., & Lin, Y.-L. (1998). Speaking loudly and carrying a big stick: The effect of power tactics and structural power on perceptions of the power user. In P.C. Washburn (Ed.), *Research in political sociology* (Vol. 8, pp. 103-119). Greenwich, CT: JAI Press.
- Fink, E. L., & Kaplowitz, S. A. (1997). Oscilação em crenças e redes cognitivas. In M. Rector & E. Neiva (Eds.), *Comunicação na era pós-moderna* (pp. 265-290). Petrópolis, Brasil: Vozes.
- (1998). Chapter reprinted in the second edition of this book; other publication information identical.
- Kaplowitz, S. A., & Fink, E. L. (1997). Message discrepancy and persuasion. In G. A. Barnett & F. J. Boster (Eds.), *Progress in communication sciences* (Vol. 13, pp. 75-106). Greenwich, CT: Ablex.
- Kaplowitz, S. A., & Fink, E. L. (1996). Cybernetics of attitudes and decisions. In J. H. Watt & C. A. VanLear (Eds.), *Dynamic patterns in communication processes* (pp. 277-300). Thousand Oaks, CA: Sage.
- Cai, D. A., & Fink, E. L. (1996). Social influence. In W. A. Donohue & D. A. Cai (Eds.), *Communicating and connecting: The functions of human communication* (pp. 231-246). Orlando, FL: Harcourt Brace.
- Fink, E. L., & Kaplowitz, S. A. (1993). Oscillation in beliefs and cognitive networks. In W. D. Richards Jr. & G. A. Barnett (Eds.), *Progress in communication sciences* (Vol. 12, pp. 247-272). Norwood, NJ: Ablex.
- Kaplowitz, S. A., & Fink, E. L. (1992). Dynamics of attitude change. In R. L. Levine & H. E. Fitzgerald (Eds.), *Analysis of dynamic psychological systems: Vol. 2. Methods and applications* (pp. 341-369). New York, NY: Plenum.
- Kaplowitz, S. A., & Fink, E. L. (1988). A spatial-linkage model of cognitive dynamics. In G. A. Barnett & J. Woelfel (Eds.), *Readings in the Galileo system: Theory, methods and applications* (pp. 117-146). Dubuque, IA: Kendall-Hunt.
- Woelfel, J., Holmes, R., Cody, M., & Fink, E. L. (1988). A multidimensional scaling based procedure for designing persuasive messages and measuring their effects. In G. A. Barnett & J. Woelfel (Eds.), *Readings in the Galileo system: Theory, methods and applications* (pp. 235-241). Dubuque, IA: Kendall-Hunt.
- Fink, E. L. (1987). Communication effects and the two cultures of communication research (a section introduction). In M. Gurevitch & M. R. Levy (Eds.), *Mass communication review yearbook* (Vol. 6, pp. 401-404). Beverly Hills, CA: Sage.
- Robinson, J. P., & Fink, E. L. (1986). Beyond mass culture and class culture: Subcultural differences in the structure of music preferences. In S. Ball-Rokeach & M. Cantor (Eds.), *Media, audience, and social structure* (pp. 226-239). Beverly Hills, CA: Sage.

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15

- Fink, E. L., (1985). Mass communication and the individual (a section introduction). In M. Gurevitch & M. R. Levy (Eds.), *Mass communication review yearbook* (Vol. 5, pp. 371-374). Beverly Hills, CA: Sage.
- Fink, E. L., & Monge, P. R. (1985). An exploration of confirmatory factor analysis. In B. Dervin & M. Voight (Eds.), *Progress in communication sciences* (Vol. 6, pp. 167-197). Norwood, NJ: Ablex.
- Levy, M. R., & Fink, E. L. (1985). Home video recorders and the transience of television broadcasts. In M. Gurevitch & M. R. Levy (Eds.), *Mass communication review yearbook* (Vol. 5, pp. 569-584). Beverly Hills, CA: Sage. (This is a reprint of the 1984 article that appeared in the *Journal of Communication*; see above.)
- Fink, E. L. (1980). Unobserved variables within structural equation models. In P. R. Monge & J. N. Cappella (Eds.), *Multivariate techniques in human communication research* (pp. 111-141). New York, NY: Academic Press.
- Fink, E. L., & Huber, K. (1977). Self-awareness and definitional processes within dyadic interaction: Simulation of a dynamic system. In X. J. R. Avula (Ed.), *Proceedings of the first international conference on mathematical modeling* (Vol. 5, pp. 2617-2626). Rolla, MO: University of Missouri-Rolla. This paper was presented at the Conference in August, 1977.

Book Review

- Fink, E. L. (1976). [Review of the book *Advances in experimental social psychology* (Vol. 7), edited by L. Berkowitz]. *Contemporary Sociology*, 5, 196-197. doi: org/10.2307/2062988

Reports, Monographs, and Other Works

- Fink, E. L., Poole, M. S., & Chai, S. (2011, May). Analysis of the NRC report on Ph.D. program quality. *Spectra*, 47(2), 16-19.
- Fink, E. L. (2007, October 26). Will anyone stop torture and abuse? [Letter to the editor]. *The Washington Post*, p. A20.
- Simmons, K. W., Stein, C. A., Nehls-Frumkin, M., & Fink, E. L. (1979). *Attitudes toward health care*. Final report for a research project sponsored by Health Central Inc., from grants from the Kaiser Foundation and the Health Action League, Lansing, Michigan.
- Woelfel, J., Barnett, G. A., Serota, K. B., Holmes, R., Cody, M. J., Saltiel, J., Fink, E. L., Marlier, J., & Gillham, J. R. (1977). *Galileo IV -- a program for metric multidimensional scaling*. Honolulu, HI: The East-West Communications Institute.

CURRICULUM VITAE

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16

Fink, E. L. (1975). An empirical analysis of vicarious embarrassment: A study of social interaction and emotion. Doctoral dissertation, University of Wisconsin-Madison. *Dissertation Abstracts International*, 36, 3138A-3139A. (University Microfilms No. 75-18,168).

Fink, E. L. (1969). *The reliability of forms for assessing significant other influence: The W Wisconsin significant other battery and expectation elicitors*. Unpublished master's thesis, University of Wisconsin-Madison.

Haller, A. O., Woelfel, J. (with Fink, E. L.). (1968). *The Wisconsin significant other battery*. U.S. Office of Education Report No. 5-1170 (Grant No. OEG-3-051170-1992). This also appears as Haller, A.O., Woelfel, J., and Fink, E. L. (1969). *The Wisconsin significant other battery*. Arlington Heights, VA: Educational Resources Information Center Document Center.

PAPERS AND PRESENTATIONS

INVITED PAPERS AND PRESENTATIONS

Fink, E. L. (2013, November). *Cognition and social influence: Experimental and meta-analytic data*. Respondent at the annual meeting of the National Communication Association, Washington, DC.

Fink, E. L. (2012, November). *Scholars' office hours*. Participant at the annual conference of the National Communication Association, Orlando, FL.

Fink, E. L. (2012, May). *Looking through the crystal ball: The future of communication research*. Respondent at an extended session streamed live at the annual meeting of the International Communication Association, Phoenix, AZ.

Fink, E. L. (2011, November). *Insights into inoculation and reactance*. Respondent at the annual meeting of the National Communication Association, New Orleans, LA.

Fink, E. L. (2011, October). *Discrepancy models of belief change*. Presentation at the Department of Communication, University of Delaware, Newark.

Fink, E. L. (2010, November). *Top papers in communication and social cognition*. Respondent at the annual meeting of the National Communication Association, San Francisco, CA.

Fink, E. L. (2010, November). *Doctoral chairs meeting: The National Research Council's study of academic fields*. Panel participant at the annual meeting of the National Communication Association, San Francisco, CA.

Fink, E. L. (2009, November). *Doctoral chairs breakfast: The National Research Council's study of academic fields*. Panel participant at the annual meeting of the National Communication Association, Chicago, IL.

CURRICULUM VITAE

EDWARD L. FINK

17

- Fink, E. L. (2008, November). *Doctoral chairs breakfast: The National Research Council's study of academic fields*. Panel participant at the annual meeting of the National Communication Association, San Diego, CA.
- Fink, E. L. (2008, November). *A funny thing happened on the way to the conference: A seminar on humor and communication*. Panel participant at the annual meeting of the National Communication Association, San Diego, CA.
- Fink, E. L. (2008, May). *Colleagues remember Michael Gurevitch*. Chair and speaker at the annual meeting of the International Communication Association, Montréal, Québec.
- Fink, E. L. (2008, May). *The NRC study: Gaining insights on doctoral education in the field*. Panel participant at the annual meeting of the International Communication Association, Montréal, Québec.
- Fink, E. L. (2008, April). *Remembering Dr. Michael Gurevitch*. Speaker at the West Chapel, University of Maryland, College Park.
- Kaplowitz, S. A., Fink, E. L., & McCright, A. (2008, April). *Persuading people to take climate change more seriously*. Presented at a conference on Climate Change in the Great Lakes Region, East Lansing, MI.
- A version of Chung, S., Fink, E. L., & Kaplowitz, S. A. (2008), The comparative statics and dynamics of beliefs: The effect of message discrepancy and source credibility, *Communication Monographs*, 75, 139-170, was presented at the following universities: the University of Oklahoma (February, 2008), the State University of New York at Buffalo (March, 2008), Michigan State University (March, 2008), Purdue University (April, 2008), University of Southern California (April, 2008), University of California, Santa Barbara (April, 2008), and University of Arizona (April, 2008).
- Fink, E. L. (2008, March). *Why is it funny? Models of (especially Jewish) humor*. Presentation as Wayne N. Thompson Guest Lecturer, Western Illinois University, Macomb.
- A version of Cai, D. A., Fink, E. L., & Xie, X. (2007, November), *Obligations and costs in direct and indirect relationships: A cross-cultural analysis*, presented at the annual meeting of the National Communication Association, Chicago, IL, was presented at Cornell University (February, 2008).
- Fink, E. L. (2005, November). *Top four papers in communication and social cognition*. Respondent at the annual meeting of the National Communication Association, Boston, MA.
- Fink, E. L. (2004, November). *Persuasive messages: Thought and knowledge structures*. Respondent at the annual meeting of the National Communication Association, Chicago, IL.
- Fink, E. L. (2004, May). *The role of communication departments and programs in the National Research Council Survey*. Presented as part of a panel sponsored by the Council of Communication

CURRICULUM VITAE

EDWARD L. FINK

18

Associations at the annual meeting of the International Communication Association, New Orleans, LA.

- Fink, E. L. (2004, May). Contributor to B. Dervin & M. Song (Eds.), *Communication as a field—historical origins, diversity as strength/weakness, orientation toward research in the public interest: 54 ruminations from field grandparents, parents, and a few feisty grandchildren*. Background paper for the "Strength of our methodological divides: Five navigators, their struggles and successes" plenary and post-plenary dialogue. Presented at the International Communication Association annual meeting, New Orleans, LA. Available at <http://communication.sbs.ohio-state.edu/sense-making/art/artabsdervinsong04ica.html>
- Fink, E. L. (2003, November). *Doctoral chairs breakfast: The National Research Council's upcoming study of academic fields*. Panel presentation at annual meeting of the National Communication Association, Miami Beach, FL.
- Fink, E. L. (2002, July). *Arousal, affect and persuasion*. Panel chair and respondent at the annual meeting of the International Communication Association, Seoul, Republic of Korea.
- Fink, E. L. (2001, May). *Serious studies of humor: Multi-methodological and Multi-theoretical investigations of humor*. Panel chair at the annual meeting of the International Communication Association, Washington, DC.
- Fink, E. L. (1999, June). *The state of the art in research and theory on persuasion and attitude change*. Paper presented at the annual meeting of the Public Relations Society of America Educators Academy International, Interdisciplinary Public Relations Research Conference, College Park, MD.
- Fink, E. L. (1997, May). *Attitude oscillation and message discrepancy*. Paper presented at the annual meeting of the International Communication Association, Montréal, Québec.
- Fink, E. L. (1996, November). *The ecology of talk: How we spend our communicating time*. Panel organizer, panel chair and respondent at the Speech Communication Association convention, San Diego, CA.
- Fink, E. L. (1996, November). *Generalizing about messages: A panel discussion in honor of Sally Jackson and Scott Jacobs (The 1995 Woolbert Award Recipients)*. Panel organizer and panel chair at the Speech Communication convention, San Diego, CA.
- Fink, E. L. (1996, May). *Persuasion and the elaboration likelihood model*. Respondent at the International Communication Association annual conference, Chicago, IL.
- Fink, E. L. (1996, April). *Oscillation in belief*. Presentation at the Symposium on Societal Stratification and Social Behavior (a Symposium to honor Archibald O. Haller) at University of Wisconsin, Madison, WI.

CURRICULUM VITAE

EDWARD L. FINK

19

- Fink, E. L. (1996, April). *Oscillation in belief*. Invited guest lecturer for the Department of Communication Arts, University of Wisconsin, Madison, WI.
- Fink, E. L. (1995, September). *Oscillation in belief*. Invited guest lecturer for the Department of Communication, Michigan State University, East Lansing, MI.
- Fink, E. L. (1995, April). *Humor: The glue of the workplace*. Keynote address at the conference of the Maryland Information and Referral Providers' Council, College Park, MD.
- Fink, E. L. (1995, April). *Effects research*. Panel discussant at the meeting of the Mid-Atlantic Graduate Communication Conference, College Park, MD.
- Fink, E. L. (1994, July). *Persuasion and social influence*. Panel discussant at the meeting of the International Communication Association, Sydney, Australia.
- Fink, E. L., Kaplowitz, S. A., & Wang, M.-L. (1994, July). *Cybernetics of decision making*. Paper presented at the meeting of the International Communication Association, Sydney, Australia.
- Fink, E. L., & Kaplowitz, S. A. (1994, May). *Attitude change from disconfirming messages*. Paper presented at the Nags Head Conference on Attitudes and Public Opinion, Highland Beach, FL.
- Fink, E. L. (1994, May). *Oscillation of beliefs*. Invited guest lecturer for the Department of Speech Communication, University of Georgia, Athens, GA.
- Fink, E. L. (1994, April). *Nonlinear dynamics and chaos theory for communication; Discrepancy and disconfirmation in attitude change; Multidimensional scaling and cognitive processes in humor*. Invited guest lecturer for the Departments of Communication, Sociology, and Psychology, Michigan State University, East Lansing, MI.
- Fink, E. L., & Kaplowitz, S. A. (1993, May). *Oscillation in beliefs and attitude change*. Paper presented at the Nags Head Conference on Attitudes and Public Opinion, Highland Beach, FL.
- Fink, E. L. (1993, April). Invited guest lecturer to Department of Speech Communication and Theatre Arts, University of Richmond, Richmond, VA.
- Fink, E. L. (1993, August). Invited guest lecturer at the following universities: World Journalism College (Taiwan); National Chengchi University (Taiwan); Fu-Jen Catholic University (Taiwan); Chinese University of Hong Kong (Hong Kong).
- Fink, E. L. (1992, May). *Balancing one's academic life*. Presentation at a special convention session sponsored by the Task Force Committee on Professional Development—Women, at the International Communication Association annual conference, Miami, FL.
- Fink, E. L. (1992, May). *Analytical methods*. Discussant at the International Communication Association annual conference, Miami, FL.

CURRICULUM VITAE

EDWARD L. FINK

20

- Fink, E. L. (1992, April). *A multidimensional scaling model of humor*. Invited speaker during the dedication of the Richard A. Holmes Jr. Memorial Computing Laboratory, at the State University of New York at Buffalo.
- Fink, E. L., & Kaplowitz, S. A. (1990, June). *Some thoughts on cognitive networks*. Presentation as master session leaders for *Recent advances in cognitive networks*, at the International Communication Association annual conference, Dublin, Ireland.
- Fink, E. L. (1990, June). *Debate on the use of cognitive explanations for communication phenomena*. Judge at the International Communication Association annual conference, Dublin, Ireland.
- Fink, E. L. (1990, April). Presider, Session on *Laughter: The best medicine*. Conference on the Medicinal Muses, at the University of Maryland.
- Fink, E. L. (1990, January). *A spatial model of humor and Measurement in the social sciences*. Lectures delivered as Visiting Scholar at Purdue University, West Lafayette, IN.
- Fink, E. L. (1989, November). *Persuading the public—Health & medical information campaigns*. Discussant at the annual conference of the Midwest Association for Public Opinion Research, Chicago, IL.
- Fink, E. L., & Kaplowitz, S. A. (1989, November). *Some thoughts on cognitive networks*. Paper presented at the Buffalo Symposium on Communication Networks, State University of New York at Buffalo.
- Fink, E. L. (1988, November). *Theoretical issues in communication research*. Discussant at the annual conference of the Midwest Association for Public Opinion Research, Chicago, IL.
- Fink, E. L. (1988, June). *Theoretical pieces: Conceptualizing communication systems*. Respondent at the International Communication Association convention, New Orleans, LA.
- Fink, E. L. (1988, April). *Discrepancy and attitude change, Multidimensional scaling models of attitude change, and Evaluating persuasion effects*. Colloquium presentations, Department of Communication, Michigan State University, East Lansing.
- Fink, E. L. (1988, April). *Thoughts on theory construction: Theories by analogy*. Colloquium presentation, Department of Sociology, Michigan State University, East Lansing.
- Fink, E. L. (1988, March). *Discrepant models of attitude change and Thoughts on theory construction*. Colloquium presentations, Department of Communication Arts, University of Wisconsin--Madison.
- Fink, E. L. (1987, May). *Communication and judgments of competence and deception*. Respondent at the International Communication Association convention, Montréal, Québec.

CURRICULUM VITAE

EDWARD L. FINK

21

- Fink, E. L. (1986, May). *Mapping cognitive structures with multidimensional scaling: Methods and applications*. Respondent at the International Communication Association convention, Chicago, IL.
- Fink, E. L. (1985, May). *Special problems in data analysis*. Respondent at the International Communication Association convention, Honolulu, HI.
- Fink, E. L. (1984, October). *Frontiers in social research on the arts*. Chair/Discussant, Conference on Social Theory, Politics, and the Arts, University of Maryland, College Park.
- Fink, E. L. (1984, July). *Multidimensional models of humor: The mental mathematics of wit*. Colloquium presentation, Department of Statistics, University of Tennessee, Knoxville.
- Fink, E. L. (1984, May 31 - June 3). Participant, meetings on Structural Problems in Statistics, State University of New York, Albany.
- Fink, E. L. (1984, May). *Top four papers of the information systems division*. Respondent at the International Communication Association convention, San Francisco, CA.
- Fink, E. L. (1983, May). *Structural equation modeling in theory building: LISREL, retrospective and prospective*. Panel participant at the International Communication Association convention, Dallas, TX.
- Fink, E. L. (1982, December). *Evaluating interventions: A multidimensional approach*. Colloquium presentation to the Graduate Program of the University of Maryland University College, Adelphi.
- Fink, E. L. (1982, May). *Proposed standards for the measurement of human communication variables*. Panel participant at the International Communication Association convention, Boston, MA.
- Fink, E. L. (1981, May). *Mathematical modeling in communication research: A symposium*. Chair and Discussant at the International Communication Association convention, Minneapolis, MN.
- Fink, E. L. (1980, November). Discussion leader of the mathematical modeling group of the action caucus on theory in Intercultural Communication, at the Speech Communication Association convention, New York, NY.
- Fink, E. L. (1980, May). *Top three papers in information systems*. Discussant at the International Communication Association convention, Acapulco, Guerrero, México.
- Fink, E. L. (1980, May). *Information systems and health communication*. Organizer and Participant, seminars sponsored by the International Communication Association and the Center for the Study of Advanced Methods and Procedures in Education of the Government of Mexico, Mexico City.

CURRICULUM VITAE

EDWARD L. FINK

22

- Fink, E. L. (1979, May). *Methodological approaches to the study of process*. Respondent for presentations at the International Communication Association convention, Philadelphia, PA.
- Fink, E. L. (1979, May). *Data transformation in multidimensional scaling*. Presentation at the Workshop on Multidimensional Scaling at the International Communication Association convention, Philadelphia, PA.
- Fink, E. L. (1978, April). *Mathematical models of information processing systems*. Chairperson and discussant for presentations at the International Communication Association convention, Chicago, IL.
- Fink, E. L. (1978, April). *Multidimensional scaling*. Participant in workshop at the International Communication Association convention, Chicago, IL.
- Fink, E. L. (1977, April). Invited participant, panel discussion with Dr. Lionel Tiger concerning his research, North Central College, Naperville, IL.
- Fink, E. L. (1977, April). *Causal models with unobserved variables*. Paper presented at the conference on Multivariate Techniques in Communication Research, sponsored by San Jose State University, the International Communication Association, and the Ames Research Center (National Aeronautics and Space Administration), Asilomar Conference Grounds, CA.
- Woelfel, J., & Fink, E. L. (1977, January). *Multi-dimensional scaling*. Presentation at the Detroit Chapter of the American Marketing Association, Dearborn, MI.
- Fink, E. L. (1976, April). *The sociology of methodology*. Panel participant at the Southwestern Sociological Association convention, Dallas, TX.
- Fink, E. L. (1976, April). *A critique of six papers on analytical methods*. Paper presented as Discussant at the International Communication Association, Portland, OR.
- Fink, E. L. (1976, March). *Methodology for the experimental study of interaction*. Presentation to the Methodology Training Seminar, Department of Sociology, University of Wisconsin-Madison.
- Fink, E. L. (1975, April). *A critique of four papers on interpersonal communication*. Paper presented as Respondent at the International Communication Association convention, Chicago, IL.
- Fink, E. L. (1975, April). *Methodological innovations in the study of humor and embarrassment*. Presentation at the University of Wisconsin-Madison.
- Fink, E. L. (1974, November). *Embarrassment, humor, and ingratiation as types of interpersonal communication*. Presentation at the colloquium sponsored by the Center for Sociological Research, Department of Sociology, Western Michigan University, Kalamazoo.

REFEREED CONFERENCE PAPERS AND PRESENTATIONS

CURRICULUM VITAE

EDWARD L. FINK

23

- Chai, S., Fink, E. L., & Cai, D. A. (2013, November). *Power tactics in negotiation: A test and application of power distance reduction theory*. Paper to be presented at the annual meeting of the National Communication Association, Washington, DC. (A Top Four Paper.)
- Richards, A. S., & Fink, E. L. (2013, November). *What does red communicate to students? The effect of instructor feedback color on the perception and evaluation of academic performance*. Paper to be presented at the annual meeting of the National Communication Association, Washington, DC.
- Cao, W., Cai, D. A., & Fink, E. L. (2013, June). *Culture and intercultural experience as predictors of decision-making styles*. Paper presented at the annual meeting of the International Communication Association, London, UK.
- Zhu, L., Liu, M., & Fink, E. L. (2013, June). *A longitudinal study of person-culture fit: Galileo mental models and intercultural adaptation processes*. Paper presented at the annual meeting of the International Communication Association, London, UK.
- Bessarabova, E., Fink, E. L., & Turner, M. M. (2013, June). *A multidimensional analysis of reactance, restoration, and cognitive structures*. Paper presented at the annual meeting of the International Communication Association, London, UK.
- Cionea, I. A., Hample, D. J., & Fink, E. L. (2013, May). *Dialogue types: A scale development study*. Paper presented at the biennial conference of the Ontario Society for the Study of Argumentation, Windsor, ON.
- Cai, D. A., Fink, E. L., Das, S., & Waks, L. (2012, November). *Cognitive and cultural effects on decision making: Propositions regarding Chinese and Americans*. Paper presented at the annual conference of the National Communication Association, Orlando, FL.
- Wang, Q., Cai, D. A., Fink, E. L., Wang, W., & Ni, L. (2011, November). *Moderating effects of culture on the relationships between interpersonal goals and conflict avoidance strategies: A U.S.-China comparison*. Paper presented at the annual conference of the National Communication Association, New Orleans, LA. (A Top Four Paper.)
- Chung, S., McLaughlin, M. B., Wentzel, A. S., & Fink, E. L. (2011, November). *Effects of evidence quality, source expertise, and personal involvement on attitude change: A conceptual replication of Petty, Cacioppo, and Goldman (1981)*. Paper presented at the annual conference of the National Communication Association, New Orleans, LA.
- Xie, X., Cai, D. A., & Fink, E. L. (2010, November). *Do we really know who we are when fighting? The effect of roles, goals, and emotion on responses to conflict*. Paper presented at the annual conference of the National Communication Association, San Francisco, CA.
- Chung, S., Waks, L., Fink, E. L., Meffert, M., & Xie, X. (2010, November). *The evolution of candidate evaluation via information integration: Trajectories resulting from multiple messages*. Paper

CURRICULUM VITAE

EDWARD L. FINK

24

presented at the annual conference of the National Communication Association, San Francisco, CA.

Yao, S., Fink, E. L., & Cai, D. A. (2010, June). *Accounting for conflict behaviors: An attributional approach*. Paper presented at the annual meeting of the International Association for Conflict Management, Boston, MA.

Fink, E. L., & Smith, R. A. (2009, November). *Social influence, social networks, and convergence and divergence processes*. Paper presented at the annual conference of the National Communication Association, Chicago, IL.

Smith, R. A., High, A. C., & Fink, E. L. (2008, November). *The semantics of social influence, network location, and the perception of power*. Paper presented at the annual conference of the National Communication Association, San Diego, CA.

Smith, R. A., High, A. C., & Fink, E. L. (2008, July). *Showing power: The semantics of social influence, network location, and perceptions of power*. Paper presented at the National Communication Association Summer Conference on Methods and Measures for Communication and Cognition Research, University of Maryland, Adelphi, MD.

Xie, X., Cai, D. A., & Fink, E. L. (2007, November). *The power of roles in constraining behaviors: A model of cultural difference in role enactment and conflict strategies*. Paper presented at the annual conference of the National Communication Association, Chicago, IL.

Cai, D. A., Fink, E. L., & Xie, X. (2007, November). *Obligations and costs in direct and indirect relationships: A cross-cultural analysis*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Bessarabova, E., Turner, M. M., Fink, E. L., & Blustein, N. (2007, November). *"You ain't guiltin' me into nothing": Guilt, adolescents, and reactance*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Wang, Q., Fink, E. L., & Cai, D. A. (2007, November). *Strategic uses of avoidance in interpersonal conflict: A goals approach*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Chung, S., Fink, E. L., & Kaplowitz (2007, November). *The cognitive dynamics of beliefs from discrepant messages*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL. (A Top Four Paper.)

Wang, Q., Cai, D. A., & Fink, E. L. (2007, July). *A typology of conflict avoidance*. Paper presented at the annual meeting of the International Association for Conflict Management, Budapest, Hungary.

CURRICULUM VITAE

EDWARD L. FINK

25

- Wang, Q., Fink, E. L., & Cai, D. A. (2007, July). *A typology of interpersonal goals in conflict situations*. Paper presented at the annual meeting of the International Association for Conflict Management, Budapest, Hungary.
- Han, B., & Fink, E. L. (2007, May). *The effect of topic involvement and evidence type and quantity on perceived persuasiveness of positive attitude toward a message*. Paper presented at the annual meeting of the International Communication Association, San Francisco, CA.
- Yao, S., Fink, E. L., & Cai, D. A. (2007, May). *The effect of involvement, behavioral outcome, and relationship on the actor-observer bias*. Paper presented at the annual meeting of the International Communication Association, San Francisco, CA.
- Dinauer, L. D., & Fink, E. L. (2006, November). *Reuniting attitude structure and dynamics in persuasion research via the Galileo spatial-linkage model*. Paper presented at the annual meeting of the National Communication Association, San Antonio, TX.
- Fink, E. L., Cai, D. A., & Bessarabova, E. (2006, November). *The effects of information structure and thinking style on message processing*. Paper presented at the annual meeting of the National Communication Association, San Antonio, TX.
- Chung, S., & Fink, E. L. (2006, June). *Microprocesses of belief change during message receipt and post message-receipt*. Paper presented at the annual meeting of the International Communication Association, Dresden, Germany.
- Yao, S., & Fink, E. (2006, June). *The effect of state and trait individualism-collectivism on attitude change: A functional approach*. Paper presented at the annual meeting of the International Communication Association, Dresden, Germany.
- Wang, Q., Cai, D. A., & Fink, E. L. (2006, June). *A typology of conflict avoidance*. Paper presented at the annual meeting of the International Communication Association, Dresden, Germany. [not presented because of visa problems; presented in 2007, see above]
- Wang, Q., Cai, Fink, E. L., & Cai, D. A. (2006, June). *A typology of interpersonal goals in conflict situations*. Paper presented at the annual meeting of the International Communication Association, Dresden, Germany. [not presented because of visa problems; presented in 2007, above]
- Cai, D. A., Fink, E. L., & Xie, X. (2005, November). *Anger, conflict, and communication*. Paper presented at the annual meeting of the National Communication Association, Boston, MA.
- Cai, D. A., Fink, E. L., Wang, Q., & Payne, D. A. (2004, November). *The malleability of decision-making styles across cultures*. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

CURRICULUM VITAE

EDWARD L. FINK

26

- Chung, S., & Fink, E. L. (2004, May). *The cognitive dynamics of beliefs: The effect of message discrepancy and source credibility*. Paper presented at the annual meeting of the International Communication Association, New Orleans, LA.
- Dinauer, L. D., & Fink, E. L. (2003, November). *What shopping means to women versus men: Implications for debt counseling programs*. Paper presented at the annual meeting of the National Communication Association, Miami, FL.
- Fink, E. L., Cai, D. A., Kaplowitz, S. A., Chung, S., Van Dyke, M., & Kim, J.-N. (2003, November). *The semantics of social influence I: Threats versus persuasion*. Paper presented at the annual meeting of the National Communication Association, Miami, FL.
- Dinauer, L. D., & Fink, E. L. (2003, May). *The effects of concept structure on attitude and belief change: A spatial-linkage versus a hierarchical model*. Paper presented at the annual meeting of the International Communication Association, San Diego, CA. (A Top Four Paper.)
- Philipp, M. C., Cai, D. A., & Fink, E. L. (2001, May). *A cognitive model of humor effects in dyadic bargaining interactions*. Paper presented at the annual meeting of the International Communication Association, Washington, DC.
- Cai, D. A., & Fink, E. L. (2000, June). *Conflict styles and culture: A reconsideration of avoidance in the dual concern model*. Paper presented at the annual meeting of the International Association of Conflict Management, St. Louis, MO.
- Massett, H. A., Prue, C., Fink, E. L., & Freimuth, V. S. (1997, May). *Testing the theory of planned behavior: Does it really predict condom use?* Paper presented at the annual meeting of the International Communication Association, Montréal, Québec.
- Kaplowitz, S. A., Fink, E. L., & Lin, Y. (1995, August). *Speaking loudly and carrying a big stick: The effect of power tactics and structural power on perception of the power user*. Paper presented at the annual meeting of the American Sociological Association, Washington, DC.
- Fink, E. L., Kaplowitz, S. A., & Wang, M.-L. (1994, August). *The cognitive effects of stereotype modification*. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, Atlanta, GA.
- Fink, E. L., Kaplowitz, S. A., & McGreevy, S. E. (1993, May). *Discounting the discounting principle: The effects of discrepancy and valence of disconfirmation on attitude change*. Paper presented at the annual meeting of the International Communication Association, Washington, DC.
- Fink, E. L., & Chen, S.-S. (1993, May). *A Galileo analysis of organizational climate*. Paper presented at the annual meeting of the International Communication Association, Washington, DC. (A Top Three Paper.)

CURRICULUM VITAE

EDWARD L. FINK

27

- Freimuth, V. S., Hammond, S. L., Edgar, T., McDonald, D., & Fink, E. L. (1991, November). *Factors explaining intent, discussion, and use of condoms in first-time sexual encounters*. Paper presented at the annual meeting of the Speech Communication Association, Chicago, IL. (A Top Three Paper.)
- Hammond, S. L., & Fink, E. L. (1991, May). *Situational issue involvement, source credibility, and the elaboration likelihood model: An experimental test using environmental risk messages*. Paper presented at the annual meeting of the International Communication Association, Chicago, IL.
- Edgar, T., Freimuth, V. S., Hammond, S. L., McDonald, D., & Fink, E. L. (1991, May). *Strategic sexual communication: Condom use resistance and response*. Paper presented at the annual meeting of the International Communication Association, Chicago, IL. (A Top Three Paper.)
- Fink, E. L., & Kaplowitz, S. A. (1990, June). *Some thoughts on cognitive networks*. Paper presented at the International Communication Association convention, Dublin, Ireland.
- Kaplowitz, S. A., Fink, E. L., Mulcrone, J., Atkin, D., & Dabil, S. (1989, May). *Integrating discrepant and disconfirming information*. Paper presented at the International Communication Association convention, San Francisco, CA. (A Top Four Paper.)
- Kaplowitz, S. A., & Fink, E. L. (1988, August). *A dynamic, spatial model of cognition and attitude change*. Paper presented at the American Sociological Association convention, Atlanta, GA.
- Fink, E. L., Monahan, J. L., & Kaplowitz, S. A. (1988, May). *Brain asymmetry and the mere exposure effect: The processing of emotion, affect, and cognition*. Paper presented at the International Communication Association convention, New Orleans, LA.
- Barnett, G. A., Fink, E. L., & Chang, H.-J. (1988, May). *The adoption and discontinuance of motion picture attendance and monochromatic television: Further tests of a mathematical model*. Paper presented at the International Communication Association convention, New Orleans, LA.
- Sandhaus, D. S., Fink, E. L., & Kaplowitz, S. A. (1987, May). *Asymmetry in judgments of similarity*. Paper presented at the International Communication Association convention, Montréal, Québec.
- Barnett, G. A., Fink, E. L., & Eckert, M. B. (1986, May). *The diffusion of academic information: A mathematical model of citations in the sciences, social sciences and arts and humanities*. Paper presented at the International Communication Association convention, Chicago, IL.
- Bauer, C. L., & Fink, E. L. (1986, May). *The rate of interactive information diffusion*. Paper presented at the International Communication Association convention, Chicago, IL.
- Fink, E. L., Monahan, J. L., & Kaplowitz, S. A. (1986, May). *Mere exposure and concept trajectory in a multidimensional space*. Paper presented at the International Communication Association convention, Chicago, IL.

CURRICULUM VITAE

EDWARD L. FINK

28

- Marron, T., Fink, E. L., & Kaplowitz, S. A. (1984, August). *The geometric model: A tool for resolving ambiguity of meaning*. Paper presented at the American Psychological Association convention, Toronto, Canada.
- Robinson, J. P., & Fink, E. L. (1984, August). *Music preferences and information in the American public*. Paper presented at the American Sociological Association convention, San Antonio, TX.
- Neuendorf, K. A., Kaplowitz, S. A., Fink, E. L., & Armstrong, G. B. (1984, May). *Assessment of the meaning of self-referent concepts in multidimensional scaling*. Paper presented at the International Communication Association convention, San Francisco, CA.
- Levy, M. R., & Fink, E. L. (1983, May). *The transience of mass media messages: A model of video recorder use*. Paper presented at the International Communication Association convention, Dallas, TX.
- Slonim, A. B., Kolasa, K., & Fink, E. L. (1982, July). *Socio-economic and nutrition related predictors of self-reported intake problems*. Paper presented at the Society for Nutrition Education annual meeting, Boston, MA.
- Kaplowitz, S. A., & Fink, E. L. (1982, May). *A dynamic multidimensional theory of attitude change, with particular reference to attitudinal trajectories*. Paper presented at the International Communication Association convention, Boston, MA. (A Top Three Paper.)
- Slonim, A. B., Penner, K. P., & Fink, E. L. (1981, August). *A multidimensional scaling technique for assessing nutrition attitudes*. Presentation at the Society for Nutrition Education annual meeting, San Diego, CA.
- Armstrong, G. B., Bauer, C. L., Fink, E. L., & Kaplowitz, S. A. (1981, May). *The persistence of attitude change induced by varying levels of message discrepancy*. Paper presented at the International Communication Association convention, Minneapolis, MN. (A Top Three Paper.)
- Stoyanoff, N. J., & Fink, E. L. (1981, May). *A metric multidimensional scaling analysis of cognitive structure*. Paper presented at the International Communication Association convention, Minneapolis, MN.
- Penner, K. P., Slonim, A. B., & Fink, E. L. (1981, May). *A metric multidimensional scaling technique for measuring nutrition attitudes*. Paper presented at the International Communication Association convention, Minneapolis, MN.
- Kaplowitz, S. A., Fink, E. L., & Bauer, C. L. (1980, August). *Cognitive dynamics I: The effect of discrepant information on unidimensional attitude change*. Paper presented at the annual meeting of the Society for Mathematical Psychology, Madison, WI.

CURRICULUM VITAE

EDWARD L. FINK

29

- Fink, E. L., Kaplowitz, S. A., & Bauer, C. L. (1980, August). *Multiple discrepant messages and attitude change: Experimental tests of some mathematical models*. Paper presented at the American Sociological Association convention, New York, NY.
- Hocking, J. E., Walker, B. A., & Fink, E. L. (1978, April). *The effects of physical attractiveness on the communication of attributional information*. Paper presented at the International Communication Association convention, Chicago, IL.
- Fink, E. L. (1978, April). *Time series analysis and mathematical model building*. A tutorial presented at the International Communication Association convention, Chicago, IL.
- Woelfel, J., Holmes, R., Cody, M., & Fink, E. L. (1977, June). *Message strategies in Riemann space*. Paper presented at the annual meeting of the Psychometric Society and the Society for Mathematical Psychology, Chapel Hill, NC.
- Fink, E. L. (1977, April). *Frontiers in the measurement of cultural processes*. Panel participant at the Southwestern Sociological Association convention, Dallas, TX.
- Edison, N. G., & Fink, E. L. (1976, September). *Objective self-awareness as an interactional process*. Paper presented at the American Psychological Association convention, Washington, DC.
- Walker, B. A., Fink, E. L., & Stein, C. A. (1976, September). *The relationship between embarrassment and laughter: A nonrecursive experimental model*. Paper presented at the American Psychological Association convention, Washington, DC.
- Fink, E. L., Edison, N. G., McPhee, R. D., & Huber, K. C. (1976, August). *A dynamic approach to interactional continuity*. Paper presented at the Society for Mathematical Psychology meeting, New York, NY.
- Fink, E. L., & Edison, N. G. (1976, August). *Definition of the situation as process: A time series analysis*. Paper presented at the Rural Sociological Society meeting, New York, NY.
- Fink, E. L., & Edison, N. G. (1976, April). *Definition of the situation and interactional continuity: An experimental analysis*. Paper presented at the International Communication Association convention, Portland, OR.
- Pacanowsky, M. E., & Fink, E. L. (1976, April). *The effects of perceived potential reward on individuation*. Paper presented at the International Communication Association convention, Portland, OR.
- Woelfel, J., Fink, E. L., Holmes, R., Cody, M., & Taylor, J. (1976, April). *A mathematical procedure for optimizing political campaign strategy*. Paper presented at the International Communication Association convention, Portland, OR.

CURRICULUM VITAE

EDWARD L. FINK

30

Fink, E. L., & Walker, B. A. (1975, April). *Relative status, anticipated interaction, and social facilitation as determinants of humorous responses to embarrassment*. Paper presented at the International Communication Association convention, Chicago, IL.

Serota, K. B., Fink, E. L., Noell, J. J., & Woelfel, J. (1975, April). *Communication, ideology, and political behavior: A multidimensional analysis*. Paper presented at the International Communication Association convention, Chicago, IL.

Fink, E. L., & Noell, J. J. (1974, April). *Interpersonal communication following the Wallace shooting*. Paper presented at the International Communication Association convention, New Orleans, LA.

Fink, E. L., Rey, L. D., Johnson, K. W., Spenner, K. I., Morton, D. R., & Flores, E. T. (1974, April). *The effects of family occupational type, sex, and appeal style on helping behavior*. Paper presented at the International Communication Association convention, New Orleans, LA.

BIOGRAPHICAL CITATIONS

Who's Who in America 2010. (64th ed.; pub. 2009). New Providence, NJ: Marquis Who's Who.

Who's Who in American Education 2007-2008. (8th ed.; pub. 2007). New Providence, NJ: Marquis Who's Who.

Who's Who in American Education 2004-2005. (6th ed.; pub. 2003). New Providence, NJ: Marquis Who's Who.

Who's Who in American Education 1992-1993. (3rd ed.; pub. 1991). New Providence, NJ: Marquis Who's Who.

Who's Who in Science and Engineering 2000-2001. (5th ed.; pub. 1999). New Providence, NJ: Marquis Who's Who.

Who's Who in the East 1999-2000. (27th ed.; pub. 1998). New Providence, NJ: Marquis Who's Who.

Who's Who in the East 1991-1992. (23rd ed.; pub. 1990). Wilmette, IL: Marquis Who's Who.

Who's Who in the World 2000. (17th ed.; pub. 1999). New Providence, NJ: Marquis Who's Who.

Directory of American Scholars (9th ed.; 1999; 10th ed., 2002). Detroit, MI: Gale Group.

American Men and Women of Science, Social and Behavioral Sciences (Vol. 13, 1978). New York, NY: R.R. Bowker Company, edited by Jaques Cattell Press.

SERVICE

GENERAL PROFESSIONAL

CURRICULUM VITAE

EDWARD L. FINK

31

Wandering Scholar in the Scholar to Scholar Program at the annual meeting of the National Communication Association, Chicago, IL, November, 2009.

Member, Doctoral Education Committee, National Communication Association, 2009-2011; chair, 2011.

Member, Planning Committee, National Communication Association Summer Conference on Methods and Measures for Communication and Cognition Research, College Park, MD, 2007-2008.

Grant Evaluator, Social Sciences and Humanities Research Council of Canada, 2006.

Reviewer, submissions for presentation at the Communication and Social Cognition Division of the National Communication Association, 2004, 2005, 2006.

Member, Council of Communication Associations Task Force on the National Research Council Survey of Doctoral Programs, 2003-.

President, Sigma Xi, The Scientific Research Society, University of Maryland Chapter, 1999-2001.

Vice President, Sigma Xi, The Scientific Research Society, University of Maryland Chapter, 1998-1999.

Member, Research Board, National [then Speech] Communication Association, 1995-1998.

Department Reviewer:

Florida State University, Department of Communication, 2009.

Cleveland State University, Department of Communication, 1990.

Faculty Reviewer (Department of Communication unless otherwise stated):

University of California, Santa Barbara, 2013.

Ithaca College, 2013.

Cornell University, 2013.

Cornell University, 2012.

University of Connecticut, 2012.

State University of New York at Buffalo, 2012.

Ohio State University, 2012.

University of Massachusetts, Lowell (Undergraduate Education), 2012.

University of California, Davis, 2011.

State University of New York at Buffalo, 2009.

Emerson College, 2008.

CURRICULUM VITAE

EDWARD L. FINK

32

University of Oklahoma, 2007.
Rutgers University, 2007.
Ohio State University, 2006.
University of Delaware, 2005.
University of California, Santa Barbara, 2004.
Ben-Gurion University of the Negev, 2004.
State University of New York at Buffalo, 1995, 2004.
Hebrew University of Jerusalem, 1998, 2004.
University of Southern California, 1996.
University of Oklahoma, 1996.
University of Wisconsin—Madison, 1991, 1992.
University of Connecticut, 1991, 1994.
State University of New York at Albany, 1990.
Emerson College, 1990.
University of Wisconsin—Madison, Department of Sociology, 1989.
University of Wisconsin—Madison, 1988.
Johns Hopkins University, School of Hygiene and Public Health, 1988.
University of Alaska-Fairbanks, College of Liberal Arts, 1985.
Montana State University, Department of Sociology, 1984.
Northeastern University, 1981.
Simon Fraser University, 1977.

Member, Program Committee for the International Congress on Applied Systems Research and Cybernetics, December 12-15, 1980, Acapulco, México.

Secretary-Treasurer, Michigan State University Faculty Associates, 1979-1980.

PAID CONSULTANCIES

Consultant, Porter Novelli, Inc. (Washington, DC), 2003, 2004.

Consultant, Levin & Gann, P.A. (Towson, MD), 1997, 1990.

Consultant, Terra Research and Computing (Troy, NY), 1993.

Consultant, Opinion Dynamics, Inc. (Vienna, VA), 1987-1988.

Consultant, Group 243 Incorporated (Ann Arbor, MI), 1987.

Member, Advisory Committee for the National Endowment for the Arts Survey on Public Participation in the Arts, June, 1986.

Consultant, Anarem Systems Research Corporation, for a project funded by the U.S. Department of Agriculture, 1981-1982.

CURRICULUM VITAE

EDWARD L. FINK

33

Member, Board of Directors, Galileo Opinion Dynamics International, a Lansing (MI)-based communication consulting firm, 1977-1979.

Consultant, Career Choice Theories Project of the Center for Vocational Education, Ohio State University, 1977-1978.

Consultant, Coordinación General del Sistema Nacional de Evaluación (Unidad de Análisis de Contenido), Government of Mexico, 1978.

Vice-President, and Member of Board of Directors, Communication Research Services, Inc., 1976-1977.

Consultant to Network for Innovative Schools, a non-profit educational service corporation, Merrimac, MA 1976.

Staff member, Agency for International Development Communication Seminars, Battle Creek, MI, 1974.

SERVICE TO THE INTERNATIONAL COMMUNICATION ASSOCIATION (other than editorial)

Chair, Ad Hoc Committee on Award Policies, Information Systems Division, 2012-2013.

Chair, B. Aubrey Fisher Mentorship Award Committee, 2005-2006; member, 2006-2007.

Member, Special Task Force on ICA Headquarters, 1996.

Member, Nominating Committee, 1995-1996.

Member, Ad Hoc Committee on Convention Programming Review Policies, Health Communication Division, 1995.

Judge, Information Systems Division, "New Research in Information Systems," at the meeting of the International Communication Association, Albuquerque, NM, May, 1995.

Member, ICA Membership Committee, 1989-1992.

Coordinator for Professional Workshops for the 1989 Convention.

Member-at-large, Board of Directors, 1988-1991; ex officio member, ICA Mentorship Award Committee. (Committee Chair, 1991.)

Member, ICA Committee on Structure, 1985-1987.

Member, ICA Finance Committee, 1984-1987.

CURRICULUM VITAE

EDWARD L. FINK

34

Chair, Nominating Committee, Information Systems Division, 1984.

Theme Program Liaison for the ICA 1985 convention, Honolulu.

ICA Vice President and Chairperson, Information Systems Division, 1981-1983.

Vice-Chairperson, ICA Information Systems Division, 1979-1981.

Evaluator for papers submitted to ICA's Information Systems Division for the 1979 Convention, Philadelphia.

EDITORIAL SERVICE

Referee, *Health Communication*, 2013.

Referee, *Simulation and Gaming*, 2013.

Referee, *International Journal of Communication*, 2012, 2013.

Referee, *Western Journal of Communication*, 2011; Editorial Board, 2012.

Referee, *Journal of Social and Personal Relationships*, 2010, 2011, 2012, 2013.

Consulting Editor, *Communication yearbook* 8, 1984; referee, *Communication yearbook* 17, 1992. Member, Editorial Board, *Communication yearbook* volumes 34, 35, & 36; 2010-2012; 37, 2013.

Member, Editorial Board, *Journal of Communication Studies*, 2007-.

Member, Scientific Review Board, *Population Review*, 2007-.

Reviewer, *Journal of Public Relations Research*, 2007.

Member, Editorial Advisory Board, *Communication Methods and Measures*, 2006-2010.

Member, Editorial Board, *Human Communication Research*, 1986-1989; 2000-2006, 2010-. Editor, *Human Communication Research*, 1998-2000 (Vols. 25-26). Referee 1974-1976, 1994, 2007, 2009.

Member, Editorial Board, *Journal of Communication*, 1997, 2006-; referee, 1991, 2004, 2005. Associate Editor, *Journal of Communication*, 1992-1996. Symposium Editor, Symposium on Mathematical Models and Communication Policy, *Journal of Communication*, 43 (1, Winter, 1993). Symposium Co-editor, Symposium on Dynamic Social Impact Theory, *Journal of Communication*, 46 (4, Autumn, 1996).

CURRICULUM VITAE

EDWARD L. FINK

35

Member, Editorial Board, *Communication Monographs*, 2001-2004; 2008-2010. Referee, 1983, 1984, 1986, 1987, 1991, 1992, 2007, 2011.

Referee, *Journal of Applied Communication Research*, 1997, 1998, 2003.

Referee, *Media Psychology*, 2003, 2004, 2007.

Referee, *Political Behavior*, 2002.

Referee, *The Sociological Quarterly*, 2001.

Referee, *European Journal of Social Psychology*, 2001.

Referee, *Communication Theory*, 1993, 1994, 1995, 2002, 2005, 2007, 2010, 2011, 2013.

Referee, *American Sociological Review*, 1990-1992.

Referee, *Quarterly Journal of Speech*, 1990.

Referee, *Social Forces*, 1989.

Referee, *Argumentation and Advocacy*, 1989.

Referee, *Humor: International Journal of Humor Research*, 1989.

Reviewer for State University of New York Press, 1988.

Reviewer for Harper & Row, Publishers, Inc., 1988.

Referee, *Journal of Broadcasting and Electronic Media*, 1988, 1989, 1993, 1994, 2002, 2003, 2007, 2008, 2009, 2010, 2012.

Referee, *Public Opinion Quarterly*, 1988, 1994.

Member, Editorial Board, Ablex Publishing Company Series on Communication and Information Science, 1986-1990. International Advisory Board, 1990-1992.

Referee, *Journal of Personality and Social Psychology*, 1997.

Member, Editorial Board, *Progress in Communication Sciences* (Norwood, NJ: Ablex), 1993-2004.

Member, Editorial Board, *Communication Research*, 1986-1992. Referee, 1993, 2010.

Contributing Editor, *Mass communication review yearbook*, Volumes 5 (1985) and 6 (1987).

CURRICULUM VITAE

EDWARD L. FINK

36

Referee, *American Journal of Sociology*, 1972.

SERVICE AT THE UNIVERSITY OF MARYLAND

UNIVERSITY-WIDE

Member, Advisory Committee on Course Enrollment Statistics and Strategies (ACCESS), 2003-2004.

Chair, Graduate Council Committee on Student Affairs, 2004-2005.

Member, Graduate Council Committee on Academic Standards, 1999-2000.

Chair, Pelczar Graduate Award for Excellence, 1996, 1997; committee member, 1992.

Member, University of Maryland System Inter-Institutional Graduate Council, 1996-1998.

Chair, Arts and Humanities Resource Group on Graduate Education for the University Middle States Accreditation Self-Study, 1996.

Member, University Honors Council, 1993-1996.

Acting Associate Dean, Graduate Studies and Research, 1993-1995. *Ex officio* member of Graduate Council; Graduate Council Committee on Programs, Curricula, and Courses; Senate General Committee on Programs, Curricula and Courses; Senate Adjunct Committee on Academic Procedures and Standards; Vice President's Advisory Committee on Curricula and Courses; Graduate Subcommittee of Campus Enrollment Management Committee. Attendance at Council of Graduate School's 26th Annual Summer Workshop, July, 1993, Boston. Attendance at Council of Graduate School's 33rd Annual Meeting, December, 1993, Washington, DC; 34th Annual Meeting, December, 1994, Seattle, WA. Discussion participant on graduate education and immigration, U.S. Commission on Immigration Reform, April 20, 1995, Washington, DC.

Member, University of Maryland College Park Graduate Council, 1984-1987, 1990-1993, 2004-2006; member, Sub-Committee on the Role of the Graduate Council, 1993.

Member, Senate General Committee on Governmental Affairs, University of Maryland College Park Campus Senate, 1993-1994.

Panelist, "Racial/Ethnic Humor in the Classroom: Good, Bad, or Indifferent?" Presentation during Diversity Week, October 28, 1992.

Member, Academic Planning Advisory Committee, 1991-1994. Chair, Subcommittee on Campus Reorganization, 1992-1993.

CURRICULUM VITAE

EDWARD L. FINK

37

Orientation Program Speaker, 1992, 1994.

Chair, University Appeals Committee, 1990-1991.

Member, Ad Hoc Advisory Group on Admissions and Records of the Graduate School, 1991.

Speaker, University orientation welcome session, for students and parents, 1991.

Member, Promotion Committee for Institute of Criminal Justice and Criminology, 1990.

Invited discussant for field trips: Queen Anne's (1990) and Centreville (1991) Residence Halls.

Invited to Ad Hoc Faculty Advisory Group for the Orientation Office, 1990.

Mentor to junior faculty member as part of University Lilly Foundation Grant program, 1989-1990.

Speaker, orientation for Honors students and parents, 1990, 1994.

Member, Francis Scott Key Scholar Selection Committee, 1989-1990.

Member, Adjunct Committee on Student Conduct, University of Maryland College Park Campus Senate, 1988-1989.

Member, University of Maryland College Park Graduate Council Committee on Student Life, 1986-1987.

Chair, University General Committee on Faculty Affairs, 1985-1986.

Faculty Senator, University of Maryland College Park Campus, 1982-1985.

Member, Campus Statistics Committee, 1981-1983.

COLLEGE LEVEL

Chair, Search Committee for Chair of the Department of Art, 2011.

Member, Latin American Cluster Search Committee, 2009-2010.

Member, Search Committee for Coordinator, 2005.

Chair, Search Committee for the Chair of the Department of Dance, 2005-2006, 2006-2007.

Member, College of Arts and Humanities Academic Planning Advisory Committee, 1999-2002; 2004-2005.

CURRICULUM VITAE

EDWARD L. FINK

38

Member, Budget Task Force, 2003.

Member, Shirley Scholarship Committee, 2001-2003, 2005.

Chair, Search Committee for Director of the Joseph and Rebecca Meyerhoff Center for Jewish Studies, 2002-2003.

Chair, Committee for Review of the Chair of Department of American Studies, 2000.

Chair, Search Committee for the Chair of Art History and Archaeology Department, 1999.

Member, College of Behavioral and Social Sciences Internal Review Committee for the Department of Sociology, and the Review Committee for the Chair of the Department of Sociology, 1993-1994.

Member, College Committee on Teaching Evaluation, 1992-1993.

Member, Internal Review Committee for the Department of Speech Communication, 1992-1993.

Presenter, Open House for Academically and Creatively Talented Students, November 21, 1992.

Commencement Speaker, College Graduation, May, 1991.

Chair, Committee for Review of the Chair of the Department of Linguistics, 1991.

Chair, Department of Linguistics Internal Review Committee, 1990-1991.

Member, College Appointment, Promotion, and Tenure Committee, 1988-1990.

Member, Search Committee for the Dean of the College of Arts and Humanities, 1988-1989.

Member, Arts and Humanities Computer Committee, 1985-1987.

DEPARTMENT (OR JOINT WITH THE COLLEGE OF JOURNALISM)

Chair, Grade Appeals Committee, 2012-.

Chair, Faculty Search Committee (Health and Risk Communication), 2012-2013.

Spokesperson, Appointment, Promotion, and Tenure Committee, 1992-1993; Subcommittee on Evaluation of Untenured Faculty, 1992-1994. Chair, 2011-2013.

Member, Faculty Advisory Committee, 2009-2010, 2012-2013.

CURRICULUM VITAE

EDWARD L. FINK

39

Member, Faculty Search Committee (Intercultural Communication), 2010-2011.

Chair, Search Committee for Department Business Manager, 2010-2011.

Chair, Salary Advisory Committee, 1994, 2010-2011.

Member, Grade Appeals Committee, 2011-2012.

Member, Undergraduate Studies Committee, 2008-2009, 2010-2011.

Chair of Department, 1997-2007.

Director of Graduate Studies and Chair, Graduate Studies Committee, 1990-1991, 1992-1993, 1996.

Chair, Department Search Committee, 1995-1996.

Member, Honors Committee, 1991-1992. Director of Honors Program, 1994-1995.

Chair, Master's Foundations Examination Committee, 1993-1995, 1996. Member, 1996.

Member, Committee on Quantitative Methods, 1990-1992.

Member, Administrative Committee, 1989-1990, 1992-1993.

Member, Graduate Committee, Speech Communication Division, 1988-1989.

Member, Committee to Draft Proposal to Create Three Departments from the Department of Communication Arts and Theatre, 1987.

Director of Graduate Studies, Speech Communication Division, 1987.

Member, Steering Subcommittee of the Faculty of the Doctoral Program in Public Communication, 1982-1986, 1987, 1988-1990.

Chair, Center for Research in Public Communication Executive Committee, 1984-1986.

Director, Communication Research Center, 1982-1986.

Chair, Speech Communication Division Faculty Search Committee, 1982-1984.

Member, Ad Hoc Committee to Write the Plan of Organization of the Center for Research in Public Communication, 1983.

Member, Ad Hoc Committee to Establish a Joint Program with University College, 1983.

CURRICULUM VITAE

EDWARD L. FINK

40

Member, Ad Hoc Committee on Appointment, Promotion, and Tenure Policies of the Department of Communication Arts and Theatre, 1983. This committee was responsible for creating the primary document for departmental procedures on appointment, promotion, and tenure.

Chair, Ad Hoc Subcommittee on Required Courses for Public Communication Doctoral Program, 1981-1983. This committee was responsible for establishing requirements and procedures of the doctoral program in Public Communication.

COMMUNITY

Co-Vice President for Youth Programs, Tifereth Israel Congregation, Washington, DC, 1989-1990.

Jewish Wit. Presentation to Congregation Kehillat Israel, Lansing, MI, April, 1988.

Co-chair and presenter, Annual Retreat, Tifereth Israel Congregation (Washington, DC), 1987.

Member, National Alumni Secondary Schools Committee, Columbia University, 1986-1987.

Member, Board of Directors of the Lansing Branch of the American Civil Liberties Union, 1978-1981.

Co-Chairperson, Adult Education Committee, Rishon Community and School, East Lansing, MI 1979-1980.

Member, Board of Directors, Health Central, Inc., a health maintenance organization in the Lansing area, 1977-1979.

--Member, Nominating Committee, 1977.

--Member, Executive Committee, 1977-1979.

--Member, Committee to Assist Executive Director in selecting Health Center Administrator, 1977.

--Member, Ad Hoc Committee on Medical Records Policy, 1977.

--Chairperson, Health Services Committee, 1978-1979.

--Member, Executive Director Evaluation Committee, 1978.

Coordinator, Conference on the Politics of Abortion, May, 1979, East Lansing, MI. Conference sponsored by the ACLU of Michigan, Planned Parenthood of Michigan, the Michigan Abortion Rights Action League, and several local groups.

Member, Board of Directors, Health Central Research and Education Foundation, 1978-1979.

Member, Board of Directors, Indiana Civil Liberties Union, 1972.

Deputy Registration Officer for voter registration, St. Joseph County, IN, 1972.

CURRICULUM VITAE

EDWARD L. FINK

41

Revised July 27, 2013

CURRICULUM VITAE

Robert N. Gaines

23 August 2013

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 University of Maryland, College Park, MD 20742
 gaines@umd.edu ♦ 301-314-8282

1. Personal Information

Name: Robert N. Gaines

Department: Communication

Rank: Professor

Year of University Appointment to Current Rank: 2007

Educational Background

Ph.D., Communication and Theatre Arts, U. of Iowa, 1982. Dissertation: "Philodemus on Rhetorical Expression."

Cited in Laurentino Garcia y Garcia, *Nova biblioteca pompeiana project. Repertorium bibliographicum pompeianum* (Rome: Arbor sapientiae, 2012), Lettera G (5599-6501B), 7 [5628]; James I. Porter, "Φυσιολογεῖν. Nausiphanes of Teos and the Physics of Rhetoric: A Chapter in the History of Greek Atomism," *Cronache Ercolanesi* 32 (2002): 137; Friedrich Ueberweg, Helmut Holzhey, and Helmut Flashar, *Grundriß der Geschichte der Philosophie, Die Philosophie der Antike, in 2 Halbbdn. Bd. 4, Die hellenistische Philosophie* (Basel: Schwabe, 1994), 351; Giovanni Indelli, "References to Isocrates in *PHerc.* 1007 (Philodemus, *Rhetorica* IV)," in *Proceedings of the 20th International Congress of Papyrologists, Copenhagen, 23-29 August, 1992*, comp. Adam Bülow-Jacobsen (Copenhagen: Museum Tusculanum, 1994), 364; Jean Salem, *Lucrèce et l'éthique: la mort n'est rien pour nous* (Paris: Vrin, 1990), 281.

M.A., Rhetoric, U. of California, Davis, 1975. Thesis: "Plato's Response to Isocrates."

B.A., Philosophy and Rhetoric, U. of California, Davis, 1972

Employment Background

Associate Dean for Undergraduate Studies, U of MD, College Park, 2011-present

Professor, Communication, U of MD, College Park, 2007-present

Associate Professor, Communication, U of MD, College Park, 1986–2007

Assistant Professor, Speech Communication, U of WA, 1982–1986

Acting Assistant Professor, Speech Communication, U of WA, 1981–82

Acting Assistant Professor, Speech Communication, U of VA, 1979–81

2. Research, Scholarly, and Creative Activities**a. Books.****i. Books Edited.**

Gaines, Robert N., ed. 2004a [1532]. *The Art or crafte of Rhetoryke [Electronic resource] / by Leonard Cox*. Oxford: Oxford Text Archive [Text 2471].

Cited in Leonard Cox, *The Project Gutenberg EBook of The Art or Crafte of Rhetoryke* [EBook #25612], <http://www.gutenberg.org/files/25612/25612-8.txt>.

Gaines, Robert N., ed. 2004b. *Advances in the History of Rhetoric*. Vol. 7. College Park, MD: American Society for the History of Rhetoric. [Pp. vi + 312; ISSN 1536–2426, ISBN 0–9760737–0–6]

Gaines, Robert N., ed. 2005a. *Advances in the History of Rhetoric*. Vol. 8. College Park, MD: American Society for the History of Rhetoric. [Pp. vi + 313; ISSN 1536–2426, ISBN 0–9760737–1–4]

Gaines, Robert N., ed. 2006a. *Advances in the History of Rhetoric*. Vol. 9. College Park, MD: American Society for the History of Rhetoric. [Pp. vi + 266; ISSN 1536–2426, Electronic ISSN 1936–0835, ISBN 0–9760737–2–2]

Gaines, Robert N., ed. 2007a. *Advances in the History of Rhetoric*. Vol. 10. College Park, MD: American Society for the History of Rhetoric. [Pp. vi + 293; ISSN 1536-2426, Electronic ISSN 1936-0835, ISBN 978-0-9760737-3-4]

Gaines, Robert N., ed. 2010. *Advances in the History of Rhetoric*, Vol. 11/12. College Park, MD: American Society for the History of Rhetoric. [Pp. vi + 430; ISSN 1536-2426, Electronic ISSN 1936-0835, ISBN 978-0-9760737-4-1]

ii. Chapters in Books.

Gaines, Robert N. 1995. "Cicero's Response to the Philosophers in *De oratore*, Book 1." In *Rhetoric and Pedagogy: Its History, Philosophy, and Practice. Essays in Honor of James J. Murphy*, ed. Winifred Bryan Horner and Michael Leff, 43–56. Mahwah, NJ: Erlbaum.

Cited in Joseph A. DiLuzio, "Rhetoric and Power in Cicero's Early Speeches," Ph.D. dissertation, Boston University, 2013; Florian Hartmann, "Funktionen der Beredsamkeit im kommunalen Italien. Befunde und Probleme." In *Cum verbis ut Italici solent ornatissimis: Funktionen der Beredsamkeit im kommunalen Italien/Funzioni dell'eloquenza nell'Italia comunale*, ed. Florian Hartmann, 9-24, Super alta perennis. Studien zur Wirkung der Klassischen Antike 9 (Bonn: Bonn University Press, 2011), 12n17; Jakob Wisse, Michael Winterbottom, Elaine Fantham, *M. Tullius Cicero De orator libri III. A Commentary on Book III*, 96-230 (Heidelberg: Universitätsverlag Winter, 2008), 421; Roderick Henry Martin, III, "The Reformation of Conscience: Rhetoric in the Lutheran Casuistry of Friedrich Balduin (1575-1627)," Ph.D. dissertation, University of Virginia, 2008, 46n61, 599; Joy Connolly, *The State of Speech: Rhetoric and Political Thought in Ancient Rome* (Princeton: Princeton University Press, 2007), 121n4, 128, 281; Carolyn Kyhkynen Lee, "A Kumiai Project: Leadership and Social Influence in Response to a Community Crisis," Ph.D. dissertation, University of Southern Mississippi, 2007, 72, 192; Tobias Reinhardt, ed., trans., comm., *Cicero's Topica*, Oxford Classical Monographs (Oxford: Oxford University Press, 2003), 405; Michael Mendelson, "The Rhetoric of Embodiment," *Rhetoric Society Quarterly* 28 (1998): 41, 48; Joy Connolly, "Vile Eloquence: Performance and Identity in Greco-Roman Rhetoric," Ph.D. diss., University of Pennsylvania, 1997, 78n33, 97n74, 213; Anton D. Leeman, Harm Pinkster, and Jakob Wisse, *M. T. Cicero. De oratore libri III. 4. Band: Buch II, 291–367; Buch III, 1–95*. (Heidelberg: Universitätsverlag C. Winter, 1996) xix, 93, 95.

Gaines, Robert N. 1996. "Syllogism." In *Encyclopedia of Rhetoric and Composition: Communication from Ancient Times to the Information Age*, ed. Theresa Enos, 709–710. New York: Garland.

Gaines, Robert N. 1997a. "Greek and Roman Rhetoric." In *The Encyclopedia of Classical Philosophy*, ed. Donald J. Zeyl, 472–476. Westport, CT: Greenwood.

Gaines, Robert N. 2000a. "Rhetoric and the Contemporary Arts of Practical Discourse." *Re-Reading Aristotle's Rhetoric*, ed. Alan G. Gross and Arthur E. Walzer, 3–23. Carbondale: Southern Illinois University Press.

Cited in Kevin Brock, "Establishing Ethos on Proprietary and Open Source Software Websites," in *Online Credibility and Digital Ethos: Evaluating Computer-Mediated Communication*, ed. Moe Folk and Shawn Apostel, 56-77 (Hershey, PA: Information Science Reference, 2013), 74; Douglas Robinson, *Translation and the Problem of Sway*, Benjamins Translation Library (Amsterdam: John Benjamins Publishing Company, 2011), 210, 215; Jeremy Rosselot-Merritt, "Technical Communication as a Rhetorical Enterprise: A Technical Writing Internship at E-Technologies Group." Internship Report, Master of Technical and Scientific Communication, Department of English, Miami University, Ohio, 2011, 20 (bis), 20n4, 31; Carole Beth Wynstra, "Revolutionizing Rhetoric and the Rhetoric of Revolution: Language, Persuasion, and Action in the Modern American Political Theater," Ph.D. diss., University of California, Santa Barbara, 2009, 179; Lewis E. Caccia Jr., "Risk Communication in the Workplace: An Analysis of Communications Toolkits as Rhetorical Practice," Ph.D. diss., Kent State University, 2009, 55, 199; John Kurtis Gayle, "A Feminist Rhetorical Translating of the *Rhetoric* of Aristotle," Ph.D. diss., Texas Christian University, 2008, 262; Riccardo Sanchini, "Letture americane," Feuilleton: "Martin Heidegger, filosofia e retorica," *Ideazione: Revista di cultura politica*, gennaio-febbraio 2007 <http://www.ideazione.com/feuilleton/sanchini_heidegger_01_07.htm>; George A. Kennedy, trans. and comm., *On Rhetoric: A Theory of Civic Discourse*, by Aristotle, 2nd ed. (New York: Oxford University Press, 2007), 324; Eric D. Mason, "Moving Thumos: Emotion, Image, and the Enthymeme," Ph.D. dissertation, University of South Florida, 2007, 192; Lioudmilia Selemenewa, "Mid-Level Reasoning: A Study of Hannah Arendt," Ph.D. dissertation, Carnegie Mellon University, 2007, 385; Janet M. Atwill, "Aristotle," *Classical Rhetorics and Rhetoricians: Critical Studies and Sources*, ed. Michelle Ballif and Michael G. Moran (Westport: Greenwood, 2005), 62; Ekaterina Haskins, *Logos and Power in Isocrates and Aristotle* (Columbia, SC: University of South Carolina Press, 2004), 145, 153; Carol Poster, "Theology, Canonicity, and Abbreviated Enthymemes: Traditional and Critical Influences on the British Reception of Aristotle's *Rhetoric*," *Rhetoric Society Quarterly* 33 (2003): 77, 91n10, 96; Ellen Quandahl, "A Feeling for Aristotle: Emotion in the Sphere of Ethics," *A Way to Move: Rhetorics of Emotion and Composition Studies*, ed. Dale Jacobs and Laura R. Micciche, 11-22 (Portsmouth, NH: Boynton/Cook, 2003), 14, 169; R. W. Sharples, *Whose Aristotle? Which Aristotelianism?* (Surrey, UK: Ashgate, 2001), 5n17; Carol Poster, comp., "The Enthymeme: An Interdisciplinary Bibliography of Critical Studies," <http://rhetjournal.net/Enth.html> (circa 2000).

Gaines, Robert N. 2001. "Cicero and Philodemus on Models of Rhetorical Expression." In *Les Polémiques philosophiques à Rome vers la fin de la République: Cicéron et Philodème (Actes du Congrès International Philodème de Gadara, Paris-Chantilly, 24–30 Avril 1998)*, ed. Daniel Delattre and Clara Auvray Assayas, 259–271. Paris: Presses de l'Ecole Normale supérieure.

Cited in Henriette van der Blom, "Fragmentary Speeches: The Oratory and Political Career of Piso Caesonius," *Community & Communication: Oratory & Politics in Republican Rome*, ed. Catherine Steel & Henriette van der Blom, 299-313 (Oxford: Oxford University Press, 2013), 302n23; 261; Inna Titarenko, "Poetry and the form of expressing ontological, ethical and aesthetical ideas in Ancient Rome," *Ontological Studies* 11 (2011):245-261, 251n2, 261; C. G. Brown, "An Atticist Lexicon of the Second Sophistic: Philemon and the Atticist Movement," Ph.D. dissertation, Ohio State University, 2008; Melanie Möller, *Talis oratio, qualis vita: Zu Theorie und Praxis mimetischer Verfahren in der griechisch-römischen Literaturkritik* (Heidelberg: Winter, 2004), 142; James M. May and Jakob Wisse, trans., *Cicero On the Ideal Orator (De Oratore)* (New York: Oxford University Press, 2001), 22n26, 52.

Gaines, Robert N. 2002. "Cicero's *Partitiones oratoriae* and *Topica*: Rhetorical Philosophy and Philosophical Rhetoric." In *Brill's Companion to Cicero: Oratory and Rhetoric*, ed. James M. May, 445–480. Amsterdam: Brill.

Cited in Olga Tellegen-Couperus and Jan Willem Tellegen. "Artes Urbanae: Roman Law and Rhetoric," in *New Frontiers: Law and Society in the Roman World*, ed. Paul du Plessis, 31-50 (Edinburgh: Edinburgh University Press, 2013), 34, 36, 49; Yelena Baraz, *A Written Republic: Cicero's Philosophical Politics* (Princeton, NJ: Princeton University Press, 2012), 230; 311; Tessa Marzotto, "Polemone L'Ateniense, Scolarca dell'Accademia Antica. Testimonianze," Ph.D. thesis, Université Paris-Sorbonne, 2012, 260, 450; Rodrigo dos Santos Rainha, "O Institutionum Disciplinae: uma proposta de análise comparada," *Férula: Revista da Associação par Estudos Históricos Interdisciplinares* No. 2 (Dezembro 2012): 27-32; 32n17; Charles Guérin, *Persona—L'élaboration d'une notion rhétorique au I^{er} siècle av J-C: Volume 2: Théorisation cicéronienne de la persona oratoire* (Paris: Vrin, 2011), 39, 39n4, 434; Stephanie Ann Frampton, "Towards a Media History of Writing in Ancient Italy," Ph.D. dissertation, Harvard University, 2011; Tessa G. Leesen, *Gaius Meets Cicero: Law and Rhetoric in the School Controversies* (Leiden: Brill Academic Publishers, 2010); Henriette Van Der Blom, *Cicero's Role Models: The Political Strategy of a Newcomer*, Oxford Classical Monographs (Oxford: Oxford University Press, 2010), 351; Michele Kennerly, "Sermo and Stoic Sociality in Cicero's *De Officiis*," *Rhetorica* 28.2 (2010): 133; Ákos Brunner, "'Totas paginas commovere?' Cicero's Presentation of Stoic Ethics in *De finibus* Book III," Ph.D. dissertation, Central European University, Budapest, Hungary, 2010, 331, 352; Jaewon Ahn, "Cicero in Korea? A Very Important Author," *Gazette Tulliana* 2.1 (Spring-Summer 2010): 2; Nidia Emanuel Magalhães Pinheiro, "Cicero, As Divisões Da Arte Oratória. Estudo e Tradução," Mestrado em Estudos Literários, Culturais e Interartes--Literaturas Clássicas, Faculdade de Letras da Universidade do Porto, 2010, 114; Mark Forbes Moreton Clavier, "Eloquent Wisdom: The Role of Rhetoric and Delight in the Theology of Saint Augustine of Hippo," Ph.D. dissertation, University of Durham, 2010, 311; Anthony George Hunter, "Cicero's Art of Quotation: Poetry in the 'Philosophica' and 'Rhetorica,'" Ph.D. dissertation, Cornell University, 2010; Richard Oliver Brooks, *Cicero and Modern Law* (Farnham, Surrey, England: Ashgate, 2009), liii; James R. McConnell, Jr., "The Topos of Divine Testimony in Luke-Acts," Ph.D. dissertation, Baylor University, 2009, 43, 43n22, 44n23, 355; José Carlos Vasconcelos Siqueira Camboim, "Partitiones oratoriae: breves considerações," *Revista Eletrônica do Curso de Direito da UFSM* 4.3 (2009): 2n5, 2n7, 3n10, 5n24,13; Øivind Andersen, "Rhetoric and stylistics in ancient Rome/Rhetorik und Stilistik der römischen Antike," in *Rhetorik und Stilistik /Rhetoric and Stylistics: Ein internationales Handbuch historischer und systematischer Forschung/An International Handbook of Historical and Systematic Research*, ed. 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c. Book Reviews, Other Articles, and Notes.

Gaines, Robert N. 1978. Rev. of *Speech Act Phenomenology* by Richard L. Lanigan. *Quarterly Journal of Speech* 64: 465–466.

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d. Talks, Abstracts, and Other Professional Papers Presented

i. Invited Lectures.

Gaines, Robert N. “The Object of Textual Criticism.” Lecture, Colloquium of the Department of Communication Studies, Vanderbilt University, Nashville, TN, 25 April 1997.

Gaines, Robert N. “Herculanean Papyri, Philodemus, and Late Hellenistic Rhetoric.” Lecture, Cultural Life Program, Furman University, Greenville, SC, 17 October 2000.

Gaines, Robert N. “New Perspectives on the Sophists from Philodemus’ *On Rhetoric*.” Lecture, The Papyri of Herculaneum, Smithsonian Lectures & Seminars, Resident Associate Program, Smithsonian Castle, Washington, DC, 22 April 2004.

Gaines, Robert N. “Knowing and Doing in Humanities and Arts.” Lecture, Symposium on the Humanities, Sponsored by the Humanities Development Fund, Furman University, Greenville, SC, 9 May 2005.

ii. Refereed Conference Papers.

Gaines, Robert N. 1977. “Doing by Saying: Toward a Theory of Perlocution.” Paper presented to the annual meeting of the Speech Communication Association, Washington, DC.

Gaines, Robert N. 1980. “Qualities of Rhetorical Expression in Philodemus.” Paper presented to the annual meeting of the American Philological Association, New Orleans, LA.

Gaines, Robert N. 1982. “An Account of Symbolic Competence.” Paper presented to the Summer Conference on Language and Discourse Processes, Michigan State University, East Lansing, MI.

Gaines, Robert N. 1983. “Philodemus on Rhetorical Invention.” Paper presented to the biennial congress of the International Society for the History of Rhetoric, Florence, Italy.

Gaines, Robert N. 1983. “The Epicurean Account of Figurative Language in Rhetoric.” Paper presented to the annual meeting of the American Philological Association, Cincinnati, OH.

Gaines, Robert N. 1985. "Plato's Response to Isocrates in the *Phaedrus*." Paper presented to the Symposium on Continuities in Classical Greek Rhetoric, Pennsylvania State University, Media, PA.

Gaines, Robert N. 1985. "Philodemus' Rhetorical Genera and their Disciplinary Relations." Paper presented to the biennial congress of the International Society for the History of Rhetoric, St. John's College, Oxford, England.

Gaines, Robert N. 1987. "Philodemus on Beautiful Expression." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Tours, France.

Gaines, Robert N. 1988. "Notes on a Rhetorical Papyrus: *P. Hamb.* 131." Paper presented to the annual colloquium of the American Society for the History of Rhetoric, New Orleans, LA.

Gaines, Robert N. 1989. "Intellection: The Forgotten Function of the Speaker." Paper presented to the annual meeting of the Canadian Society for the Study of Rhetoric, Quebec City, Quebec, Canada.

Gaines, Robert N. 1989. "Philodemus on the Artistic Status of Rhetoric." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Göttingen, Federal Republic of Germany.

Cited in Laurent Pernot, *La rhétorique de l'éloge dans le monde Gréco-Roman*, 2 vols., Collection des Études Augustiniennes, Serie Antiquité, 137–38 (Paris: Institute des Études Augustiniennes, 1993) 2: 505n66.

Gaines, Robert N. 1991. "Hermogenes on Καίρος." Paper presented to the annual meeting of the Canadian Society for the Study of Rhetoric, Kingston, Ontario, Canada.

Gaines, Robert N. 1991. "On the Nature of Philodemus' Περί ῥητορικῆς ὑπομνηματικόν." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Baltimore, MD.

Gaines, Robert N. 1992. "Cicero's Theoretical Accomplishment in *De oratore*, book 1." Paper presented to the annual meeting of the Canadian Society for the Study of Rhetoric, Prince Edward Island, Canada.

Gaines, Robert N. 1993. "Rhetoric, Philosophy, and their Practitioners in Philodemus' Περί ῥητορικῆς, book 5." Paper presented to the Congresso internazionale l'Epicureismo Greco e Romano, Napoli, Italia.

Gaines, Robert N. 1993. "The Form of Preaching in Alain of Lille's *Summa de arte praedicatoria*." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Turin, Italy.

Gaines, Robert N. 1993. "*Rhetorica contra philosophia*: Disciplinary Dispute in Philodemus' Περί ῥητορικῆς." Paper presented to the annual meeting of the American Philological Association, National Meeting, Washington, DC.

Gaines, Robert N. 1995. "Quintilian and the Quarrel between Rhetoric and Philosophy." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Edinburgh, Scotland.

Gaines, Robert N. 1997. "Philodemus and the Ethical Theory of Delivery." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Saskatoon, Saskatchewan, Canada.

Gaines, Robert N. 1998. "The Object of Textual Criticism." Paper presented to the biennial meeting of the Rhetoric Society of America, Pittsburgh, PA.

Gaines, Robert N. 1999. "The Text of Philodemus' *On Rhetoric*, book 4." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Amsterdam, Netherlands.

Gaines, Robert N. 1999. "Disciplinary Relations in Ancient and Renaissance Rhetorics." Paper presented to the annual colloquium of the American Society for the History of Rhetoric, Newberry Library, Chicago, IL.

Gaines, Robert N. 2000. "Three Faces of Epicurean Rhetoric." Paper presented to the biennial meeting of the Rhetoric Society of America, Washington, DC.

Gaines, Robert N. 2001. "De-Canonizing Ancient Rhetoric." Paper presented to the annual colloquium of the American Society for the History of Rhetoric, Woodruff Library, Emory University, Atlanta, GA.

Gaines, Robert N. 2002. "Tradition Meets Technology: Toward a Method for Rhetorical Criticism of Web Pages." Paper presented to the biennial meeting of the Rhetoric Society of America, Las Vegas, NV.

Gaines, Robert N. 2002. "Philodemus on Epideictic Speaking." Paper presented to the biennial meeting of the Rhetoric Society of America, Las Vegas, NV.

Gaines, Robert N. 2002. "Philodemus and the Epicurean Outlook on Epideictic Speaking." Paper presented to the Colloquio Internazionale: I papiri Ercolanesi e la storia della filosofia antica, Napoli, Italia.

Gaines, Robert N. 2003. "Disciplinary Dispute and the Development of Rhetoric in Ancient Times." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Madrid and Calahorra, Spain.

Gaines, Robert N. 2004. "Knowing and Doing in the Humanities and Arts." Paper presented to the Second International Conference on New Directions in the Humanities, Monash University, Prato, Italy.

Gaines, Robert N. 2005. "Between Aeschines and Nicetes: New Perspective on the Second Sophistic in Philodemus." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Los Angeles, CA.

Gaines, Robert N. 2006. "A Web-Based Interactive Tutor for Teaching History of Rhetoric." Paper presented to the biennial meeting of the Rhetoric Society of America, Memphis, TN.

Gaines, Robert N. 2007. "Cicero and the Sophists." International Society for the History of Rhetoric, Strasbourg, France.

Gaines, Robert N. 2007. "*P. Herc.* 1423: The Case of the Missing Column." Paper presented to the triennial meeting of the International Congress of Papyrology, University of Michigan, Ann Arbor, MI.

Gaines, Robert N. 2009 "Sophists in Diogenes Laertius." Paper presented to the biennial congress of International Society for the History of Rhetoric, McGill University, Montreal, Canada.

Gaines, Robert N. 2010. "Was the Art of Speaking *Really* Invented by Plato (and Aristotle)?" Paper presented to the biennial meeting of the Rhetoric Society of America, Minneapolis, MN.

Gaines, Robert N. 2011. "Sophists in Plutarch." Paper presented to the biennial congress of the International Society for the History of Rhetoric, Università di Bologna, Bologna, Italia.

Gaines, Robert N. 2012. "Foucault, Frankness, and Philodemus." Paper presented to the biennial meeting of the Rhetoric Society of America, Philadelphia, PA.

Smith, Ann C., Douglas A. Roberts, and Robert N. Gaines. 2013. "The I-Series: Evoking Intellect, Inquiry, and Imagination to Engage Students in Real-World Challenges." Presentation to the Association of American Colleges and Universities conference entitled "General Education and Assessment: A Sea Change in Learning," Boston, MA.

iii. Unrefereed Conference Papers.

Gaines, Robert N. 1980. "A Note on the Significance of Plato's *Phaedrus* 271AB," Paper presented to the annual meeting of the National Communication Association, New York, NY.

Gaines, Robert N. 1983. "The Sophists as Philosophers of Discourse." Paper presented to the annual meeting of the Western States Communication Association, Albuquerque, NM.

Robert N. Gaines, Robert N. 1985. "Isocrates, *Letter* 6.8." Paper presented to the annual meeting of the National Communication Association, Denver, CO.

Gaines, Robert N. 1986. "Rhetorical Delivery in Philodemus." Paper presented to the annual meeting of the National Communication Association, Chicago, IL.

Gaines, Robert N. 1987. "Philodemus and Cicero's *De oratore*," Paper presented to the Rutgers Conference on Cicero's *De oratore*, South Burwick, ME.

Gaines, Robert N. 1989. "Response to 'Language, Thought, and Reality in Early Greek Philosophy.'" Paper presented to the annual meeting of the Eastern Communication Association Convention, Ocean City, MD.

Gaines, Robert N. 1989. "Rhetoric and the Other Disciplines in Aristotle: A Brief Commentary on *Rhetoric* 1.2.1." Paper presented to the annual meeting of the National Communication Association, San Francisco, CA.

Gaines, Robert N. 1991. "Aristotle's Rhetoric in the Contemporary Era: A Hollow Colossus." Paper presented to the Rutgers Conference on Peripatetic Rhetoric after Aristotle, Rutgers University, New Brunswick, NJ.

Cited in Alan G. Gross, "What Aristotle Meant by Rhetoric," in *Rereading Aristotle's Rhetoric*, ed. Alan G. Gross and Arthur E. Walzer, 24-37 (Carbondale, IL: Southern Illinois University Press, 2000), 25, 214.

Gaines, Robert N. 1993. "Recent Advances in Research on Cicero's *Opera rhetorica*." Paper presented to the annual meeting of the Southern States Communication Association Convention, Lexington, KY.

Gaines, Robert N. "Ehninger as Historian." 1993. Paper presented to the annual meeting of the National Communication Association, Miami Beach, FL.

Gaines, Robert N. 1994. "Hermes Vindicated: Rhetorical Arguments in the Hellenistic Quarrel with Philosophy." Paper presented to the Symposium of the International Society for the History of Rhetoric, Edinburgh, Scotland.

Gaines, Robert N. 1994. "Collocatio in Cicero's *Orator*," Paper presented to the seminar, Studies in Cicero's *Orator*, at the annual meeting of the National Communication Association, National Convention, New Orleans, LA.

Gaines, Robert N. 1995. "Philodemus, *On Rhetoric* IV, *P. Herc.* 1423: A Draft Edition." Paper presented to the Conference on the Text of Philodemus' *Rhetoric*, University of Texas, Austin, TX.

Gaines, Robert N. 1995. "Cicero, Philodemus, and the Development of Late Hellenistic Rhetorical Theory." Paper presented to the Conference on the Text of Philodemus' *Rhetoric*, University of Texas, Austin, TX.

Gaines, Robert N. 1995. "Knowledge and Discourse in Gorgias' *On the Non-Existent or On Nature*." Paper presented to the annual meeting of the National Communication Association, San Antonio, TX.

Gaines, Robert N. 1996. "The Influence of Hieronymus on Late Hellenistic Rhetoric." Paper presented to the conference on the The Post-Aristotelian Peripatos and its Influence on Hellenistic Rhetoric, sponsored by Rutgers University, Tatnic, ME.

Gaines, Robert N. 1996. "Aristotle's *Rhetoric* in Twentieth Century Scholarship: The Hollow Colossus." Paper presented to the annual meeting of the National Communication Association, National Convention, San Diego, CA.

Gaines, Robert N. 1997. "E-Textualization and the Humanistic Scholar." Paper presented to the annual meeting of the National Communication Association, Chicago, IL.

Gaines, Robert N. 1998. "Cicero and Philodemus on Models of Rhetorical Expression." Paper presented to the Congrès Cicéron-Philodème, Paris, France.

Gaines, Robert N. 2003. "Ensuring Survival of P[reparing] F[uture] F[aculty] in the Communication Discipline." Paper presented to the annual meeting of the National Communication Association, Miami, FL.

Gaines, Robert N. 2004. "Ehninger on Rhetoric: Systems and Sensibilities." Paper presented to the biennial meeting of the Rhetoric Society of America, Austin, TX.

Gaines, Robert N. 2004. "The Fallacies of Rhetoric." Paper presented to the annual Colloquium of the American Society for the History of Rhetoric, Chicago, IL.

Gaines, Robert N. 2005. "Primary Texts and Conservation of Historical Perspective: Developments in the United States." Position paper presented in the Global Round-Table--Discussion III: Research in the Americas, at the biennial congress of the International Society for the History of Rhetoric, Los Angeles, CA.

Gaines, Robert N. 2005. "Extending our Understanding of Art and Rhetoric in Philodemus." Paper presented to the annual meeting of the National Communication Association, Boston, MA.

Gaines, Robert N. 2006. "Recovering Ancient Sophistic." Paper presented to the annual meeting of the Eastern Communication Association, Philadelphia, PA.

Gaines, Robert N. 2006. "Early Speech-Part Handbooks in Ancient Rhetoric: A Reconsideration of the Evidence." Séminaire sur l'histoire de la rhétorique, International Society for the History of Rhetoric, Université Marc Bloch—Strasbourg II, Palais Universitaire, Strasbourg, France.

Gaines, Robert N. 2008. "Text Authentication and the Voices of Democracy Project." Paper presented to the annual meeting of the National Communication Association, San Diego, CA.

Gaines, Robert N. 2008. "Aristotle's *Rhetoric* in the Twenty-First Century." Paper presented to the annual meeting of the National Communication Association, San Diego, CA.

Gaines, Robert N. 2009. "History of Rhetoric in the Global Context." Paper presented to the annual meeting of the Southern States Communication Association, Norfolk, VA.

Gaines, Robert N. 2010. "Theodorus Byzantius on the Parts of a Speech." Workshop on Rhetoric, International Society for the History of Rhetoric, Dipartimento di Filologia Classica e Medioevale, Alma Mater Studiorum Università di Bologna, Bologna, Italy.

Gaines, Robert N. 2010. "History of Rhetoric: Past, Present, and Future." Paper presented to the annual meeting of the National Communication Association, Minneapolis, MN.

e. Webpages.

Gaines, Robert N. 1999. "An Introduction to Rhetorical Style." <http://www.arsrhetorica.net/gaines/style.html>.

Cited in Alla Sheveleva, "Lingo-Rhetorical and Socio-Pragmatic Peculiarities in Political Speeches by Barack Obama," *Intercultural Communication Studies* 21.3 (2012): 53-62, 55, 61; E. A. Сухорукова, "Речевые особенности политического дискурса как инструмент формирования имиджа политика," in *Язык, речь, общение в контексте диалога языков и культур*, ed. О.И. Уланович, 67-77 (Минск: Министерство образования Республики Беларусь Учреждение образования «Белорусский государственный университет», 2012), 67-77, 76; А.Д.Малина, "Политическая риторика: Лингвистические стратегии аргументированного дискурса в современном английском языке (на материале публичных выступлений)," Общероссийская студенческая электронная научная конференция «Студенческий научный форум», Москва, 15-20 февраля 2011.

f. Contracts and Grants.

Principal Investigator (March-August 2012), Asian American and Native American Pacific Islander-Serving Institutions Grant, U. S. Department of Education (P382B080008), 2008-2012, \$1,166,216.00.

Co-Project Director, “Voices of Democracy: The U.S. Oratory Project,” National Endowment for the Humanities Teaching and Learning Resources and Curriculum Grant (EE-50192-05); 2005-2008, \$195,023.

Translator, “The Philodemus Project,” National Endowment for the Humanities Grant (RL-22316-95): Sub-Contract for Greek Text and English Translation of Philodemus, *On Rhetoric* IV; 1995–96, \$16,856.00.

f. Fellowships, Prizes, and Awards.

General Research Board, Semester Research Award, U. of Maryland, 1995–1996
General Research Board, Semester Research Award, U. of Maryland, 1987–1988

g. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

Editorships

Editor, *Advances in the History of Rhetoric*, 2002–2011.

Gaines, Robert N. and Bruce E. Gronbeck, Area Co-Editors. Rhetorical Studies. In *The International Encyclopedia of Communication*, General Editor, Wolf Donsbach. 11 vols. (Oxford: Blackwell, 2008).

Associate Editorships

Communication Quarterly, 1998–2000
Communication Reports, 1987–1990
Quarterly Journal of Speech, 1989–1990, 1992–1997, 2000–2007
Voices of Democracy, 2005–2008 (online beginning 2008)
Western Journal of Speech Communication, 1984–1987

Editorial Board

Advances in the History of Rhetoric, 1996–2002

Referee for Learned Journals

American Journal of Philology, 2010; *Argumentation and Advocacy*, 1989, 2007, 2010; *Communication Monographs*, 1994; *Communication Studies*, 1992, 1993; *Critical Studies in Mass Communication*, 1993; *Philosophy and Rhetoric*, 1994, 2004, 2005; *Rhetoric and Public Affairs*, 2000, 2005, 2006; *Quarterly Journal of Speech*, 1979; *Rhetorica*, 1985, 1988, 1989, 1993, 1995; *Southern Speech Communication Journal*, 1980; *Western Journal of Speech Communication*, 1987

Referee for Scholarly Presses

University of North Carolina Press, 1987; Truman State University Press, 2001; Blackwell Publishing, 2006

3. Teaching, Mentoring, and Advising

a. Course or Curriculum Development.

Courses

ARHU205 Honors Humanities Second Year Seminar (newly created 2002–2003, established as CORE-HO, 2003–2004)
COMM200 Critical Thinking and Speaking (developed 2001–2002, established as CORE HO, 2001–2002; Oral Communication Fundamental Studies Requirement 2010–2011)

COMM250 Introduction to Communication Inquiry (newly created 1989–1990, developed 2009–2010, revised 2010–2011)
 COMM602 Communication Theory (newly created 1999–2000)
 COMM604 Argumentation Theory (newly created 2004–2005)
 COMM687 Professional Development in the Communication Discipline (newly created 1996–1997)
 COMM698 Special Problems in Communication: Isocrates (developed 1991–1992)
 COMM758 Seminar in Rhetorical Theory: Cicero’s Rhetorical Works (developed 1994–1995)
 COMM758 Seminar in Rhetorical Theory: Quintilian (developed 1993–1994)
 COMM768 Seminar in Public Address: Textual Criticism (developed 2001–2002)

Curricula

Revised Undergraduate COMM major requirements, 1989–1990 (as Undergraduate Director; revision included establishment of COMM250 Introduction to Communication Inquiry as gateway course, reorganization of prerequisites for upper-level major courses, and reconfiguration of supporting courses)
 Established COMM Departmental Honors Program, 1990
 Revised Undergraduate COMM major requirements, 1998–1999 (as special assignment; revision included establishment of four tracks with separate track requirements, track options, and track supporting courses).
 Established Rhetoric Citation as collaboration of COMM and ENGL, 2001 (this program has continued as the Rhetoric Minor since 2005)
 Revised Honors Humanities Certificate requirements, 2003–2004 (revision included establishment of ARHU205 Honors Humanities Second Year Seminar as a survey of research practices in humanities and arts, as well as a four-semester research-creative project for all Honors Humanities program participants).

b. Teaching Awards and Other Special Recognition.

“Knowing and Doing in the Humanities,” Selected for presentation in Seminars for Teachers, University of Maryland, a national professional development program administered by the Woodrow Wilson National Fellowship Foundation (11 and 25 April 2007).
 CTE-Lilly Teaching Fellowship, 2003–2004, U. of Maryland, College Park (\$3,000).
 2002–2003 Instructional Improvement Grant, Office of the Associate Provost for Academic Affairs and Dean of Undergraduate Studies 2002, U. of Maryland, College Park (\$2,500).
 Honorary Member, Golden Key National Honor Society, U. of Maryland Chapter, 5 December 1998.
 Recognition for Outstanding Contributions to Seniors, The Office of the Vice President for Student Affairs and the Senior Council, U. of Maryland, College Park, 27 November 1995.

c. Advising: Other Than Research Direction.

i. Undergraduate.

Adviser (representing COMM), Rhetoric Citation, 2001–2003 (approximately 10 students per year)

ii. Graduate.

Non-Thesis M.A. Degrees

Harry Pritchett, 1991; Mary Wozney, 1993; Scott Bolesta, 1995; Ann Boyle, 2001; Tiffany Thompson, 2006

iii. Other advising & mentoring activities

Faculty Mentor: Assistant Professor Shannon A. Bowen, COMM 2005–2006; Assistant Professor Torsten Reimer, COMM 2006–2007; Assistant Professor Nneka Ifeoma Ofulue, 2009–2010.

d. Advising: Research Direction.

i. Undergraduate.

Completed Honors Theses

Tiffany Thompson, 2003–2004. Placement: M.A. Program in Communication, University of Maryland, College Park.

B.A. Honors Thesis: “Wit, Humor, and Ridicule: The Enigma within George Campbell’s *The Philosophy of Rhetoric*,” 2004.

ii. Master’s.

Completed M.A. Theses/Projects

David G. Levasseur, 1998–1999. Placement: Ph.D. Program in Communication Studies, University of Kansas.

M.A. Thesis: “Burke and Bristol: A Rhetorical Account,” 1990; published in part as “A Reexamination of Edmund Burke’s Rhetorical Art: A Rhetorical Struggle Between Prudence and Heroism,” *Quarterly Journal of Speech* 83 (1997): 1–19.

Mark Smeltzer, 1984–1986. Placement: Ph.D. Program in Communication Studies, University of Minnesota.

M.A. Project (University of Washington): “Gorgias on Arrangement, 1986; published as “Gorgias on Arrangement: A Search for Pragmatism Amidst the Art and Epistemology of Gorgias of Leontini,” *Southern Communication Journal* 60 (1996) 156–165.

iii. Doctoral.

Completed Ph.D. Dissertations

Gary Selby, 1987–1996. Placement: Assistant Professor, Communication Program, Columbian College of Arts and Sciences, George Washington University.

Ph.D. Dissertation: “Apocalyptic and Rhetoric in the Epistles of the New Testament,” 1996; recipient of the American Society for the History of Rhetoric Dissertation Award, 1995–1996.

Shuming Lu, 1994–1997. Placement: Assistant Professor, Department of Speech Communication Arts & Sciences, Brooklyn College.

Ph.D. Dissertation: “Intercultural Small Talk: An Ethnographic Analysis of Interactions among Chinese and Americans,” 1997; recipient of the Lee Yuh-Jie Dissertation Scholarship from the Dr. Sun Yat-Sen Scholarship Foundation, 1996.

Anders Lunt, 1991–1998. Placement: (Continued as) Senior Pastor, Glen Mar United Methodist Church, Ellicott City, MD.

Ph.D. Dissertation: “The Reinvention of Preaching: A Study of Sixteenth and Seventeenth Century Preaching Treatises,” 1998.

Lisa Perry, 1993–1998. Placement: Assistant Professor, Speech Communication Department, Minnesota State University, Mankato.

Ph.D. Dissertation: “Legal Rhetoric Books in England, 1600–1700,” 1998.

Robert Sullivan, 1991–2001. Placement: Assistant Professor, Department of Speech Communication, Ithaca College.

Ph.D. Dissertation: “Isocrates and the Forms of Rhetorical Discourse,” 2001; recipient of the American Society for the History of Rhetoric Dissertation Award, 2000–2001; published in part as “*Eidos/idea* in Isocrates,” *Philosophy & Rhetoric* 34 (2001): 79–92.

Cynthia King, 1999–2002. Placement: Assistant Professor, School of Communication, American University.

Ph.D. Dissertation: “History Writing as Social Resistance in the Rhetoric of Nineteenth Century African Americans: Arguments and Depictions in the Historical Narratives of William Wells Brown and George Washington Williams,” 2002; recipient of the American Society for the History of Rhetoric Dissertation Award, 2002–2003.

Camilla Kari, 1999–2002. Placement: Assistant Professor, Department of Speech Communication, Pennsylvania State University, Schuylkill Campus.

Ph.D. Dissertation: “Rhetorical Trajectory: The Emerging Public Nature of the Joint Pastoral Letters of the American Catholic Bishops,” 2002; published as *Public Witness: The Pastoral Letters of the American Catholic Bishops* (Collegeville, MN: Michael Glazier, 2004).

Michael Phillips, 1998–2007. Placement: Assistant Professor, Department of Communication, Monmouth University.

Ph.D. Dissertation: “A Theory of Rhetorical Humor in Political Discourse,” 2007.

A. Michele Mason, 2003–2008.

Ph.D. Dissertation: “Nannie H. Burroughs' Rhetorical Leadership during the Inter-War Period,” 2008; recipient of the Winnemore Fellowship, Maryland Institute for Technology in the Humanities, 2006.

Arthur W. Herbig, 2009–2011. Placement: Assistant Professor, Department of Communication, Indiana University-Purdue University, Fort Wayne.

Ph.D. Dissertation: The Textualization of Pat Tillman: Understanding the Relationships between Person, Discourse, and Ideology,” 2011.

4. Service

a. Professional.

i. Offices and committee memberships held in professional organizations.

Offices

Vice-President, American Society for the History of Rhetoric, 1985–1986
 President, American Society for the History of Rhetoric, 1986–1987
 International Treasurer, International Society for the History of Rhetoric, 1992–1997
 Secretary-General, International Society for the History of Rhetoric, 2011–2012

Committee Memberships

Member, Steering Committee, American Society for the History of Rhetoric, 1982–1983, 1985–1987, 1990–1991
 Member, Dissertation Awards Committee, National Communication Association, 1986–1988
 Chair, Constitution Drafting Committee, American Society for the History of Rhetoric, 1987–1988
 Local Arrangements Committee, Eighth Biennial Congress, International Society for the History of Rhetoric, 1989–1991
 Member, Council, International Society for the History of Rhetoric, 1992–1997 (ex-officio member), 2005–2009 (elected member)
 Chair, Dissertation Awards Committee, American Society for the History of Rhetoric, 1993–1994
 Chair, Publications Committee, American Society for the History of Rhetoric, 1997–2000, 2009
 Member, Convention Program Review Committee, Rhetoric Society of America, 1997–1998, 1999–2000, 2001–2002, 2003–2004, 2005–2006, 2007–2008, 2009–2010
 Member, Publications Committee, Rhetoric Society of America, 1999

Co-Chair (with Professor Jeanne Fahnestock), Local Arrangements Committee, 2000 Biennial Conference, Rhetoric Society of America, 1999–2000.

Contribution: Negotiated conference hotel contract; secured out-of-hotel panel venues, managed conference entertainment events, collected and managed conference income, created conference web site, constructed and updated preliminary conference program for publication.

Review of conference by Anthony Atkins, “The Rhetoric Society of America Conference 2000,” *Kairos: A Journal for Teachers of Writing in Webbed Environments* 5.2 (2000). <http://english.ttu.edu/kairos/5.2/news/rsarev.htm>

Member, Board of Directors, Rhetoric Society of America, 1999–2003

Member, Nominating Committee, Rhetoric Society of America, 2001

Member, Nominating Committee, International Society for the History of Rhetoric, 2001–2003

Member, Doctoral Education Committee, National Communication Association, 2001–2004

Member, Conference Site Committee, Rhetoric Society of America, 2002–2003

Member, International Treasurer Selection Committee, International Society for the History of Rhetoric, 2005

Delegate, Alliance of Rhetorical Societies (representing ISHR), 2005–2009

Chair, Grants Committee, International Society for the History of Rhetoric, 2006–2011

Member, Publications Committee, International Society for the History of Rhetoric, 2007–2009

ii. Reviewing Activities for Academic Agencies and Organizations.

Reviewer, Standard Research Grants Program, Communication, Cultural Studies and Women’s Studies, Social Sciences and Humanities Research Council, Canada, 2007–2008

Reviewer for the Mellon/ACLS Dissertation Completion Fellowship, American Council of Learned Societies, USA, 2011–2012, 2012–2013

b. Campus.

i. Departmental.

Department of Communication

Administrative Positions

Chair (Acting), March–June 1998

Director of Graduate Studies, 1996–1998, 1999–2000, 2011

Director of Undergraduate Studies, 1989–1991

Director of Departmental Honors, 1991–1994

Coordinator, Communication Colloquium Series, 1993–1995

Course Supervisor, COMM 200, 1998–2000, 2001–2009; COMM 230, 1999–2000; COMM 330, 1998–2000

Committees

Faculty Advisory Committee, 1993–1994, 1994–1995, 1998–1999 (Chair), 2005–2006 (Chair), 2008–2009

Graduate Studies Committee, 1993–1994, 1996–1998 (Chair), 1999–2000 (Chair), 2003, 2004–2005, 2010–2011 (Chair)

Undergraduate Studies Committee, 1989–1991 (Chair), 1998–1999, 2002–2004, 2009–2010

Faculty Search Committee, 1997–1998, 1998–1999, 2001–2002 (Chair), 2002–2003 (Chair), 2005–2006 (Chair, Social Influence Sub-Committee), 2006–2007

Salary Committee, 1998–1999 (Chair), 1999–2000, 2004–2005 (Chair), 2006–2007 (Chair)

Appointment, Tenure, and Promotion Committee 1986–2009; Spokesperson (Tenure and Promotion of Assistant Professor), 2004–2005 and 2006–2007; Spokesperson (Promotion of Associate Professor), 2010

Ad Hoc Committee on COMM Learning Outcomes Assessment Plan, 2005–2006 (Chair)

Ad Hoc Committee on COMM Learning Outcomes Assessment Rubrics, 2007–2008 (Chair)

Ad Hoc Committee on Reputation, 2001–2002 (Chair)

Human Subjects Committee, 1989–1991 (Chair), 1991–1993, 1993–1994 (Chair), 1996–1998, 1999–2000
 Foundations Examination Committee, 1992–1992, 1993–1994, 1998–1999 (Chair)

Department of Communication Arts and Theatre

Executive Committee, 1987–1989
 Chair, Departmental Separation Proposal Drafting Committee, 1986–1987; Supervising Author, “Proposal for Departmental Separation: Communication Arts and Theatre,” 1987.

This departmental separation initiative successfully divided the Department of Communication Arts and Theatre into three distinct departments in the College Arts and Humanities, namely, Department of Radio, Television, and Film; Department of Speech Communication; and Department of Theatre.

Speech Communication Division

Governance, Policy and Procedures Committee, 1987–1988; Author, “Department of Speech Communication Plan of Organization,” 1988
 Faculty Review Committee, 1987–1988 (Chair)
 Graduate Studies Committee, 1987–1988
 Undergraduate Curriculum Committee, 1986–1987

ii. College

College of Arts and Humanities

Director, Honors Humanities Program, 2002–2005

Advisory Committees

Collegiate Council, 1999–2000, 1987–1988 (Alternate)
 Faculty Advisory Board, Honors Humanities Program, 2006–2007
 Faculty Advisory Board, Center for Renaissance & Baroque Studies, 1993–1999
 Advisory Council, Research Center for the Arts and Humanities, 1987–1988

Program Committee

Rhetoric Minor Committee (formerly Rhetoric Citation Committee), 2001–2011; Convener 2010–2011
 Classics Program Sub-Committee, 2009–2010

Review Committees

Academic Unit Review Committee for the Department of English, 2001–2002
 Chair, Subcommittee on Undergraduate Studies, Review Committee for the Department of English, 2001–2002
 Academic Unit Review Committee for the Writing Center, 1994–1995
 NEH Dissertation Grant Application Review Committee, 1994
 Workgroup on the Speech Requirement, Arts and Humanities Curriculum Review, 1986–1987

Search Committees

Chair, CLAS-COMM-PHIL Business Manager Search Committee, 2007
 Member, Director of Honors Humanities Search Committee, 2007
 Member, Chair of Classics Search Committee, 1991, 2005
 Member, Chair of Speech Communication Search Committee, 1989, 1994–1995, 1997
 Member, Computer Network Administrator Search Committee, 1998–1999

Appointment, Promotion, and Tenure Committees (outside COMM)

Member (ad hoc), Classics APT Committee, 2008–2009, 2012–2013

Graduate School

Fellowship Committee, 2002–2003

iii. University.

Member, Council of University System Faculty, Representing College Park, 1999–2000
 Member, Provost's Advisory Committee on Admissions and Advising, 2002–2004
 Member, Provost's Committee on Living-Learning and Other Special Programs, 2011-present
 Member, Honors Faculty Council, 2004–2005
 Member, Associate Provost's Instructional Capacity Study Workgroup, 2007-2008
 Member, Middle States Periodic Review Subcommittee on Educational Offerings and Support, 2011-2012
 Member, Provost's Commission on Learning Outcomes Assessment, 2011-present
 Member, Equity Council, Office of the President, 2011-present

Office of Undergraduate Studies

Interim Director, Asian American Studies Program, March-August 2012
 Equity Administrator, Office of Undergraduate Studies, 2011-present
 Chair, Undergraduate Studies Programs, Curricula, and Courses Committee, 2011-present
 Chair, Natural Sciences Faculty Board, General Education Program, 2011-present
 Chair, History and Social Sciences Faculty Board, General Education Program, 2011-present
 Chair, Diversity Faculty Board, General Education Program, 2011-present
 Chair, Global Studies Minor Program Advisory Committee, 2011-present
 Member, Individual Studies Review Committee, 2011-present
 Member, Director of Asian American Studies Selection Committee, 2011-2012
 Member, Asian American Studies Scholarship Committee, 2011-2013

Campus Senate

Executive Committee, 1992, 1993–1994
 President's Advisory Committee, 1992, 1993–1994
 Provost's Committee on Policies for Review of Deans, Chairs, and Units, 1995
 Chair, General Committee on Faculty Affairs, 1993–1994
 Chair, Adjunct Committee on Academic Procedures and Standards, 1990–1991
 General Committee on Elections, Representation, and Governance, 1997–1999
 Merit Policy Review Committee, 1994
 Sub-Committee on Faculty Workload, Council of Deans, 1993
 General Committee on Educational Affairs, 1990–1991
 General Committee on Programs, Curricula, and Courses, 1987–1988, 2011-present (representing Dean for Undergraduate Studies)
 College Park Senate, 1990–1992, 1993–1996

Focus Groups

Plan for Continuous Improvement, President's Office, 1991
 Proposal for Creation of Senior Experience Office, Undergraduate Studies, 1995
 Web Page Construction, Office of Information Technology, 1998

c. Community, State, National.

Judge, Academic Olympics (National Finals), National Job Corps, Employment and Training Administration, U. S. Department of Labor, Washington, D.C., 14 October 1992.

CURRICULUM VITAE

Dale Hample
2 November 2012

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature_____ Date_____

1. Personal Information

Ph.D., Speech Communication, University of Illinois at Urbana-Champaign, 1975
A.M., Speech, University of Illinois at Urbana-Champaign, 1972
B.S., Economics, The Ohio State University, 1971

Associate Professor of Communication, University of Maryland, College Park, 2007-present
Professor (1987), Associate Professor (1981), Assistant Professor (1975) of Communication, Western Illinois University, 1975-2007
Teaching Assistant in Speech Communication, Assistant Debate Coach, University of Illinois at Urbana-Champaign, 1971-1975

2. Research, Scholarly, and Creative Activities

In general, the first-listed author did 60% of the work, with remaining co-authors sharing equally. The main exception is the co-edited book, where the co-editors shared the work equally and assigned authorship in order of joining the project.

In the discipline of Communication, the first author is always the lead, corresponding, and senior author.

In what follows, I have **boldfaced students' names**.

A *Publish or Perish* search (27 May 2011) of Google Scholar had 730 citations to my work; 24 articles or books had 10 or more citations.

a. Books

i. Books authored

Hample, D. (2005). *Arguing: Exchanging reasons face to face*. Mahwah, NJ: Lawrence

Erlbaum Associates [Taylor & Francis].

ii. Books edited

Benoit, W. L., Hample, D., & Benoit, P. (Eds.) (1992). *Readings in argumentation*. Berlin, Germany: Foris [de Gruyter].

iii. Chapters in books

Johnson, A. J., Hample, D., & Cionea, I. A. (in press). Arguing about public and personal topics: Implications for research concerning interpersonal communication. *Communication Yearbook*.

Honeycutt, J. M., Keaton, S. A., & Hample, D. (in press, 2014). Imagined interactions and conflict escalation in marital relationships. In J. M. Honeycutt, C. Sawyer, & S. A. Keaton (Eds.), *The influence of communication in physiology and health*. New York, NY: Peter Lang

Hample, D. (2013). What. In P. Cobley & P. J. Schulz (Eds.), *Theories and Models of Communication*, Volume 1 of the *Handbooks of Communication Science* (pp. 369-382). Berlin: de Gruyter.

Hample, D., Paglieri, F., & Na, L. (2012). The costs and benefits of arguing: Predicting the decision whether to engage or not. In F. H. van Eemeren & B. Garssen (Eds.), *Topical themes in argumentation theory: Twenty exploratory studies* (pp. 307-322). New York NY: Springer. DOI 10.1007/978-94-007-4041-9_20. Republication of paper in ISSA proceedings.

Hample, D., & Cionea, I. A. (2010). Taking conflict personally and its connections with aggressiveness. In T. A. Avtgis & A. S. Rancer (Eds.), *Arguments, aggression, and conflict: New directions in theory and research* (pp. 372-387). New York, NY: Routledge, Taylor, and Francis.

Hample, D. (2008). Message production. In W. Donsbach (ed.), *International encyclopedia of communication* (Vol. 7, pp. 3097-3103). Oxford, UK: Blackwell Publishing.

Hample, D. (2008). Verbal aggressiveness. In W. Donsbach (ed.), *International encyclopedia of communication* (Vol. 11, pp. 5253-5257). Oxford, UK: Blackwell Publishing.

Hample, D. (2007). Arguments. In D. R. Roskos-Ewoldsen & J. L. Monahan (Eds.), *Social cognition* (pp. 97-113). Mahwah, NJ: Lawrence Erlbaum Associates.

Hample, D. (2006). Anti-comforting messages. In K. M. Galvin & P. J. Cooper (Eds.), *Making connections: Readings in relational communication* (4th ed., pp. 222-227). Los Angeles, CA: Roxbury Publishing. Also in 5th ed. (2010), Oxford University Press.

Hample, D. (2006). Argument production. In F. H. van Eemeren, M. D. Hazen, P. Houtlosser, & D. C. Williams (Eds.), *Contemporary perspectives on argumentation: Views from the Venice argumentation conference* (pp. 9-22). Amsterdam, the Netherlands: SicSat.

Hample, D. (2005). Inventional capacity. In F. H. van Eemeren & P. Houtlosser (Eds.), *Argumentation in practice* (pp. 337-348). Amsterdam, the Netherlands: John Benjamins Publishers.

Hample, D. (2003). Arguing skill. In J. O. Greene & B. R. Burleson (Eds.), *Handbook of communication and social interaction skills* (pp. 439-478). Mahwah, NJ: Erlbaum.

Hample, D., & Dallinger, J. M. (2002). The effects of situation on the use or suppression of possible compliance gaining appeals. In M. Allen, R. Preiss, B. Gayle, & N. Burrell

- (Eds.), *Interpersonal communication research: Advances through meta-analysis* (pp. 187-209). Mahwah, NJ: Erlbaum.
- Hample, D. (2002). A pragma-dialectical analysis of the inquisition. In F. H. van Eemeren (Ed.), *Advances in pragma-dialectics* (pp. 229-242). Amsterdam, the Netherlands: SicSat. Reprint of Hample, D. (2001). A pragma-dialectical analysis of the inquisition. *Argumentation*, 15, 135-149.
- Hample, D. (1999). The life space of personalized conflicts. *Communication Yearbook*, 22, 171-208.
- Dallinger, J., & Hample, D. (1999). Do you take conflict personally? In Silberman, M. (Ed.), *The 1999 training and performance handbook* (pp. 157-172). New York, NY: McGraw-Hill.
- Hample, D. (1997). Framing message-production research with field theory. In J. O. Greene (Ed.), *Message production: Advances in communication theory* (pp. 171-192). Hillsdale, NJ: Erlbaum.
- Dallinger, J. M., & Hample, D. (1993). Do women take conflict more personally than men? In C. A. Valentine (Ed.), *Seeking understanding of communication, language and gender* (pp. 176-188). Tempe, AZ: Cyberspace Publishing.
- Hample, D. (1990). Future directions in argumentation research. In R. Trapp & J. Schuetz (Eds.), *Perspectives on argumentation: Essays in honor of Wayne Brockriede* (pp. 298-314). Prospect Heights, IL: Waveland.
- Hample, D. (1987). Communication and the unconscious. In B. Dervin & M. J. Voigt (Eds.), *Progress in communication sciences* (Vol. 8, pp. 83-121). Norwood, NJ: Ablex.
- Hample, D. (1982). Modeling argument. In J. R. Cox & C. A. Willard (Eds.), *Advances in argumentation theory and research* (pp. 259-284). Carbondale, IL: Southern Illinois University Press.
- Hample, D., & Hample, J. (1978). Contributors to C. J. Faries (Ed.), *Projects in public speaking*. Dubuque, IA: Kendall/Hunt; 2d. edition, 1980. "Policy Argument," pp. 50-54; "Cross-Examination," pp. 77-80. Also in subsequent editions.

b. Articles in Refereed Journals

- Hample, D., Richards, A. S., & Skubisz, C. (in press). Blurting. *Communication Monographs*.
- Hample, D., & Richards, A. S. (in press). Attachment style, serial argument, and taking conflict personally. *Journal of Argumentation in Context*.
- Hample, D., & Na, L. (in press). Message quality and standing to support: A qualitative study of support messages given to African-American HIV survivors. *Health Communication*
- Hample, D., & Allen, S. (2012). Serial arguments in organizations. *Journal of Argumentation in Context*, 1, 312-330. Doi: 10.1075/jaic.1.3.03ham
- Hample, D., Richards, A. S., & Na, L. (2012). A test of the conflict linkage model in the context of serial arguments. *Western Journal of Communication*, 76, 459-479. doi: 10.1080/10570314.2012.703361
- Hample, D., & Cionea, I. (2012). Serial arguments in inter-ethnic relationships. *International Journal of Intercultural Relations*, 36, 430-445. doi:10.1016/j.ijintrel.2011.12.006
- Hamilton, M. A., & Hample, D. (2011). Testing hierarchical models of argumentativeness and verbal aggressiveness. *Communication Methods and Measures*, 5, 250-273. DOI: 10.1080/19312458.2011.596991

- Hample, D., & **Krueger, B.** (2011). Serial arguments in classrooms. *Communication Studies*, 62, 597-617. DOI: 10.1080/10510974.2011.576746
- Wallenfelsz, K. P.**, & Hample, D. (2010). The role of taking conflict personally in imagined interactions about conflict. *Southern Communication Journal*, 75, 1-17.
- Hample, D., **Han, B.**, & **Payne, D.** (2010). The aggressiveness of playful arguments. *Argumentation*, 24, 405-421. DOI 10.1007/s10503-009-9173-8
- Hample, D., **Sells, A.**, & **Inclán Velázquez, A. L.** (2009). The effects of topic type and personalization of conflict on assessments of fallacies. *Communication Reports*, 22, 74-88.
- Hample, D., **Warner, B.**, & **Young, D.** (2009). Framing and editing interpersonal arguments. *Argumentation*, 23, 21-37. doi: 10.1007/s10503-008-9107-x. Revision of Hample, D., Warner, B., & Young, D. (2007). Framing and editing interpersonal arguments. In F. H. van Eemeren, J. A. Blair, C. A. Willard, & B. Garssen (Eds.), *Proceedings of the sixth conference of the International Society for the Study of Argumentation* (pp. 557-568). Amsterdam, the Netherlands: SicSat.
- Averbeck, J. A.**, & Hample, D. (2008). Ironic message production: How and why we produce ironic messages. *Communication Monographs*, 75, 396-410.
- Hample, D., **Gordy, C.**, **Sellie, A.**, **Wright, M.**, & **Zanolla, D.** (2008). Inventional repertoires and written messages. *Communication Studies*, 59, 220-234.
- Hample, D. (2007). The arguers. *Informal Logic*, 27, 163-178.
- Hample, D., **Warner, B.**, & **Norton, H.** (2006). The effects of arguing expectations and predispositions on perceptions of argument quality and playfulness. *Argumentation and Advocacy*, 43, 1-13.
- Hample, D., Thompson-Hayes, M., **Wallenfelsz, K.**, **Wallenfelsz, P.**, & **Knapp, C.** (2005). Face-to-face arguing is an emotional experience: Triangulating methodologies and early findings. *Argumentation and Advocacy*, 42, 74-93.
- Cortes, C.**, **Larson, C.**, & Hample, D. (2005). Relations among message design logic, interpersonal construct differentiation, and sex for Mexican and U.S. nationals. *Journal of Intercultural Communication Research*, 34, 108-118.
- Hample, D. (2002). Reflexive argument, the heart of inquisitorial procedures. *Publications of the Medieval Association of the Midwest*, 9, 65-80.
- Hample, D. (2001). A pragma-dialectical analysis of the inquisition. *Argumentation*, 15, 135-149.
- Hample, D. (2000). Cognitive editing of arguments and reasons for requests: Evidence from think-aloud protocols. *Argumentation and Advocacy*, 37, 98-108.
- Hample, D., Benoit, P. J., **Houston, J.**, **Purifoy, G.**, **VanHyfte, V.**, & **Wardell, C.** (1999). Naive theories of argument: Avoiding interpersonal arguments or cutting them short. *Argumentation and Advocacy*, 35, 130-139.
- Hample, D., & Dallinger, J. M. (1998). On the etiology of the rebuff phenomenon: Why are persuasive messages less polite after rebuffs? *Communication Studies*, 49, 305-321.
- Dallinger, J. M., & Hample, D. (1995). Personalizing and managing conflict. *International Journal of Conflict Management*, 6, 287-289.
- Hample, D., & Dallinger, J. M. (1995). A Lewinian perspective on taking conflict personally: Revision, refinement, and validation of the instrument. *Communication Quarterly*, 43, 297-319.
- Dallinger, J. M., & Hample, D. (1994). The effects of gender on compliance gaining strategy

- endorsement and suppression. *Communication Reports*, 7, 43-49.
- Hample, D. (1992). Writing mindlessly. *Communication Monographs*, 59, 315-323.
- Hample, D., & Dallinger, J.M. (1992). The use of multiple goals in cognitive editing of arguments. *Argumentation and Advocacy*, 28, 109-122.
- Hample, D. (1990). Debate as a civic act. *Applying Research to the Classroom*, 8, 1-2.
- Hample, D., & Dallinger, J. M. (1990). Arguers as editors. *Argumentation*, 4, 153-169.
- Hample, D. (1988). Argument: Public and private, social and cognitive. *Argumentation and Advocacy*, 25, 13-19.
- Dallinger, J. M., & Hample, D. (1988). Supervisor accessibility and job characteristics. *Communication Research Reports*, 5, 4-9.
- Hample, D., & Dallinger, J. M. (1987). Self-monitoring and the cognitive editing of arguments. *Central States Speech Journal*, 38, 152-165.
- Hample, D., & Dallinger, J. M. (1987). Cognitive editing of argument strategies. *Human Communication Research*, 14, 123-144.
- Hample, D. (1987). The role of the unconscious in nonverbal information processing. *Semiotica*, 67, 211-231.
- Hample, D. (1986). Argumentation and the unconscious. *Journal of the American Forensic Association*, 23, 82-95.
- Hample, D. (1986). Logic, conscious and unconscious. *Western Journal of Speech Communication*, 50, 24-40.
- Hample, D. (1985). Refinements on the cognitive model of argument. *Western Journal of Speech Communication*, 49, 267-285.
- Hample, D. (1985). Teaching the cognitive context of argument. *Communication Education*, 34, 196-204.
- Hample, D. (1985). A third perspective on argument. *Philosophy and Rhetoric*, 18, 1-22.
- Hample, D. (1984). On the use of self-reports. *Journal of the American Forensic Association*, 20, 140-153.
- Hample, D. (1982). Dual coding, reasoning and fallacies. *Journal of the American Forensic Association*, 19, 59-78.
- Hample, D. (1981). Forensics research in the 1980s. *Forensic*, 66, 20-25.
- Thompson, W. N., Hample, D., Hunt, S., & Pruett, R. (1981). What Is CEDA debate? *Forensic*, 66, 4-9.
- Hample, D. (1981). The cognitive context of argument. *Western Journal of Speech Communication*, 45, 148-158.
- Hample, D. (1980). A cognitive view of argument. *Journal of the American Forensic Association*, 17, 151-158.
- Hample, D. (1980). Purposes and effects of lying. *Southern Speech Communication Journal*, 46, 33-47.
- Hample, D. (1980). Motives in law: An adaptation of legal realism. *Journal of the American Forensic Association*, 15, 156-168.
- Blimling, G. S., & Hample, D. (1979). Structuring the peer environment in residence halls to increase academic performance in average-ability students. *Journal of College Student Personnel*, 20, 310-316.
- Hample, D. (1979). Predicting belief and belief change using a cognitive theory of argument and evidence. *Communication Monographs*, 46, 142-146.
- Hample, D. (1978). Are attitudes arguable? *Journal of Value Inquiry*, 12, 311-312.

- Hample, D. (1978). Predicting immediate belief change and adherence to argument claims. *Communication Monographs*, 45, 219-228.
- Hample, D., & Hample, J. (1978). Evidence credibility. *Debate Issues*, 12, 4-5.
- Hample, D. (1977). Testing a model of value argument and evidence. *Communication Monographs*, 14, 106-120.
- Hample, D. (1977). The Toulmin model and the syllogism. *Journal of the American Forensic Association*, 14, 1-9.
- Wenzel, J. W., & Hample, D. (1975). Categories and dimensions of value propositions: Exploratory studies. *Journal of the American Forensic Association*, 11, 121-130.

c. Book Reviews, Other Articles, and Notes

- Hample, D. (in press). [Review of Ana Patrícia Macedo, *The Development of Children's Argument Skills*]. *Argumentation*. DOI: [10.1007/s10503-012-9275-6](https://doi.org/10.1007/s10503-012-9275-6)
- Hample, D. (2010). [Review of F. H. van Eemeren, B. Garssen, & B. Meuffels. *Fallacies and judgments of reasonableness: Empirical research concerning the pragma-dialectical discussion rules*]. *Argumentation*. DOI: [10.1007/s10503-010-9183-6](https://doi.org/10.1007/s10503-010-9183-6)
- Hample, D. (2010). Introduction: Differences of degree, differences in kind. *Communication Monographs*, 77, 143-145.
- Hample, D. (2009). Introduction: Advances in quantitative analysis. *Communication Monographs*, 76, 377-378.
- Hample, D. (2008). Introduction: How can communication theory and research improve people's lives? *Communication Monographs*, 75, 319.
- Hample, D. (2008). Introduction: What should a new Ph.D. know? *Communication Monographs*, 75, 111.
- Hample, D. (1994). [Review of F. H. van Eemeren, R. Grootendorst, S. Jackson, & S. Jacobs, *Reconstructing argument*]. *Communication Theory*, 4, 248-252.
- Hample, D. (1993). [Review of F. H. van Eemeren & R. Grootendorst, *Argumentation, communication, and fallacies*]. *Communication Theory*, 3, 178-181.
- Hample, D. (1987). [Review of A. I. Goldman, *Epistemology and cognition*]. *Quarterly Journal of Speech*, 73, 367-369.
- Hample, D. (1987). [Review of G. Harman, *Change in view: Principles of reasoning*]. *Journal of the American Forensic Association*, 23, 175-177.
- Hample, D. (1985). [Review of F. G. Bailey, *The tactical uses of passion: An essay on power, reason, and reality*]. *Journal of the American Forensic Association*, 21, 170-173.
- Hample, D. (1984). [Review of J. J. Gumperz, *Discourse strategies* and J. J. Gumperz (Ed.), *Language and social identity*]. *Journal of Communication*, 34, 192-94.
- Hample, D. (1983). [Review of D. R. Griffin, *The question of animal awareness*]. *Journal of Communication*, 33, 222-224.
- Hample, D. (1982). [Review of J. Haugeland (Ed.), *Mind design*]. *Journal of Communication*, 32, 200-203.

d. Talks, Abstracts, and Other Professional Papers Presented.

i. Convention papers

In the Communication discipline, convention papers are full papers that are refereed. Acceptance rates vary, but are probably about 50% for most conferences.

- Cionea, I. A., & Hample, D. (2013, August). *Serial argument topics*. Paper presented at the meeting of the National Communication Association/American Forensic Association Summer Conference on Argumentation, Alta UT.
- Hample, D., & **Irions, A. L.** (2013, August). *Argument engagement under invitational versus demanding conditions*. Paper presented at the meeting of the National Communication Association/American Forensic Association Summer Conference on Argumentation, Alta UT.
- Cionea, I. A., Hample, D., & Fink, E. L. (2013, May). *Dialogue types: A scale development study*. Paper presented at the meeting of the Ontario Society for the Study of Argumentation, Windsor, Ontario, Canada.
- Xie, Y., **Shi, S., Evans, S.,** & Hample, D. (2013, May). *Exploring the meaning of "argument" in China*. Paper presented at the meeting of the Ontario Society for the Study of Argumentation, Windsor, Ontario, Canada.
- Hample, D., & **Hample, J. M.** (2012, November). Persuasion about health risks: Evidence, credibility, scientific flourishes, and risk perceptions. Paper presented at the annual meeting of the National Communication Association, Orlando FL.
- Hample, D., & **Richards, A. S.** (2012, July). *Attachment style, serial argument, and taking conflict personally*. Paper presented at the annual meeting of the International Association for Relationship Research, Chicago, IL.
- Hample, D. (2012, June). *Examples, illustrations, inductions, anecdotes, analogies, precedents, narratives, and personal testimonies: Are they essentially different?* Paper presented at the meeting of the Great Plains Society for the Study of Argumentation, Ames, IA.
- Hample, D. (2012, June). *Analogies*. Paper presented at the meeting of the Wake Forest/International Society for the Study of Argumentation conference, Venice, Italy.
- Hample, D., & **Richards, A. S.** (2012, May). *A Bayesian model of argumentation, with application to the base-rate fallacy*. Paper presented to the annual meeting of the International Communication Association, Phoenix, AZ.
- Hample, D., & **Cionea, I.** (2011, November). *Serial arguments in inter-ethnic relationships*. Paper presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Hample, D., & **Na, L.** (2011, November). *Message quality and standing to support: A qualitative study of support messages given to African-American HIV survivors*. Paper presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Hample, D., **Richards, A.,** & **Na, L.** (2011, November). *A test of the conflict linkage model*. Paper presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Johnson, A. J., & Hample, D. (2011, November). *Arguing about public and personal topics: Implications for research concerning interpersonal argument*. Paper presented at the annual meeting of the National Communication Association, New Orleans, LA.
- Hample, D. (2011, July). *How many examples is an induction?* Paper presented to the biannual meeting of the National Communication Association/American Forensic Association Argumentation Conference, Alta, UT.
- Hample, D. (2011, May). *Convergent causal arguments in conversation*. Paper presented at the

- biannual conference of the Ontario Society for the Study of Argumentation, Windsor, ON.
- Hample, D. (2011, May). *Response to J. Anthony Blair, "A Critical Examination and Development of Wellman's Theory of Conductive Argument."* Paper presented at the biannual conference of the Ontario Society for the Study of Argumentation, Windsor, ON.
- Cionea, I. A.**, Hample, D., & Paglieri, F. (2011, May). *A test of the argument engagement model in Romania.* Paper presented at the biannual conference of the Ontario Society for the Study of Argumentation, Windsor, ON.
- Hample, D., Paglieri, F., & **Na, L.** (2010, July). *The costs and benefits of arguing: Predicting the decision whether to engage or not.* Paper presented at the meeting of the International Society for the Study of Argumentation, Amsterdam, the Netherlands.
- Hamilton, M. A., & Hample, D. (2010, November). *Testing hierarchical models of argumentativeness and verbal aggressiveness.* Paper presented at the annual meeting of the National Communication Association, San Francisco, CA.
- Hample, D., & **Allen, S.** (2010, November). *Serial arguments in organizations.* Paper presented at the annual meeting of the National Communication Association, San Francisco, CA.
- Hample, D., **Richards, A., Zhang, T., Na, L., Zhu, L. J., & Kirby, R.** (2010, November). *Relationships among situational features and interaction goals.* Paper presented at the annual meeting of the National Communication Association, San Francisco, CA.
- Hample, D., & **Krueger, B.** (2009, November). *Serial arguments in classrooms.* Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
- Wallenfelsz, K.**, & Hample, D. (2009, November). *The role of taking conflict personally on imagined interactions about conflict.* Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
- Hample, D., **Han, B., & Payne, D. A.** (2009, November). *The aggressiveness of playful arguments.* Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
- Hample, D., **Sells, A., & Inclán Velázquez, A. L.** (2009, November). *The effects of topic type and personalization of conflict on assessments of fallacies.* Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
- Hample, D., **Malone, N. L., & Trusley, K. M.** (2008, November). *The effects of individual frames and partner behavior on face to face arguing.* Paper presented at the annual meeting of the National Communication Association, San Diego, CA.
- Hample, D. (2008, June). *Reflections on framing arguments as playful.* Paper presented to the biennial Wake Forest Conference on Argumentation, Venice, Italy.
- Averback, J.**, & Hample, D. (2008, May). *Ironic message production: How and why we produce ironic messages.* Paper presented at the annual meeting of the International Communication Association, Montreal, Quebec.
- Warner, B.**, & Hample, D. (2008, May). *Argument engagement, argumentativeness, verbal aggressiveness, topic type, and argument realism: Their effects on editorial choices.* Paper presented at the annual meeting of the International Communication Association, Montreal, Quebec.
- Hample, D. (2007, June). *The arguers.* Paper presented at the biannual meeting of the Ontario Society for the Study of Argumentation, Windsor, Ontario, Canada.

- Hample, D., **Warner, B., & Norton, H.** (2007, May). *The effects of arguing expectations and predispositions on perceptions of argument quality and playfulness*. Paper presented at the annual meeting of the International Communication Association, San Francisco, CA.
- Averbeck, J. M., Jones, A., & Hample, D.** (2007, March). *The effect of prior knowledge base and the persuasiveness of fear appeals*. Paper presented to the annual meeting of the Sooner Communication Conference, Norman, OK.
- Hample, D., **Warner, B., & Young, D.** (2006, June). *Framing and editing interpersonal arguments*. Paper presented at the meeting of the International Society for the Study of Argumentation, Amsterdam, the Netherlands.
- Felts, O., Trowbridge, M. R., & Hample, D.** (2006, June). *Engaging or not engaging in out of class communication: Students' episodic perceptions, impressions of instructors, and locus of control*. Paper presented to the annual meeting of the International Communication Association, Dresden, Germany.
- Hample, D., **Richey, J., Travis, D., Carlin, J., & Scott, N.** (2005, November). *Characterizing conversational arguing: Individual differences and the immediate conversational context*. Paper presented to the annual meeting of the National Communication Association, Boston, MA.
- Hample, D., **Gordy, C., Sellie, A., Wright, M., & Zanolla, D.** (2005, November). *Inventional repertoires and written messages*. Paper presented to the annual meeting of the National Communication Association, Boston, MA.
- Hample, D., **Conklin, M., Hodge, M., & Jacky, J.** (2004, November). *Frames for the general orientation to argumentative situations*. Paper presented to the annual meeting of the National Communication Association, Chicago, IL.
- Hample, D., **Thompson-Hayes, M., Wallenfelsz, K., Wallenfelsz, P., & Knapp, C.** (2004, November). *Face to face arguing is an emotional experience: Triangulating methodologies and early findings*. Paper presented to the annual meeting of the National Communication Association, Chicago, IL.
- Hample, D. (2004, June). *Argument production*. Paper presented to the Tenth Biennial Wake Forest University Argumentation Conference, Venice, Italy.
- Hample, D. (2004, May). *A methodology for observing emotions during interpersonal arguments*. Paper presented to the annual meeting of the International Communication Association, New Orleans, LA.
- Hample, D. (2004, May). *Inventional capacity: Conceptualization, operationalization, and findings*. Paper presented to the annual meeting of the International Communication Association, New Orleans, LA.
- Hample, D., **Elliott, L., Kenady, B., Mezger, R., Shaw, L., & Wang, X.** (2003, Nov.). *Inventional repertoire content*. Paper presented to the annual meeting of the National Communication Association, Miami Beach, FL.
- Dallinger, J. M., & Hample, D. (2003, Nov.). *Taking conflict personally: Is it inherited?* Paper presented to the annual meeting of the National Communication Association, Miami Beach, FL.
- Hample, D. (2003, Nov.). *Frames for arguing*. Paper presented to the annual meeting of the National Communication Association, Miami Beach, FL.
- Hample, D., **Gonzalez, B., Hohmbraker, S., & John, B.** (2003, April). *Inventional capacity and communication goals*. Paper presented to the annual meeting of the Central States Communication Association, Omaha, NE.

- Hample, D., & Dallinger, J. M. (2002, October). *Argument framing and gender orientation*. Paper presented to the annual meeting of the Organization for the Study of Communication, Language, and Gender, Minneapolis, MN.
- Hample, D., **Hammond, H., Hopphan, J., & Ventverloh, G.** (2002, November). *Inventional capacity for compliance gaining, comforting, and initial acquaintanceship situations*. Paper presented to the annual meeting of the National Communication Association, New Orleans, LA.
- Hample, D. (2002, May). *Reflexive argument, the heart of inquisitorial procedures*. Paper presented to the annual International Congress on Medieval Studies, Kalamazoo, MI.
- Hample, D., & **Wang, C. H.** (2001, November). *Inventional capacity and interpersonal construct differentiation in the production of forgiveness messages*. Paper presented to the annual meeting of the National Communication Association, Atlanta, GA.
- Dallinger, J. M., & Hample, D. (2001, November). *Taking conflict personally: Trait and state measures, and the effects of relationship type, sex, and self-monitoring*. Paper presented to the annual meeting of the National Communication Association, Atlanta, GA.
- Hample, D. (2001, May). *The rebuff phenomenon is apparently not due to repertoire exhaustion*. Paper presented to the annual meeting of the International Communication Association, Washington, DC.
- Allen, M., Hample, D., & Preiss, R. (2001, May). *Argumentativeness: Understanding the communication profile using meta-analysis*. Paper presented to the annual meeting of the International Communication Association, Washington, DC.
- Dallinger, J. M., & Hample, D. (2000, June). *Parents and their adult children: Taking conflict personally together*. Paper presented to the annual meeting of the International Communication Association, Acapulco, Mexico.
- Hample, D., **Quinton, J., Moulin, N., & Blood, M.** (2000, June). *Inventional capacity I: Creativity and academic achievement*. Paper presented to the annual meeting of the International Communication Association, Acapulco, Mexico.
- Hample, D., **Grismer, A., Brown, H., Andrews, K., & Summary, J.** (2000, June). *Inventional capacity II: Interpersonal construct differentiation, argumentativeness, and verbal aggression*. Paper presented to the annual meeting of the International Communication Association, Acapulco, Mexico.
- Hample, D., **Baker, K., Luckie-Parks, A., Moore, R., Thorne, C., & Dorsey, C.** (2000, November). *Toward a theory of evidence: An initial attempt to discover perceptual dimensions*. Paper presented to the annual meeting of the National Communication Association, Seattle, WA.
- Brown, J.,** & Hample, D. (1999, May). *Can expectancy violations be transformed into idiosyncrasies?* Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Hample, D., **Memba, B., & Seo, Y-H.** (1999, May). *Taking conflict personally and personal expressiveness*. Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Dallinger, J. M., & Hample, D. (1999, May). *Passing communication orientations across the generations: Relational maintenance strategies and conformity/conversational orientation, but not personalization of conflict*. Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Hample, D., **Bhella, P., Gerrish, M., Nickoladze, N., & Sager, M.** (1998, November). *Memory*

- organization packets for date requests*. Paper presented to the National Communication Association, New York City, NY.
- Hample, D., Benoit, P. J., **Houston, J., Purifoy, G., VanHyfte, V., & Wardwell, C.** (1998, November). *A quantitative analysis of two cultural categories: Avoiding interpersonal arguments or cutting them short*. Paper presented to the National Communication Association, New York City, NY.
- Hample, D. (1998, September). *Paths, plans, and memory organization packets*. Paper presented to the Society for the Advancement of Field Theory, Newark, NJ.
- Hample, D., & Benoit, P. J. (1998, June). *Must arguments be explicit and violent? A study of naïve social actors' understandings*. Paper presented to the International Society for the Study of Argumentation, Amsterdam, the Netherlands.
- Hample, D., **Benson, E., Gogliotti, L., & Jeong, J.** (1997, Nov.). *Ego defense and taking conflict personally*. Paper presented to the annual meeting of the National Communication Association, Chicago, IL.
- Hample, D. (1997, April). *Reflections on compliance gaining*. Paper presented to the annual meeting of the Central States Communication Association, St. Louis, MO.
- Hample, D., **Dean, C., Johnson, A., Kopp, L., & Ngoitz, A.** (1997, May). *Conflict as a MOP in conversational behavior*. Paper presented to the annual meeting of the International Communication Association, Montreal, Canada.
- Hample, D., **Alajmi, N., Klein, M., Ward, S., & White, J.** (1997, May). *Dual think-aloud protocols of message production*. Paper presented to the annual meeting of the International Communication Association, Montreal, Canada.
- Hample, D. (1996, Sept). *The interpersonal conflict situation's life space, and its effects on messages*. Paper presented to the Society for the Advancement of Field Theory, Los Angeles, CA.
- Hample, D. (May, 1996). *A theoretical and empirical effort to describe message production*. Paper presented to International Communication Association, Chicago, IL.
- Hample, D., & Dallinger, J. M. (May, 1995). *Taking conflict personally and the affective climate for conflict discussions*. Paper presented to International Communication Association, Albuquerque, NM.
- Hample, D. (1994, Sept.). *A field theory of message production: The empirical record to date*. Paper presented to Society for the Advancement of Field Theory, Ann Arbor, MI.
- Hample, D., & Dallinger, J. M. (1994). *Why are persuasive messages less polite after rebuffs?* Paper presented to the annual meeting of the International Communication Association, Sydney, Australia.
- Hample, D., & Dallinger, J. M. (1994). *The effects of situation on the use or suppression of possible compliance gaining appeals*. Paper presented to the annual meeting of the International Communication Association, Sydney, Australia.
- Hample, D. (1993). *Messages' design logic, goals, and face-work, and their associations with conversational and personal construct differentiation*. Paper presented to the annual meeting of the Speech Communication Association, Miami Beach, FL.
- Dallinger, J. M., & Hample, D. (1993). *Do women take conflict more personally than men?* Paper presented to the annual meeting of the Organization for the Study of Communication, Language, and Gender, Phoenix, Arizona.
- Dallinger, J. M., & Hample, D. (1993). *Revision, refinement, and revalidation of Taking Conflict Personally*. Paper presented to the annual meeting of the International

- Communication Association, Washington, DC.
- Hample, D. (1992, Sept.). *Field theory applied to message production*. Presented to Society for the Advancement of Field Theory, Philadelphia, PA.
- Dallinger, J. M., & Hample, D. (1992). *Personalizing and managing conflict*. Paper presented to the annual meeting of the Academy of Management, Las Vegas, NV.
- Lenkaitis, J. L., Fritz, K. L., & Hample, D.** (1992). *Politeness, gender, and message design logic*. Paper presented to the annual meeting of the Speech Communication Association, Chicago, IL.
- Cortes, C., Larson C., & Hample, D.** (1992). *Message design logic, interpersonal construct differentiation, and gender for Mexican and American nationals*. Paper presented to the annual meeting of the Speech Communication Association, Chicago, IL.
- Dallinger, J. M., & Hample, D. (1991). *The effects of gender on compliance gaining strategy endorsement and suppression*. Paper presented to the annual meeting of the Organization for the Study of Communication, Language, and Gender, Milwaukee, WI.
- Hample, D. (1991). *Cognitive editing in the production of conversational utterances*. Paper presented to the annual meeting of the International Communication Association, Chicago, IL.
- Dallinger, J. M., & Hample, D. (1991). *Taking conflict personally and its effects on conflict management styles*. Paper presented to the annual meeting of the International Communication Association, Chicago, IL.
- Dallinger, J. M., Hample, D., & Myers, K. A. (1990, May). *Spouses' understandings of marital conflict*. Paper presented to the annual meeting of the International Communication Association, Dublin, Ireland.
- Hample, D. (1989). *Message design logic for compliment responses*. Paper presented to the annual meeting of the Speech Communication Association, San Francisco, CA.
- Hample, D., Dallinger, J. M., & Myers, K. A. (1989). *Marital argument*. Paper presented to the annual meeting of the Speech Communication Association, San Francisco, CA.
- Dallinger, J. M., & Hample, D. (1989). *Taking conflict personally: Conceptualization and scale development*. Paper presented to the annual meeting of the Speech Communication Association, San Francisco, CA.
- Strasma, L., & Hample, D.** (1989). *Rule repair in misdialed telephone numbers*. Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Dallinger, J. M., & Hample, D. (1989, May). *Cognitive editing of arguments and interpersonal construct differentiation*. Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Hample, D., & Dallinger, J. M. (1988). *The use of multiple goals in cognitive editing of arguments*. Presented to Temple University Discourse Conference, Philadelphia, PA.
- Hample, D., & Dallinger, J. M. (1987, November). *The effects of Machiavellianism, social desirability, gender, and grade point average on cognitive editing of arguments*. Paper presented to the annual meeting of the Speech Communication Association, Boston, MA.
- Dallinger, J. M., & Hample, D. (1986). *Argumentativeness and cognitive editing of arguments*. Paper presented to the annual meeting of the Central States Communication Association, Cincinnati, OH.
- Hample, D., & Dallinger, J. M. (1986). *Individual differences in cognitive editing standards*. Paper presented to the annual meeting of the Speech Communication Association,

- Chicago, IL.
- Hample, D. (1985). *Mindlessness and the cognitive environment of argument*. Paper presented to the annual meeting of the Speech Communication Association, Denver, CO.
- Hample, D. (1985). *Reconsidering the distinction between induction and deduction*. Paper presented to the annual meeting of the Speech Communication Association, Denver, CO.
- Hample, D., & Dallinger, J. M. (1985). *Cognitive editing of argument strategies*. Paper presented to the annual meeting of the Speech Communication Association, Denver, CO.
- Vincent, R. C., Hample, D. J., & **Evans, M.** (1985). *The role of 'sunbelt' location in radio station success*. Paper presented to the annual meeting of the Central States Speech Association, Indianapolis, IN.
- Hample, D. (1984). *Argumentation and the unconscious*. Paper presented to the annual meeting of the Speech Communication Association, Chicago, IL.
- Hample, D., & Dallinger, J. M. (1984). *Mental imagery and logical terms*. Paper presented to the annual meeting of the Speech Communication Association, Chicago, IL.
- Hample, D. (1984). *The role of the unconscious in nonverbal information processing*. Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Dallinger, J. M., & Hample, D. (1984). *Supervisor accessibility and job characteristics*. Paper presented to the annual meeting of the International Communication Association, San Francisco, CA.
- Hample, D. (1984). *Roads not taken, arguments not made*. Paper presented to the annual meeting of the Central States Communication Association, Chicago, IL.
- Hample, D. (1984). *Teaching the cognitive context of argument*. Paper presented to the annual meeting of the Central States Communication Association, Chicago, IL.
- Hample, D., & Dallinger, J. M. (1984). *Argument-as-procedure and 'The art of controversy.'* Paper presented to the annual meeting of the Western States Communication Association, Seattle, WA.
- Hample, D. (1983). *What is special about argument₂?* Paper presented to the annual meeting of the Speech Communication Association, Washington, DC.
- Hample, D. (1983). *The effects of concreteness and negation on the difficulty of hypothetical, disjunctive and linear syllogisms*. Paper presented to the annual meeting of the International Communication Association, Dallas, TX.
- Hample, D., & Dallinger, J. M. (1983). *Trust, solidarity and target valence: Some problems with our validity paradigm*. Paper presented to the annual meeting of the International Communication Association, Dallas, TX.
- Hample, D. (1982). *The functions of argument, interpersonal and otherwise*. Paper presented to the annual meeting of the Speech Communication Association, Louisville, KY.
- Hample, D. (1982). *Do concretely and abstractly worded arguments require different models?* Paper presented to the annual meeting of the Speech Communication Association, Louisville, KY.
- Hample, D. (1982). *Empirical evidence for a typology of lies*. Paper presented to the annual meeting of the Speech Communication Association, Louisville, KY.
- Hample, D. (1982). *Methodological issues in studying argument-as-cognition*. Paper presented to the annual meeting of the Speech Communication Association, Louisville, KY.
- Hample, D. (1982). *The effects of imagery, negativity and ambiguity on syllogism difficulty*. Paper presented to the annual meeting of the International Communication Association,

Boston, MA.

- Hample, D. (1982). *On the senses of 'argument.'* Paper presented to the annual meeting of the Western States Communication Association, Denver, CO.
- Hample, D. (1981). *Models of argument using multiple bits of evidence.* Paper presented to the annual meeting of the International Communication Association, Minneapolis, MN.
- Hample, D. (1980). *The cognitive context of argument.* Paper presented to the annual meeting of the International Communication Association, Acapulco, Mexico.
- Hample, D. (1980). *Some effects of an intentional communication rule violation: The case of superior-to-subordinate lies.* Paper presented to the annual meeting of the Speech Communication Association, New York City, NY.
- Hample, D. (1980). *Symbolization and fallacy.* Paper presented to the annual meeting of the Speech Communication Association, New York City, NY.
- Hample, D. (1979). *Purposes and effects of lying.* Paper presented to the annual meeting of the Speech Communication Association, San Antonio, TX.
- Hample, D. (1979). *A review of empirical literature on logical processes.* Paper presented to the annual meeting of the Speech Communication Association, San Antonio, TX.
- Hample, D. (1978). *Argumentation from the viewpoint of cognitive psychology.* Paper presented to the annual meeting of the Speech Communication Association, Minneapolis, MN.
- Hample, D. (1978). *What is a good argument?* Presented to National Endowment for the Humanities Summer Seminar, Madison, WI.
- Hample, D., Sproule, J. M., & Sproule, B. M. (1977). *The distance-favorability relationship under objective conditions.* Paper presented to the annual meeting of the Speech Communication Association, Washington, DC.
- Hample, D. (1977). *Motives in law: The view of the legal realists.* Paper presented to the annual meeting of the Speech Communication Association, Washington, DC.
- Hample, D. J., & Hilpert, F. P. (1975). *A symmetry effect in Delphi feedback.* Paper presented to the annual meeting of the International Communication Association, Chicago, IL.
- Wenzel, J. W., & Hample, D. J. (1973). *The interpretation of value propositions: Two empirical studies.* Paper presented to the annual meeting of the Speech Communication Association, New York City, NY.
- Hample, D. J. (1972). *Techniques of argumentation.* Presented to Speech Communication Association -Temple University Doctoral Honors Seminar, Philadelphia, PA.

ii. Refereed conference proceedings.

In the Communication discipline, only a few conferences publish proceedings. In each case, the papers are first refereed for inclusion on the conference program, and then there is another round of reviewing for inclusion in the proceedings. These are all full papers, rather than abstracts.

- Hample, D. (2012). Examples, illustrations, inductions, anecdotes, analogies, precedents, narratives, and personal testimonies: Are they essentially different? In J. Goodwin (Ed.), *Between scientists and citizens: Proceedings of a conference at Iowa State University June 1-2, 2012* (pp. 173-182). Ames, IA: Great Plains Society for the Study of Argumentation.
- Hample, D. (2011). How many examples is an induction? In R. C. Rowland (Ed.), *Reasoned*

- argument and social change* (pp. 121-128). Washington DC: National Communication Association.
- Hample, D. (2011). Convergent causal arguments in conversation. In F. Zenker, (Ed.). *Argument cultures: Proceedings of the 8th international conference of the Ontario Society for the Study of Argumentation* (OSSA), May 18-21, 2011. Windsor, ON: Ontario Society for the Study of Argumentation.
- Hample, D. (2011). Response to J. Anthony Blair, "A critical examination and development of Wellman's theory of conductive argument." In F. Zenker (Ed.). *Argument cultures: Proceedings of the 8th international conference of the Ontario Society for the Study of Argumentation* (OSSA), May 18-21, 2011. Windsor, ON: Ontario Society for the Study of Argumentation.
- Cionea, I. A.**, Hample, D., & Paglieri, F. (2011). A test of the argument engagement model in Romania. In F. Zenker (Ed.). *Argument cultures: Proceedings of the 8th international conference of the Ontario Society for the Study of Argumentation* (OSSA), May 18-21, 2011. Windsor, ON: Ontario Society for the Study of Argumentation.
- Hample, D., Paglieri, F., & **Na, L.** (in press). The costs and benefits of arguing: Predicting the decision whether to engage or not. In F. H. van Eemeren, B. Garssen, D. Godden, & G. Mitchell (Eds.), *Proceedings of the 7th conference of the International Society for the Study of Argumentation*. Amsterdam, the Netherlands: SICSAT.
- Hample, D. (2009). Argument: Its origin, function, and structure. In D. S. Gouran (Ed.), *The functions of argument and social context* (pp. 1-10). Alta, UT: National Communication Association.
- Hample, D. (2009). Consensus, dissensus, and a third way, learned ignorance. In J. Ritola (Ed.), *Argument cultures: Proceedings of OSSA 09*, CD-ROM. Windsor, ON: Ontario Society for the Study of Argumentation.
- Hample, D. (2009). Commentary on Fabio Paglieri's "Ruinous arguments: Escalation of disagreement and the dangers of arguing." In J. Ritola (Ed.), *Argument cultures: Proceedings of OSSA 09*, CD-ROM (pp. 1-4), Windsor, ON: Ontario Society for the Study of Argumentation.
- Hample, D., **Jones, A. K.**, & **Averbeck, J. M.** (2009). The rationality engine: How do arguers deal spontaneously with fallacies? In S. Jacobs (Ed.), *Concerning argument* (pp. 307-317). Washington DC: National Communication Association.
- Hample, D., **Warner, B.**, & **Young, D.** (2007). Framing and editing interpersonal arguments. In F. H. van Eemeren, J. A. Blair, C. A. Willard, & B. Garssen (Eds.), *Proceedings of the sixth conference of the International Society for the Study of Argumentation* (pp. 557-568). Amsterdam, the Netherlands: SicSat.
- Hample, D. (2006). Toward a theory of evidence: Perceptual dimensions and their relationships to persuasiveness. In P. Riley (Ed.), *Engaging argument* (pp. 453-460). Washington DC: National Communication Association.
- Hample, D. (2005). Argument frames: An initial investigation into operationalizations. In C. A. Willard (Ed.), *Critical problems in argumentation* (pp. 568-576). Washington DC: National Communication Association.
- Hample, D. (2003). Inventional capacity. In F. H. van Eemeren, J. A. Blair, C. A. Willard, & A. F. Snoeck-Henkemans (Eds.), *Proceedings of the fifth conference of the International Society for the Study of Argumentation* (pp. 437-440). Amsterdam, the Netherlands: SicSat.

- Dallinger, J. M., & Hample, D. (2002). The image of the ideal arguer. In G. T. Goodnight (Ed.), *Arguing, communication & culture* (Vol. 1, pp. 285-291). Washington, DC: National Communication Association.
- Hample, D. (2000). A dialectical perspective on argument: Wenzel meets Schopenhauer. In T. A. Hollihan (Ed.), *Argument at century's end: Reflecting on the past and envisioning the future* (pp. 101-108). Annandale, VA: National Communication Association.
- Hample, D. (1999). Pragma-dialectical analysis of the inquisition. In F. H. van Eemeren, R. Grootendorst, J. A. Blair, & C. A. Willard (Eds.), *Proceedings of the fourth international conference of the International Society for the Study of Argumentation* (pp. 301-305). Amsterdam, the Netherlands: SICSAT.
- Hample, D., & Benoit, P. J. (1999). Must arguments be explicit and violent: A study of naive social actors' understandings. In F. H. van Eemeren, R. Grootendorst, J. A. Blair, & C. A. Willard (Eds.), *Proceedings of the fourth international conference of the International Society for the Study of Argumentation* (pp. 306-310). Amsterdam, the Netherlands: SICSAT.
- Benoit, P. J., & Hample, D. (1998). The meaning of two cultural categories: Avoiding interpersonal arguments or cutting them short. In J. F. Klumpp (Ed.), *Argument in a time of change: Definitions, frameworks, and critiques* (pp. 97-102). Annandale, VA: National Communication Association.
- Hample, D. (1998). Reflexive argument: Joan d'Arc and other victims. In J. F. Klumpp (Ed.), *Argument in a time of change: Definitions, frameworks, and critiques* (pp. 243-249). Annandale, VA: National Communication Association.
- Hample, D., Dallinger, J. M., & **Fofano, J.** (1995). Perceiving and predicting the tendency to personalize arguments. In S. Jackson (Ed.), *Argumentation and values* (pp. 434-438). Annandale, VA: Speech Communication Association.
- Hample, D., Dallinger, J. M., & **Nelson, G. K.** (1995). Aggressive, argumentative, and maintenance arguing behaviors, and their relationship to taking conflict personally. In F. H. van Eemeren, R. Grootendorst, J. A. Blair, & C. A. Willard (Eds.), *Proceedings of the third International Society for the Study of Argumentation conference on argumentation, vol. III: Reconstruction and application* (pp. 238-250). Amsterdam, the Netherlands: SicSat.
- Hample, D., & Dallinger, J. M. (1993). The effects of taking conflict personally on arguing behavior. In R. E. McKerrow (Ed.), *Argument and the postmodern challenge* (pp. 235-238). Annandale, VA: Speech Communication Association.
- Dallinger, J. M., & Hample, D. (1991). Cognitive editing of arguments and interpersonal construct differentiation: Refining the relationship. In F. H. van Eemeren, R. Grootendorst, J. A. Blair, & C. A. Willard (Eds.), *Proceedings of the second international conference on argumentation* (pp. 567-574). Dordrecht, the Netherlands: SICSAT.
- Hample, D. (1991). Goals and arguments. In F. H. van Eemeren, R. Grootendorst, J. A. Blair, & C. A. Willard (Eds.), *Proceedings of the second international conference on argumentation* (pp. 311-320). Dordrecht, the Netherlands: SICSAT.
- Hample, D., & Dallinger, J. M. (1991). Message design logic, goal structure, interpersonal construct differentiation, and situation. In D. W. Parson (Ed.), *Argument in controversy* (pp. 188-192). Annandale, VA: Speech Communication Association.
- Dallinger, J. M., & Hample, D. (1989). Biological and psychological gender effects upon

- cognitive editing of arguments. In B. E. Gronbeck (Ed.), *Spheres of argument* (pp. 563-568). Annandale, VA: Speech Communication Association.
- Hample, D., & Dallinger, J. M. (1987). Argument editing choices and argumentative competence. In J. W. Wenzel (Ed.), *Argument and critical practices* (pp. 455-464). Annandale, VA: Speech Communication Association.
- Hample, D., & Dallinger, J. M. (1987). The judgment phase of invention. In F. H. van Eemeren, R. Grootendorst, J. A. Blair & C. A. Willard (Eds.), *Argumentation: Perspectives and approaches* (pp. 225-234). Dordrecht, the Netherlands: Foris.
- Hample, D., & Dallinger, J. M. (1985). Unused compliance gaining strategies. In J. R. Cox, M. O. Sillars & G. B. Walker (Eds.), *Argument and social practice* (pp. 675-691). Annandale, Va.: Speech Communication Association.
- Hample, D. (1983). The functions of argument. In D. Zarefsky, M. O. Sillars & J. Rhodes (Eds.), *Argument in transition* (pp. 560-575). Annandale, Va.: Speech Communication Association.
- Hample, D. (1981). What is a good argument? In G. Ziegelmüller & J. Rhodes (Eds.), *Dimensions of argument* (pp. 875-893). Annandale, Va.: Speech Communication Association.

e. Fellowships, Prizes, and Awards.

- Keynote Speaker, Ontario Society for the Study of Argumentation, Windsor, ON, 2007
- Keynote Speaker, National Communication Association/American Forensic Association Argumentation Conference, Alta, UT, 2009.
- Top 3 [or N] Papers: National Communication Association, Argumentation Division, 2011; International Communication Association, Information Systems Division, 1975; National Communication Association, Communication and Social Cognition Division, 2005. [partial list]
- Recipient, G. R. Miller book award, Interpersonal Communication Division, National Communication Association, 2007.
- Consulting Investigator, NIMH grant, "Image Theory in Disseminating Evidence-Based Practices," Paul Falzer, principal investigator. Awarded, November 2005.
- Recipient, inaugural Scholarly Activity Award, College of Fine Arts and Communication, Western Illinois University, 2005.
- Recipient, Wayne N. Thompson Professorship, Western Illinois University, 1993, 1994, 2003.
- Recipient, *Faculty Excellence Award*, Western Illinois University, 1990, 1991.
- Best Argumentation Article*, Midwest Forensic Association, 1987, 1992.
- Honorable Mention, *Annual Article Award*, Western Speech Communication Association, 1986.
- Recipient, *American Forensic Association Research Award*, 1983, 1986, 1991 (with Judith M. Dallinger), 2011 (with Bing Han and David Payne).
- Recipient (with William Benoit and John Morello), *American Forensic Association Research Grant*, 1987.
- Recipient, *Presidential Merit Award*, Western Illinois University, 1981.
- Participant, *NEH Summer Seminar for College Teachers*, "Rhetoric, Argumentation and Public Competence," University of Wisconsin, directed by Lloyd F. Bitzer, 1978.
- Recipient (with J. Michael Sproule), *American Forensic Association Research Grant*, 1975.
- Recipient (with Joseph W. Wenzel), *American Forensic Association Research Grant*, 1973.

f. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

I have engaged in more than 200 journal reviews in the last 15 years. This omits reviewing activity connected with my editorships.

i. Editorships

Editor, *Argumentation and Advocacy*, 2007-2010
 Editor, Issues Forum, *Communication Monographs*, 2007-2010
 Editor, History of Discipline section, *Communication Studies*, 2000-2003
 Book Review Editor, *Journal of the American Forensic Association*, 1986-1989

ii. Member, Editorial Boards

Communication Research Reports, 2011-2014
Journal of Intercultural Communication Research, 2011-2013
Western Journal of Communication, 2011
Informal Logic, 2008-2012, 2012-2016
Communication Studies, 1989-1992, 2007-2012, 2013-2015
Human Communication Research, 2000-2006
Argumentation, 2000-2003
Communication Monographs, 1989-1992, 2000-2006
Communication Research Reports, 1999-2010
Management Communication Quarterly, 1997-2000
Communication Education, 1996-1999
Communication Quarterly, 1994-1997
Argumentation and Advocacy, 1989-1995, 1999-2007
Central States Speech Journal, 1986-1989
Journal of the American Forensic Association, 1983-1986

iii. Occasional Reviewing

Argumentation and Advocacy, special issue on conversational argument, 1992; *Human Communication Research*, 1987, 1993, 1996; *Progress in Communication Sciences*, 1987; *Journal of the American Forensic Association*, 1987, 1988; *Journal of Developing Areas*, 1985, 1990; *Journal of the American Forensic Association*, special issue on Chaim Perelman, 1985; *Western Journal of Speech Communication*, 1982, 1983, 1986, 1987; *Communication Yearbook*, 1982, 1993; *Communication Monographs*, 1980, 1986; *Journal of Social and Personal Relationships*, 1992, 2002; *Journal of Language and Social Behavior*, 1993, 1998; *Western Journal of Communication*, 1993; *Communication Studies*, 1993; *Communication Studies* special issue on persuasion, 1993; *Journal of Applied Communication Research*, 1998; *Communication Studies*, special issue on compliance gaining, 1998; *Electronic Encyclopedia of*

Communication, 2000; *Argumentation*, 2008, 2009, 2010.

3. Teaching, Mentoring, and Advising

a. Courses taught in the last five years.

Communication 602, Communication Theory
 Communication 402, Communication Theory and Process
 Communication 435, Theories of Interpersonal Communication
 Communication 478, Communication Colloquium
 Communication 776, Interpersonal Communication
 Communication 398, Interpersonal Arguing
 Communication 489, Topical Research
 Communication 498, Dialectic, Dialogue and Argument
 Communication 779A, Seminar: Special Topics in Persuasion and Attitude Change
 (Interpersonal Arguing)

b. Course or Curriculum Development.

Created a graduate course, Communication 605: Interpersonal Arguing.
 Created an undergraduate course, Interpersonal Arguing, which is still in the approval process.

c. Advising

i. Undergraduate

Honors Thesis Committees: Christine Shapiro, Aleksandr Yufest

ii. Graduate

Comprehensives, Prospectus, Thesis and/or Dissertation Committees:

Christina Skubisz (graduated, Ph.D., 2011), Ioana Cionea, Susan Allen, Lin (Julie) Zhu, Jill Underhill, Sej Patel, Sarah Evans, Yoav Magid (graduated, MA, 2011), Rowie Kirby-Straker, Vanessa Boudewyns-Paquin, Jarim Kim

d. Advising: Research Direction.

i. Undergraduate.

Brown, J. (1997). *Can expectancy violations be transformed into idiosyncrasies?* Unpublished Senior Honors thesis, Western Illinois University.

ii. Master's.

- Wallenfelsz, K. (2008) *The role of taking conflict personally in imagined interactions about conflict*. Unpublished M.A. thesis, Western Illinois University.
- Averbeck, J. (2007). *Ironic message production: How and why we produce ironic messages*. Unpublished M.A. thesis, Western Illinois University.
- Warner, B. (2007). *Argument engagement and communication apprehension: Does our level of communicative anxiety affect the arguments we choose?* Unpublished M.A. thesis, Western Illinois University.
- Peterson-Steiner, S. (2007). *In loving memory: Story, memory creation, and values as seen in The New York Times "Portraits of Grief."* Unpublished M.A. thesis, Western Illinois University.
- Davisson, A. (2006). *Closeness or separateness? Narrative paradigm analysis of One Tree Hill and fan fiction based on the television show*. Unpublished M.A. thesis, Western Illinois University.
- Kopp, L. K. (1997). *Women's language change and Lakoff's theory*. Unpublished M.A. thesis, Western Illinois University.

iii. Doctoral.

I have two advisees, Adam Richards and Ling Na, who are both scheduled to take comprehensive exams in Fall 2011. I co-advise Ioana Cionea who has passed her prospectus exam and is presently working on her dissertation. My previous institution did not offer the Ph.D.

4. Service

a. Professional.

i. Offices and committee memberships held in professional organizations.

Trustee, Vincent F. Follert, Jr. Journal Trust, 1984-1992 [The trust established the journal, *Communication Reports*, published by the Western Communication Association.]

National Communication Association [formerly Speech Communication Association]

Member, Cushman Award Committee, 2009-2011

Member, Miller and Knower Awards Committee, Interpersonal Division, 2008

Liaison to Argumentation Conference at Alta, 2006-2007

Member, Professional Service Award Committee, 2006

Member, Golden Anniversary Monograph Award Committee, 1999 -2001

Legislative Council Member, 1991, 1992, 1996, 1997

Nominating Committee Member, 1981, 1991, 1996

Rhetorical and Communication Theory division Chair, 1996; Vice-Chair, 1995

Member, Resolutions Committee, 1996

Referee, Rhetorical and Communication Theory division, 1992, 1993

Forensics Division Vice-Chair, 1989; Chair, 1990
 Forensics Division Publications Chair, 1981-1985
 Forensics Division Liaison with SCA Research Board, 1979 -1983
 Forensics Division Chair of ad hoc Committee on Convention Programming, 1981-1982
 International Communication Association
 Member, Publications Committee, 2008-2011
 Member, Nominating Committee, 1996
 Member, Hunter Meta-Analysis Award Committee, 1994-1997
 Member, Information Systems Division Nominating Committee, 1982
 American Forensic Association
 Member, Nominating Committee, 1998-1999
 Member, Publications Committee, 1997-1999
 Member, Research Committee, 1979-1994; Chair, 1993-1994
 Member, ad hoc Committee on the Summer Argumentation Conference, 1980, 1982, 1992, 1998; Section co-chair, 1983, 1993, 1997, 1999 , 2010-2011
 Member, District V National Debate Tournament Committee, 1976-1977
 Member, District V Subcommittee on Two Year Colleges, 1976-1977
 Central States Speech Association
 Member at Large, Executive Committee, 1995-1997
 Chair, Argumentation/Forensics Division, 1988-1989; Vice-chair, 1987-1988
 Paper Reader, Argumentation/Forensics Division, 1987, 1988
 Paper Reader, Communication Theory Division, 1982, 1983
 State Membership Chair (Illinois), 1983-1984

ii. Other non-University committees, commissions, panels, etc.

External Reviewer, Tenure and Promotion Cases [Identities and dates omitted to protect confidentiality]:

Indiana University (2), University of Cincinnati, Idaho State University, Old Dominion University, Arizona State University West, The Ohio State University, University of Miami (Florida), University of Puget Sound, Iowa State University, University of South Carolina, Kent State University, University of Oklahoma (2), University of Georgia (2), Bryant University

b. Campus.

This omits a considerable amount of departmental, college, and university service at my previous institution, Western Illinois University. I was member or chair of many of the important faculty committees at each level. I served several terms on the Faculty Senate (elected either college- or university-wide), and was Senate Parliamentarian for 5 years.

i. Departmental.

IRB Liaison, 2008-present [I have reviewed about 175 departmental IRB applications]
 Member, APT Committee, 2007-present

Supervisor, Communication 125, 2011 - present
 Member, Undergraduate Studies Committee, 2011-2012
 Chair, Assistant to Undergraduate Director Search Committee, 2011
 Member, Intercultural Faculty Search Committee, 2010-2011
 Member, Salary Advisory Committee, 2008-2009, 2010-2011
 Chair, Faculty Advisory Committee, 2009-2010
 Member, Graduate Program Committee, 2007-2008
 Member, Grade Appeals Committee, 2007-2008, 2011-2012

ii. University.

Senator, University Senate. Interim replacement, Spring 2011; full term 2011-2014

c. Community, State, National.

State of Illinois

Member, Illinois Board of Higher Education Articulation Initiative, General Education
 Field Panel (Communications), 1993-2007
 Member, Council of Faculties [system-wide senate], 1983-1984

CURRICULUM VITAE
Sahar Mohamed Khamis

I certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature: 

Date: June 15th, 2013

1. Personal Information

Sahar Mohamed Khamis
Assistant Professor
Year of University Appointment to Current Rank: 2007

Education

Ph.D., Mass Media and Cultural Studies, University of Manchester, United Kingdom, 2000.

•Dissertation title: "Egyptian Rural Women and Television's Public Awareness' Programmes."

M.A., Mass Communication, The American University in Cairo, 1989.

•Thesis title: "A Comparative Study of the News Credibility of Egyptian Television and Daily Newspapers."

Graduate Diploma, Television Journalism, The Adham Center for Television Journalism, The American University in Cairo, 1988.

B.A., Mass Communication, The American University in Cairo, 1986.

Employment

Assistant Professor, Department of Communication, University of Maryland, College Park, 2007-present.

- Affiliated Faculty, the Herschel S. Horowitz Center for Health Literacy in the School of Public Health, 2012-present
- Affiliated Faculty, Center for Health and Risk Communication, Department of Communication, 2012-present
- Faculty Affiliate, Consortium on Race, Gender and Ethnicity, 2009-present
- Affiliated Faculty, Department of Women's Studies, 2008-present

Assistant Professor, Department of Mass Communication, Qatar University, Doha, Qatar, 2004-2007.

- Head of the Department of Mass Communication and Information Science, Qatar University, Doha, Qatar, 2005-2006.

Adjunct Faculty, Department of Mass Communication, The American University in Cairo, Egypt, 2002-2004.

Assistant Professor, Department of Mass Communication, Ain Shams University, Cairo, Egypt, 2001-2004.

Postgraduate Tutor, Department of Sociology, University of Manchester, United Kingdom, 2000.

Lecturer, Department of Mass Communication, Ain Shams University, Cairo, Egypt, 1997-2000.

Adjunct Faculty, Department of Mass Communication, The American University in Cairo, Egypt, 1990-1996.

News Assistant, Japan Broadcasting Corporation (NHK), Cairo Bureau, Egypt, 1990-1995.

News Assistant, *The Wall Street Journal*, Cairo Bureau, Egypt, 1986-1989.

2. Research, Scholarly, and Creative Activities

a. Books

i. Books authored

El-Nawawy, M., & **Khamis, S.** (2013). *Egyptian revolution 2.0: Political blogging, civic engagement, and citizen journalism*. New York: Palgrave Macmillan. (Both authors contributed equally)

El-Nawawy, M., & **Khamis, S.** (2009). *Islam dot com: Contemporary Islamic discourses in cyberspace*. New York: Palgrave Macmillan. (Both authors contributed equally)

Cited 20 times:

- 1-Abdel-Fadil, M. (2012). Islam offline-living 'the message' behind the screens. *Contemporary Islam*, 6.
- 2-Bardici M. (2012). A discourse analysis of the media representation of social media for social change: The case of Egyptian revolution and political change. (Master's thesis, Malmo University, Malmo, Sweden)
- 3-Ben Moussa, M. (2013). Online mobilization in times of conflict: A framing-analysis perspective. *Arab Media & Society*, 17.
- 4-Ben Moussa, M. (2011). The use of the Internet by social movements in Morocco: Implications for collective action and political change. (Doctoral dissertation, Concordia University, Canada)
- 5-Chawki, M. (2010). Islam in the digital age: Counselling and fatwas at the click of a mouse. *Journal of International Commercial Law and Technology*, 5(4), 165-180.
- 6-De Cindio, F., Machintosh, A., & Peraboni, C. (Eds.) (2010). From e-participation to online deliberation. Proceedings from the Fourth International Conference on Online deliberation. Leeds, UK, June 30th to July 2nd, 2010.
- 7-Dorthe, P. H. (2010). A politics of place: How young Muslims frame global and local events in online communication. (Doctoral dissertation, University of Copenhagen, Denmark)
- 8-El-Aswad, E. (2012). *Muslim worldviews and everyday lives*. Lanham, Maryland: AltaMira Press.
- 9-Hackett, R.I.J. (2009). The new virtual (inter)face of African Pentecostalism. *Society*, 46(6), 496-503.
- 10-Law, G. & Sterenberg, M. (2013). Old vs. new journalism and the public sphere; or, habermas encounters dallas and stead. 19: *Interdisciplinary Studies in the Long Nineteenth Century*, 16(2013).
<http://www.19.bbk.ac.uk/index.php/19/article/viewFile/657/871>
- 11-Lenz, L. (2012). Between Facebook and Islam: Indonesian Muslims in Austria. (Master's Thesis, University of

Vienna, Vienna, Austria).

12-Maioli, F. (2011). "Iraqi Freedom": Counterhegemonic narrations of the occupation of Iraq from blogs to books. *Other Modernities*, Essays 11/2011, 190-211.

13-Manjikian, M. (2012). *Threat talk: The comparative politics of internet addiction*. Vermont: Ashgate Publishing Company.

14-Rahimi, B. (2011). *Theater state and the formation of early modern public sphere in Iran: Studies on Safavid Muharram Rituals, 1590-1641 CE*. Netherlands: Brill.

15-Simonson, P., Peck, J., Craig, R.T., Jackson, J. (Eds.). (2013). *Handbook of communication history*. New York: Routledge.

16-Sisler, V. (2011). Cyber counsellors. *Information, Communication & Society*, 14(8), 1136-1159.

17- Sokol, D., & Sisler, V. (2010). Socializing on the Internet: Case study of Internet use among university students in the United Arab Emirates. *Global Media Journal*, 9(16).

18-Steinitz, O.Z. (2011). Responsa 2.0. Are Q & A websites creating a new type of Halachic discourse? *Modern Judaism*, 31(1), 85-102.

19-Tawil-Souri, H. (2012). The 'war on terror' in Arab media. In D. Freedman and D. K. Thussu (Eds.), *Media & terrorism: Global perspectives* (pp.241-254). London: SAGE Publications Ltd.

20-Warf, B. (2010). Islam meets cyberspace: Geographies of the Muslim Internet. *The Arab World Geographer*, 13(3), 217-233.

● Reviews for *Islam dot com: Contemporary Islamic discourses in cyberspace*

Eltantawy, N. (2012). *Arab Studies Quarterly*, 34(2), 126-128.

Gouda, R. (2012). *Al Ahram*, Egyptian national daily newspaper, October 5th, 2012. (Arabic)

Sidel, J. (2012). LSE (London School of Economics and Political Science) Review of Books, June 18th, 2012. <http://blogs.lse.ac.uk/lsereviewofbooks/2012/06/18/book-review-islam-dot-com-contemporary-islamic-discourses-in-cyberspace/>

Sisler, V. (2011). *CyberOrient*, 5(1). <http://www.cyberorient.net/article.do?articleId=6202>

Badaracco, C.H. (2010). *Communication Research Trends*, 29(1), 35-36.

Iskander, A. (2010). *Ambassadors Online Magazine*, www.ambassadors.net, 13(27).

Palmer, K. (2010). *Journal of Arab and Muslim Media Research*, 3(1&2), 138.

ii. Chapters in books

Khamis, S. (2013). Revolution 2.0: New media and the transformation of the Egyptian political and communication landscapes. In A. Olorunnisola & A. Douai (Eds.), *New media influence on social and political change in Africa* (pp. 188-201). Hershey, PA: IGI-Global.

Khamis, S. (2013). Gendering the Arab Spring: Arab women journalists/activists, 'cyberfeminism,' and the socio-political revolution. In C. Carter, L. Steiner & L. McLaughlin (Eds.), *The Routledge companion to media and gender*. London: Routledge. (forthcoming)

Khamis, S. (2013). Reflections on Arab women's leadership and activism in the Arab citizens'

revolt. In M. El Ahmadi & S. Schaar (Eds.), *The rise of the Arab citizen and change in the Middle East*. Northampton, MA: Interlink Publishers. (forthcoming)

Khamis, S. (2013). The Role of the media in Arab transitions: How 'cyberactivism' is revolutionizing the political and communication landscapes. In the IEMed Mediterranean Yearbook. Barcelona, Spain: European Institute of the Mediterranean. (forthcoming)

Khamis, S., Gold, P.B. and Vaughn, K. (2013). Propaganda in Egypt and Syria's 'cyberwars': Contexts, actors, tools and tactics. In J. Auerbach & R. Castronovo (Eds.), *The Oxford handbook of propaganda studies*. New York: Oxford University Press. (forthcoming) (First author contributed 75%)

Khamis, S. and Vaughn, K. (2013). Cyberactivism and citizen mobilization in the streets of Cairo. In F. Miraftab & N. Kudva (Eds.), *Cities of the Global South Reader*. London: Routledge. (forthcoming). (First author contributed 65%)

Khamis, S. and Vaughn, K. (2013). Online citizen journalism and political transformation in the Tunisian and Egyptian revolutions: A critical analysis. In H. M. Mabweazara, O. F. Mudhai & J. Whittaker (Eds.), *Online journalism in Africa: Trends, practices and emerging cultures*. London: Routledge. (forthcoming) (First author contributed 65%)

Khamis, S. (2007). The role of 'new' Arab satellite channels in fostering intercultural dialogue: Can Al Jazeera English bridge the communication gap? In P. Seib (Ed.), *New media and the new Middle East* (pp. 39-52). New York: Palgrave Macmillan.

Cited 6 times:

- 1-Bardici, M. V. (2012). A discourse analysis of the media representation of social media for social change: The case of Egyptian revolution and political change. (Master's Thesis, Malmo University, Malmo, Sweden).
- 2-Meltzer, K. (2012). The U.S launch of Al Jazeera English in Washington, D.C.: An analysis of American media coverage. *Journalism*, 13(8).
- 3-Moulis, A. N. (2010). The Arab media: Localizing its democratic potential. (Master's Thesis, Naval Postgraduate School, Monterey, California)
- 4-Youmans, W. L. (2012). The media economics and cultural politics of Al Jazeera English in the United States. (Doctoral dissertation, University of Michigan, Ann Arbor, Michigan).
- 5-Youmans, W. L. (2011). The debate over Al Jazeera English in Burlington, VT. *Arab Media & Society*, 13.
- 6-Youmans, W. L. & Brown, K. (2011). Can Al Jazeera English leverage its 'Egypt moment' into an American audience? *Arab Media & Society*, 13.

Khamis, S. (2004). Multiple literacies, multiple identities: Egyptian rural women's readings of televised literacy campaigns. In N. Sakr (Ed.), *Women and media in the Middle East: Power through self expression* (pp.89-108). London: I. B. Tauris.

Cited 3 times:

- 1-Sakr, N. (2007). *Arab television today*. New York: I.B. Tauris.
- 2-Salamandra, C. (2006). Book review for *Women and media in the Middle East: Power through self expression*, *Journal of Middle East Women's Studies*, 2(3), 107-109.
- 2-Wilson-Goldie, K. (2009). Book review for *Women and media in the Middle East: Power through self expression*, *Al-Raida*, issue 124, 68-69, The Institute for Women's Studies in the Arab World at the Lebanese American University.

iii. Booklet (German language)

Becker, J., & **Khamis, S.** (2010). *Al Jazeera Television Channel* in Innsbruck Discussion Papers on Politics, Religion and Culture, no. 35, May 2010, Innsbruck University, Austria. Available at: <http://www.uibk.ac.at/politik-religion-kunst/idprk/35.pdf> (Both authors contributed equally)

Cited 1 time:

1-Becker, J. (2010). *The world-wide TV market: Americanization or regionalization?* Available at: http://www.medienverantwortung.de/wp-content/uploads/2009/07/J-Becker_TV-Markt_2010.pdf (German)

b. **Articles in Refereed Journals**

i. Refereed Articles in Peer-Reviewed journals

Khamis, S. & Vaughn, K. (2013). From 'safety valves' to 'mobilization tools': How new media revolutionized the Tunisian and Egyptian political landscapes. *Journal of African Media Studies*. (in press) (First author contributed 65%)

El-Nawawy, M. & **Khamis, S.** (2013). Blogging against violations of human rights in Egypt: An analysis of five political blogs. *International Journal of Communication*, 7. (forthcoming) (Both authors contributed equally)

Khamis, S., Gold, P.B. & Vaughn, K. (2012). Beyond Egypt's 'Facebook revolution' and Syria's 'YouTube uprising': Comparing political contexts, actors and communication strategies. *Arab Media & Society*, issue 15, spring 2012. Available at: <http://www.arabmediasociety.com/index.php?article=791&p=0> (First author contributed 75%)

Cited 2 times:

1- Lynch, M. (2012). New Arab media research: Opportunities and agendas. *Project on Middle East Political Science*, 12, 34-36.

2-Sasseen, J. (2012). The video revolution. A report to the Center for International Media Assistance (CIMA) at the National Endowment for Democracy (NED), August 28th, 2012.

El-Nawawy, M. & **Khamis, S.** (2012). Political activism 2.0: Comparing the role of social media in Egypt's 'Facebook revolution' and Iran's 'Twitter uprising.' *CyberOrient*, 6(1). Available at: <http://www.cyberorient.net/article.do?articleId=7439> (Second author contributed 40%)

El-Nawawy M. & **Khamis, S.** (2012). Divergent identities in the virtual Islamic public sphere: A case study of the English discussion forum of Islamonline. *Journal of Arab & Muslim Media Research*, 5(1), 31-48. (Both authors contributed equally)

El-Nawawy M. & **Khamis, S.** (2012). Cyberactivists paving the way for the Arab spring: Voices from Egypt, Tunisia and Libya. *CyberOrient*, 6(2). Available at:

<http://www.cyberorient.net/article.do?articleId=7994> (Second author contributed 40%)

Khamis, S. (2011). The transformative Egyptian media landscape: Changes, challenges and comparative perspectives. *International Journal of Communication*, 5, 1159-1177. Available at: <http://ijoc.org/ojs/index.php/ijoc/article/view/813/592>

Cited 11 times:

- 1-Bardici, M. V. (2012). A discourse analysis of the media representation of social media for social change: The case of Egyptian revolution and political change. (Master's Thesis, Malmo University, Malmo, Sweden).
- 2- Hamdy, N. (2013). Prediction of media credibility in Egypt's post-revolution transitional phase. *Global Media Journal-American Edition*, 12(22).
- 3-Hamdy, N., & Gomaa, E. H. (2012). Framing the Egyptian uprising in Arabic language newspapers and social media. *Journal of Communication*, 62(2), 195-211.
- 4-Hochheimer, J. L. & Al-Emad, M. (2013). Social Media in the Arab Spring: Hope and the Spiral of Voice. Paper submitted to the 5th Global Conference on Hope: Probing the Boundaries, March, 2013, Lisbon, Portugal.
- 5-Howard, P. & Hussain, M. (2013). *Democracy's fourth wave: Digital media and the Arab Spring*. New York: Oxford University Press.
- 6-Iskander, E. (2012). *Sectarian conflict in Egypt: Coptic media, identity and representation*. New York: Routledge.
- 7-Kiriya, I. (2012). Les réseaux sociaux comme outil d'isolation politique en Russie. *Journal for Communication Studies*, 5(1), 193-208. (French)
- 8-Nasser, K., Romer, K., Larsen, M. & Jorgensen, S.G. (2012). Kazeboon-a military liars campaign: Studying innovative campaigning in Egypt. (University of Roskilde, Denmark, communication, modul 2, spring 2012). <http://rudar.ruc.dk/bitstream/1800/8378/1/KAZEBOON%202012.pdf>
- 9-Newsom, V. A., & Lengel, L. (2012). Framing messages of democracy through social media: Public diplomacy 2.0, Gender, and the Middle East and North Africa. *Global Media Journal-American Edition*, 11(21).
- 10-Newsom, V. A., & Lengel, L. (2012). Arab Women, Social Media, and the Arab Spring: Applying the framework of digital reflexivity to analyze gender and online activism. *Journal of International Women's Studies*, 13(4), 31-45.
- 11- Wilken, R. (2012). Mannheim's paradox: Ideology, utopia, media technologies, and the Arab Spring. *The Fibreculture Journal*, FCJ-146(20), 176-203.

Khamis, S. & Vaughn, K. (2011). Cyberactivism in the Egyptian revolution: How civic engagement and citizen journalism tilted the balance. *Arab Media & Society*, issue 13, summer 2011. Available at: <http://www.arabmediasociety.com/?article=769> (First author contributed 70%)

Cited 30 times:

- 1- Al-Jenaibi, B. (2012). War and the worlds and the promise of social media tools. *Journal of Mass Communication & Journalism*, 2(10).
- 2-Bardici, M. V. (2012). A discourse analysis of the media representation of social media for social change- the case of Egyptian revolution and political change. (Master's Thesis, Malmo University, Malmo, Sweden).
- 3-Bengtsson, R. (2013). 'Even if it is not your fault, it is your responsibility': Livestreaming as means of civic engagement. A case study of citizen journalism in Egypt and Syria. (Master's Thesis, Malmo University, Malmo, Sweden).
- 4-Boyter, J. M. (2012). Revolutionary images: The role of citizen photojournalism, the citizenship of photography and social media in the Iran green revolution and Arab Spring. (Master's Thesis, Department of International Development Studies, Dalhousie University, Halifax, Nova Scotia, Canada)
- 5- Chouliraki, L. (2013). Remediation, inter-mediation, transmediation: The cosmopolitan trajectories of convergent journalism. *Journalism Studies*, 14(2), 1-17.
- 6-Diani, M. (2011). Networks and Internet into Perspective. *Swiss Political Science Review*, 17(4), 469-474.
- 7-Ekwo, U. (2012). Media-political complex in the era of media convergence: Lessons from the Arab Spring. Paper presented at the Media and the Arab Spring Conference, The Clinton Institute of American Studies, University College, Belfield Dublin, Ireland, April 14th-15th, 2012.
- 8-Elsayed, H. (2011). A tale of three cities: mediated imagination, class and the many young cosmopolitans of Cairo. (Doctoral dissertation, The London School of Economics and Political Science, United Kingdom).

- 9-Frangonikolopoulos, C. A. & Chapsos, I. (2012). Explaining the role and the impact of the social media in the Arab Spring. *Global Media Journal-Mediterranean edition*, 8(1), 13-16.
- 10- Ferron, M. (2012). Collective memories in Wikipedia. (Doctoral dissertation, University of Trento).
- 11- Gleason, B. (2013, March 15). #Occupy Wall Street: Exploring informal learning about a social movement on twitter. *American Behavioral Scientist*, 1-17. Available at:
http://s3.amazonaws.com/academia.edu.documents/30978280/Gleason_OWSInformalLearningonTwitter.pdf?AWSAccessKeyId=AKIAIR6FSIMDFXPEERSA&Expires=1371279983&Signature=ZA15W3HBZ95%2BU4tyAQFt2X5PDJw%3D&response-content-disposition=inline
- 12- Greenhow, C., & Gleason, B. (2012, October). Twitteracy: Tweeting as a new literacy practice. *The Educational Forum*, 76(4), 464-478.
- 13- Hintz, A. (2012). Challenging the digital gatekeepers: International policy initiatives for free expression. *Journal of Information Policy*, 2(2012), 128-150.
- 14- Hochheimer, J. L. & Al-Emad, M. (2013). Social media in the Arab Spring: Hope and the spiral of voice. Paper submitted to the 5th Global Conference on Hope: Probing the Boundaries, March, 2013, Lisbon, Portugal.
- 15- Iskander, E. (2012). *Sectarian conflict in Egypt: Coptic media, identity and representation*. New York: Routledge.
- 16- Jakob, D. (2012). *Welchen Einfluss haben die sozialen netzwerke des Internets auf Protestverhalten*. Germany: Grin Verlag. (German)
- 17- Khatib, L. (2012). *Image politics in the Middle East: The role of the visual in political struggle*. New York: I.B. Tauris & Co Ltd.
- 18- Khondker, H. H. (2011). Role of the new media in the Arab Spring. *Globalizations*, 8(5), 675-679.
- 19- Lang, J., & De Sterck, H. (2012). The Arab Spring: A simple compartmental model for the dynamics of a revolution. Department of Applied Mathematics, University of Waterloo, October 8th. 2012.
- 20-Lynch, M. (2012). New Arab media research: Opportunities and agendas. *Project on Middle East Political Science*, 12, 34-36.
- 21- Newsom, V. A., & Lengel, L. (2012). Arab women, social Media, and the Arab Spring: Applying the framework of digital reflexivity to analyze gender and online activism. *Journal of International Women's Studies*, 13(4), 31-45.
- 22- Olesen, T. (2013). "We are all Khaled Said": Visual injustice symbols in the Egyptian revolution, 2010–2011. *Research in Social Movements, Conflicts and Change*, 35, 3-25.
- 23- Penney, J., & Dadas, C. (2013). (Re)Tweeting in the service of protest: Digital composition and circulation in the Occupy Wall Street movement. *New Media & Society*, 15(2). Available at:
<http://nms.sagepub.com/content/early/2013/03/13/1461444813479593.full>
- 24- Seib, P. (2012). *Real-time diplomacy: Politics and power in the social media era*. New York: Palgrave Macmillan.
- 25-Tripp, C. (2013). *The power and the people: Paths of resistance in the Middle East*. New York: Cambridge University Press.
- 26- Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. *Journal of Communication*, 62(2), 363-379.
- 27-Tusa, Felix (2013). How social media can shape a protest movement: The cases of Egypt in 2011 and Iran in 2009. *Arab Media & Society*, 17.
- 28-Vogel, L. E. (2012). Ecofeminist reflections on the new technological landscape. *Restoration Earth: An Interdisciplinary Journal for the Study of Nature and Civilization*, 1(2), 11-18.
- 29-Youmans, W. L., & York, J. C. (2012). Social media and the activist toolkit: User agreements, corporate interests, and the information infrastructure of modern social movements. *Journal of Communication*, 62(2), 315-329.
- 30- Ziccardi, G. (2013). *Resistance, liberation, technology and human rights in the digital age*. London: Springer.

Khamis, S. & Vaughn, K. (2011). 'We are all Khaled Said': The potentials and limitations of cyberactivism in triggering public mobilization and promoting political change. *Journal of Arab & Muslim Media Research*, 4(2&3), 139–157. (First author contributed 65%)

Cited 2 times:

- 1- Hochheimer, J. L. & Al-Emad, M. (2013). Social Media in the Arab Spring: Hope and the Spiral of Voice. Paper submitted to the 5th Global Conference on Hope: Probing the Boundaries, March, 2013, Lisbon, Portugal.

2-Oates, S. (2013). *Revolution stalled: The political limits of the Internet in the post-Soviet sphere*. New York: Oxford University Press.

El-Nawawy, M., & **Khamis, S.** (2011). Political blogging and (re)envisioning the virtual public sphere: Muslim-Christian discourses in two Egyptian blogs. *International Journal of Press/Politics*, 16(2), 234-253. (Both authors contributed equally)

Cited 2 times:

1-Trew, C. (2012). Bearing witness in a new media world: Imag(in)ing the Egyptian revolution of January-February 2011 in British cyberspace. Master's Dissertation (KCL), pp.1-63. Available at:

http://www.charlestrew.com/Writing/MA_Dissertation.pdf

2-Wall, M. & El Zahed, S. (2011). 'I'll be waiting for you guys: A YouTube call for action in the Egyptian revolution, *International Journal of Communication*, 5, 1333-1343.

Khamis, S. (2010). New media and social change in rural Egypt. *Arab Media & Society*, issue 11, winter 2010. Available at: <http://www.arabmediasociety.com/?article=758>

Khamis, S. (2010). Islamic feminism in new Arab media: Platforms for self-expression and sites for multiple resistances. *Journal of Arab and Muslim Media Research*, 3(3), 237-255.

Cited 1 time:

1-Orlando, V. K. (2013). Women, religion and sexuality in contemporary Moroccan film: Unveiling the veiled in Hijab al-Hob (Veils of Love, 2009). *Palimpsest: A Journal on Women, Gender, and the Black International*, 2(1), 106-123.

Khamis, S., & Sisler, V. (2010). The new Arab 'Cyberscape': Redefining boundaries and reconstructing public spheres. *Communication Yearbook*, 34, 277-316. (First author contributed 75%)

Cited 3 times:

1-Sisler, V. (2011). Cyber counsellors. *Information, Communication & Society*, 14(8), 1136-1159.

2-Zelizer, B. (2012). On the shelf life of democracy in journalism scholarship. *Journalism*, 13(8), 459-473.

3-Zelizer, B. (2011). On media accountability as a portal on the limits of conceptualization. In M. Pinto & H. Sousa (Eds.), *Communication and citizenship: Rethinking crisis and change* (pp.63-70). Lisbon, Portugal: Centro de Estudos de Comunicacao e Sociedade.

El-Nawawy, M., & **Khamis, S.** (2010). Collective identity in the virtual Islamic public sphere: Contemporary discourses in two Islamic websites. *International Communication Gazette*, 72, 229-250. (Both authors contributed equally)

Cited 5 times:

1-Heinz, M. (2011). Transmen on the web. In K. Ross (Ed.), *The handbook of gender, sex, and media* (pp.326-343). Oxford, UK: Wiley Blackwell.

2-Ho, W. Y. (2012). Emerging Islamic-Confucian axis in the virtual Ummah: Connectivity and constraint in the contemporary China. *Comparative Islamic Studies*, 7(1&2), 137-155.

3-Mihelj, S., Van Zoonen, L., & Vis, F. (2011) Cosmopolitanism and the Muslim Ummah on-line: 'YouTubers' responding to the anti-Islam film. *The British Journal of Sociology*, 62(4), 613-632.

4-Narayan, A., Purkayastha, B., & Banerjee, S. (2011). Constructing transnational and virtual ethnic identities: A study of the discourse and networks of ethnic student organisations in the USA and UK. *Journal of Intercultural Studies*, 32(5), 515-537.

5-Rasan, I. (2011). Muslim participation in the public sphere in Sweden. (Master's Thesis, Goteborgs Universitet, Sweden)

Khamis, S. (2009). Multiple meanings, identities, and resistances: Egyptian rural women's readings of televised family planning campaigns. *International Journal of Communication*, 3, 443-490. Available at: <http://irtvu.com/files/Article/Egyptian%20rural%20women.pdf>

Cited 2 times:

- 1-Sakr, N. (Ed.) (2007). *Arab media and political renewal: Community, legitimacy and public life*. New York, NY: I.B. Tauris.
- 2-Schloss, R. F. (2012). "I am not just an eco-mom." How environmentally conscious mothers make meaning of their environmental engagement and communication. (Master's Thesis, University of Maryland, College Park).

Khamis, S. (2008). Modern Egyptian media: Transformations, paradoxes, debates, and comparative perspectives, *Journal of Arab and Muslim Media Research*, 1, 259-277.

Cited 7 times:

- 1-Bardici, M. V. (2012). A discourse analysis of the media representation of social media for social change- the case of Egyptian revolution and political change. (Master's Thesis, Malmö University, Malmö, Sweden).
- 2-Cain, B. (2011). Journalism Advocacy: How Three Organizations Responded to Attacks against Journalists in Egypt. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication (AEJMC), St. Louis, MO, August 10th, 2011.
- 3-Ekwo, U. (2012). Media-political complex in the era of media convergence: Lessons from the Arab Spring. Paper presented at the Media and the Arab Spring Conference, The Clinton Institute of American Studies, University College, Belfield Dublin, Ireland, April 14th-15th, 2012.
- 4-Gunter, B. & Dickinson, R. (2013). The changing nature of news and the Arab world. In B. Gunter & R. Dickinson (Eds.), *News media in the Arab world: A study of 10 Arab and Muslim countries* (pp.1-20). New York: Bloomsbury Publishing.
- 5-Rinke, E. M., & Röder, M. (2011). Media ecologies, communication culture, and temporal-spatial unfolding: Three components in a communication model of the Egyptian regime change. *International Journal of Communication*, 5, 1273-1285.
- 6-Tobin, J. (2012). Egypt in January 2011: Social media as a tool and not a cause of the revolution. 3690 First year students' research writing, course: Honors 199C: Media and the Middle East, St. John Fisher College. Available at: <http://home.sjfc.edu/3690/tobin.html>
- 7-Wilken, R. (2012). Mannheim's paradox: Ideology, utopia, media technologies, and the Arab Spring. *The Fibreculture Journal*, FCJ-146(20), 176-203.

Khamis, S., & Al Kudah, M. F. (2007). The image of Al Jazeera and Al Jazeera international channels among university students: A field study on Qatar university and Al Yarmouk university students. *The Egyptian Journal of Public Opinion Research*, 8, 427-475. (Both authors contributed equally) (Arabic)

Khamis, S. (2005). The obstacles confronting communicators in Arab satellite channels in constructing an effective media dialogue with the 'other'. *Global Media Journal* (GMJ), Arabic edition, 1(2). (Arabic)

Khamis, S. (2004). The evaluation of women in a poor and marginalized urban neighborhood in Egypt of the 'Egyptian girl' televised campaign. *Journal of Arabic Studies and Research*, 41, 107-162. (Arabic)

ii. Invited Articles in Peer-Reviewed journals

Khamis, S. (2011). The Arab ‘feminist’ spring? *Feminist Studies*, 37(3), 692-695.

Cited 1 time:

1-Newsom, V. A., & Lengel, L. (2012). Arab women, social Media, and the Arab Spring: Applying the framework of digital reflexivity to analyze gender and online activism. *Journal of International Women’s Studies*, 13(4), 31-45.

Khamis, S., & Toth, E. L. (2009). International public relations: An American perspective, *Tripodos*, <http://www.tripodos.com>, no. 24, 31-40. (First author contributed 75%)

c. **Book Reviews, Other Articles, and Notes**

i. Book Reviews

Khamis, S. (Summer 2011). Review of *Cultural encounters in the Arab world: On media, the modern, and the everyday* by Tarik Sabry. *The Middle East Journal*, 65(3), 523-524.

Khamis, S. (August 2011). Review of *Reality television and Arab politics: Contention in public life* by Marwan Kraidy. *Arab Studies Quarterly*, 33(3&4), 282.

ii. Other Articles

Khamis, S. (2013). Reflections on the “Arab Feminist Spring.” *The Faculty Voice*, 28(2), May 2013. Available at: <http://imerrill.umd.edu/facultyvoice1/?p=2834>.

Khamis, S. (2013). Women’s history month: History in the making. Interview posted on the College of Arts and Humanities website at the University of Maryland, College Park on March 21st, 2013. Available at: <https://www.arhu.umd.edu/news/womens-history-month-history-making>

Khamis, S. (2012). Youth leadership and new media: Lessons from the Arab spring. *The Faculty Voice*, 25(1), March 2012. Available at: <http://imerrill.umd.edu/facultyvoice1/2012/03/16/youth-leadership-and-new-media-lessons-from-the-arab-spring/>

Khamis, S. (2011). New media and youth engagement. *Al Nur* magazine, 17(2). Available at: <http://issuu.com/alnur/docs/alnurmarch11>

Khamis, S. & El-Nawawy, M. (2010). Summary of findings of the book *Islam Dot Com: Contemporary Islamic Discourses in Cyberspace* in the Islamopedia website. Available at: www.islamopediaonline.org

Khamis, S. (2002-2004). Authored a series of journal articles covering public affairs issues and providing an overview of international media coverage of these issues in *The Middle East Affairs Journal*, The Middle East Research Center, Ain Shams University, Cairo, Egypt. (Arabic).

Khamis, S. (1987). India's new departures in mass motivation for fertility control. *The New Path*, 10, 31-38.

Khamis, S. (1987). Authored a series of weekly articles commenting on international political events, in general, and political events in the Middle East region, in particular, in *Al Wafd*, the leading daily opposition newspaper in Egypt. (Arabic).

Khamis, S. (1981). May he rest in peace. A guest editorial written on the occasion of President Anwar Sadat's assassination, *Bellaire Tribune*, October 12th, 1981.

d. **Talks, Abstracts, and Other Professional Papers Presented**

i. Invited talks

Presentation on the book: "*Islam Dot Com: Contemporary Islamic Discourses in Cyberspace*" at the American Islamic Congress (AIC), Washington, D.C., 2013.

Presentation on the book: "*Islam Dot Com: Contemporary Islamic Discourses in Cyberspace*" at the Muslim Community Center (MCC), Silver Spring, MD, 2013.

Presentation on "Youth and Women's Activism in the Arab Spring," as part of the "Empowerment through Activism" series of events organized by the Muslim Students Association (MSA), University of Maryland, College Park, MD, 2013.

Presentation on "Youth and Women's Leadership, Cyberactivism and the Arab Spring" at the University of Wisconsin-Eau Claire, 2013.

Presentation on "Arab Women's Leadership, New Media and the Arab Spring," as part of the "Arab-American Heritage Month" series of events organized by the Arab-American community in Maryland, Rockville, MD, 2013.

Participant in the working group on "Politics and Media in the Post Arab Spring Middle East" at the Center for International and Regional Studies (CIRS) at the Georgetown University School of Foreign Service, Doha, Qatar, 2013.

Participant in the conference on "The Role of Media in the Arab Spring and its Aftermath: The Special Case of Egypt", McGill University, Montreal, Canada, 2013.

Presentation on "Egypt Revisited: Changes, Challenges, Threats and Opportunities on the Revolution's First Anniversary" in "The Middle East Dialogue" conference organized by The Policy Studies Organization in Washington D.C., 2012.

Presentation on "Youth Leadership, New Media and the Arab Spring" in the International Education Program at the College of Education, University of Maryland, College Park, MD, 2012.

Presentation on “Egypt Revisited: Changes and Challenges One Year Post-Mubarak” in the Development Circle of the School of Public Policy in the University of Maryland, College Park, MD, 2012.

Presentation on “The Role of New Media in the Arab Spring” in the conference “Arab Revolutions: Historical and Contemporary Perspectives from the Humanities” in the University of Maryland, College Park, MD, 2012.

Presentation on “Youth and Women’s Leadership, New media and the Arab Spring” in the “Arab-American Heritage Month” series of events, Montgomery College, Rockville, MD, 2012.

Presentation on “Egyptian Rural Women, Television and Social Change”, as part of the panel: “Qualitative Research Methods across the Disciplines”, which was organized by the Qualitative Research Interest Group (QRIG) in the University of Maryland, College Park, MD, 2011.

Participant in the panel: “The Egyptian Uprising and its Consequences”, which was organized by the Gildenhorn Institute for Israel Studies and the Anwar Sadat Chair for Peace and Development in the University of Maryland, College Park, MD, 2011.

Presentation on “The Egyptian Uprising: Causes, Implications and Communication Strategies” in the Development Circle of the School of Public Policy in the University of Maryland, College Park, MD, 2011.

Presentation on “Leadership and Technology in the Egyptian Revolution” in the Leadership Scholars Network in the University of Maryland, College Park, MD, 2011.

Presentation on “New Media and Political Change in Egypt: Causes, Implications and Communication Strategies” in the Middle East Program of the Woodrow Wilson Center, Washington D.C., 2011.

Panelist in the opening night of the “Muslim Film Festival” of the American Islamic Congress (AIC), Washington D.C., 2011.

Presentation on “The Changes and Challenges in Post-Revolutionary Egypt” as part of the conference “Towards a Democratic Middle East” organized by the Solidarity Committee to Protect the Iranian People’s Will in Washington D.C., 2011.

Presentation on “Women and the Arab Spring” at the International House of Philadelphia (IHP) in Philadelphia, Pennsylvania, 2011.

Presentation on “Youth, New Media and the Arab Spring” in Project Nur’s leaders’ conference organized by the American Islamic Congress (AIC) in Washington, D.C., 2011.

Participant in a workshop on social media and international press freedom organized by Amnesty International in Washington, D.C., 2011.

Participant in a panel in the “Future of Information Alliance” conference at the University of Maryland, College Park, 2011.

Presentation on “Contemporary Islamic Discourses in Cyberspace,” Colloquium Series, Department of Communication, University of Maryland, College Park, MD, 2010.

Presentation on “Teaching with Mobile Devices” in the Brown Bag Discussion Series of the Office of Information Technology (OIT), University of Maryland, College Park, MD, 2010.

Presentation on the book: *“Islam Dot Com: Contemporary Islamic Discourses in Cyberspace”* in the series: “Speaking of Books: Conversations with Campus Authors”, University of Maryland, College Park, MD, 2010.

Participant in the panel: “Mobile Learning at Maryland: Teaching with New(er) Technologies” in the fourth annual “Innovations in Teaching and Learning Conference”, University of Maryland, College Park, MD, 2010.

Presentation on “New Media and Intercultural Dialogue between the West and the Arab World” as part of the Honors Humanities Faculty Fellows Talk Series, University of Maryland, College Park, MD, 2010.

Presentation on “The Transformative Arab Media Landscape: Changes and Challenges” in the United States Department of State, Foreign Service Institute (FSI), George P. Shultz National Foreign Affairs Training Center, Arlington, Virginia, 2010.

Participant in the panel: “International Public Relations”, which was organized by the Public Relations Student Society of America (PRSSA) chapter of the University of Maryland, College Park, MD, 2010.

Presentation on “Modern Egyptian Media: An Overview,” Middle East Studies’ Colloquium, College of Arts and Humanities, University of Maryland, College Park, MD, 2008.

Presentation on “Arab Media and War Coverage in the Middle East,” as part of the Colloquium Series in the Department of Communication, and part of the activities of the “Semester on War and Representations of War,” College of Arts & Humanities, University of Maryland, College Park, MD, 2008.

Presentation on “Women's Legal Position and Media Representation,” Women’s International Day Celebration, Egyptian embassy, Doha, Qatar, 2006.

Presentation on “The Role of Mass Media and Universities in Public Service,” Faculty of Arts, Ain Shams University, Cairo, Egypt, 2003.

Presentation on “The Role of Youth in the Protection of the Environment,” The Middle East Research Center, Ain Shams University, Cairo, Egypt, 2003.

Presentation on “The Role of Mass Media in Spreading Health Awareness,” Environmental Awareness Week, Faculty of Arts, Ain Shams University, Cairo, Egypt, 2002.

Presentation on “Towards a Free Press in Egypt,” *The Christian Science Monitor* Conference: Third World Media Responsibility, Boston, MA, United States of America, 1987.

ii. Refereed conference papers and presentations

Khamis, S. (2012). Gendering the Arab Spring: Arab women journalists, ‘cyberfeminism’, and socio-political transformation. Paper presented at the 17th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE) in Atlanta, Georgia.

El-Nawawy, M., & **Khamis, S.** (2011). Political activism 2.0: Social media role in Egypt’s “Facebook revolution” and Iran’s “Twitter uprising”. Paper presented at the 16th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE) in Beirut, Lebanon.

El-Nawawy, M., & **Khamis, S.** (2010). Collective identity in the virtual Islamic public sphere: Contemporary discourses in two Islamic websites. Paper presented at Islam and the media conference, Center for Media, Religion, and Culture, University of Colorado at Boulder, Boulder, Colorado.

El-Nawawy, M., & **Khamis, S.** (2010). Political blogging and (re)envisioning the virtual public sphere: A textual analysis of Muslim-Christian discourses in two Egyptian blogs. Paper presented at the 15th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE) in Kuwait University, Kuwait.

Khamis, S. (2010). Changing communication patterns in an Egyptian village: The impact of new media and social change on rural Egypt. Paper presented at the Center for Contemporary Arab Studies (CCAS) at Georgetown University’s 2010 annual symposium entitled: “Information evolution in the Arab World.”.

Khamis, S. (2009). Modern Egyptian media: A transitional press model in a comparative context. Paper presented at the annual International Communication Association (ICA) conference, Chicago, Illinois.

Cited 1 time:

1-Hafez, K. (2010). Soft authoritarianism—How liberal is it compared to democracy? Arab and Western media systems typologies. Paper presented at the Arab Media Symposium, Georgetown University, Washington, D.C.

Khamis, S. (2009). Islamic feminism in contemporary Arab media. Paper presented at the 14th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE), Cairo, Egypt.

Khamis, S. (2009). Students’ use of the media: Have blogging and tweeting replaced reading and viewing? Paper presented at the 14th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE), Cairo, Egypt.

El-Nawawy, M., & **Khamis, S.** (2009). Collective identity in the virtual Islamic public sphere: Contemporary discourses in two Islamic websites. Paper presented at the 14th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE), Cairo, Egypt.

Khamis, S. (2008). Changes and challenges: The case of modern Egyptian media. Paper presented at the annual International Communication Association (ICA) conference, Montreal, Canada.

Khamis, S. (2008). Transformations, paradoxes, and challenges: A critical overview of modern communication in Egypt. Paper presented at the 13th international annual conference of the Arab-U.S. Association for Communication Educators (AUSACE), Richmond, Virginia.

Khamis, S. (2007). Coverage of the Palestinian-Israeli conflict: Are the BBC and Al Jazeera viewers watching the same conflict? Paper presented at the launching conference of the new journal *Media, War and Conflict*, Marquette University, Milwaukee, Wisconsin.

Khamis, S. (2006). Al Jazeera international: Bridging the communication gap and fostering intercultural dialogue. Paper presented at the 25th IAMCR (International Association for Mass Communication Research) conference, The American University, Cairo, Egypt.

Khamis, S. (2005). Bridges and barriers: The challenges facing 'new media' in the Arab world in constructing an effective dialogue with the 'other'. Paper presented to the 10th international conference of the Arab-U.S. Association for Communication Educators (AUSACE), Kuwait.

Khamis, S. (2005). Egyptian rural women's reactions to televised images and representations in public awareness programs. Paper presented to the German-Arab Media Dialogue Forum, Rabat, Morocco.

Khamis, S. (2003). Exploring gender dimensions in environmental awareness: A case study on Egyptian rural women's reactions to the televised Belharsia campaign. Paper presented to the 13th international conference: Environmental Protection is a Must, Alexandria, Egypt.

Khamis, S. (2002). The uses of media in Arab culture and the construction of identities. Paper presented to the 7th international conference of the Arab-U.S. Association for Communication Educators (AUSACE), Beirut, Lebanon.

Khamis, S. (2002). Egyptian rural women and television's family planning programs. Paper presented to the 32nd annual conference: Population and Development Issues, The Center for Demographic Studies, Cairo, Egypt.

iii. Unrefereed conference papers and presentations

Participant in the panel: "Health, connectedness, well-being: Social media and diverse populations" in the iConference 2012 organized by the iSchools Organization, Toronto, Canada, 2012.

Participant in the panel: "Arab women, innovative activism and new media: Resistance communities in the Arab Spring" in NCA's (National Communication Association) 98th annual convention in Orlando, Florida, 2012.

Participant in the panel: "Cyberactivism and political change in the Arab world" in NCA's (National Communication Association) 98th annual convention in Orlando, Florida, 2012.

Participant in the panel: "Social media and revolution in the Muslim world" in NCA's (National Communication Association) 97th annual convention in New Orleans, 2011.

Participant in the panel: "The many faces of Muslim and Arab women: Building bridges between mediated representations and lived experiences" in NCA's (National Communication Association) 96th annual convention in San Francisco, California, 2010.

Participant in the workshop: "Media systems in a comparative perspective," Department of Communication, University of California-San Diego, 2008.

Participant in the seminar: "Comparing media systems beyond the Western world," Perugia, Italy, 2007.

e. **Fellowships, Prizes, and Awards**

Mellon Islamic Studies Initiative Award, Department of Cinema and Media Studies, University of Chicago. Visiting Professor appointment to teach a course, organize a workshop and give a public lecture related to Islamic Studies in spring 2014. (\$40,000 salary)

United States Institute of Peace (USIP) and the Institute of International Education (IIE) award, through the USIP Public Education for Peacebuilding Support initiative, 2013, to organize a workshop, jointly with Dr. Jing Lin from the College of Education, promoting leadership skills in peace education among Jewish and Muslim female students. (\$2,000 from USIP with a matching \$2,000 from the College of Education at the University of Maryland)

Center for Teaching Excellence (CTE)-Lilly Faculty Fellowship for the academic year 2011-2012. (\$4,000)

Honorable Mention Award in the 16th International annual AUSACE (Arab U.S. Association for Communication Educators) conference in Beirut, Lebanon, 2011.

International Travel Grant, Office of International Programs, University of Maryland, College Park, summer 2011. (\$1,500)

Distinguished Faculty Fellowship in Honors Humanities, University of Maryland, College Park, academic year 2010-2011. (\$5,000 stipend and a course buyout from home department in spring 2011)

Khamis-#7Curriculum Vitae-June 2013

Second-Place Faculty Research Paper Award in the 15th international annual AUSACE (Arab U.S. Association for Communication Educators) conference in Kuwait University, Kuwait, 2010.

Summer Research and Scholarship Award (RSA), the Graduate School, University of Maryland, College Park, summer 2010. (\$9,000)

Interdisciplinary Graduate Seminars Initiative Award, College of Arts and Humanities, University of Maryland, College Park, 2010. (\$1,000)

First-Place Faculty Research Paper Award in the 14th international annual AUSACE (Arab U.S. Association for Communication Educators) conference, Cairo, Egypt, 2009.

International Travel Grant, Office of International Programs, University of Maryland, College Park, summer 2009. (\$1,500)

Faculty Seed Grant Award, Qualitative Research Interest Group (QRIG) of the Consortium on Race, Gender, and Ethnicity (CRGE) and the Maryland Population Research Center (MPRC) of the University of Maryland, College Park, 2009, jointly with Dr. Meina Liu from the Department of Communication, in support of the project: "When Symbolic Boundaries of Gender, Race, and Ethnicity Intersect: Identity (Re)Construction as a Contested Space for Second-generation Asian and Arab Female Immigrants." (\$4,000)

Faculty Seed Grant Award, Qualitative Research Interest Group (QRIG) of the Consortium on Race, Gender, and Ethnicity (CRGE) and the Maryland Population Research Center (MPRC) of the University of Maryland, College Park, 2008, in support of the project: "New Meanings, New Identities: Egyptian Rural Women, Television and Social Change." (\$4,500)

First-Place Faculty Research Paper Award in the 13th international annual AUSACE (Arab U.S. Association for Communication Educators) conference, Richmond, Virginia, 2008.

Honorary Research Fellow and Visiting Academic, Department of Sociology, University of Manchester, United Kingdom, 2000-2001.

Scholarship of Academic Excellence, covering Ph.D. tuition, The Egyptian Ministry of Higher Education, 1999-2000.

Post-Masters Graduate Fellowship Award in Mass Communication, Mass Communication Department, The American University in Cairo, 1989-1990.

Graduate Fellowship Award in Mass Communication, The American University in Cairo, 1986-1989.

Mostafa Amin Journalism Award, The American University in Cairo, 1986.

Mohamed El-Beliedy Academic Achievement Award, The American University in Cairo, 1986. (\$350)

The President's Cup, awarded to the highest-ranking student in the graduating class, The American University in Cairo, 1986.

Academic Honor Award for Outstanding Achievement, The American University in Cairo, 1985.

Outstanding Academic Achievement Certificate, The Board of Education, Bellaire, Ohio, 1981.

f. **Editorships, Editorial Boards, and Reviewing Activities**

Guest Editor for the following:

- Special issue on Arab women in the journal *CyberOrient*, 2014

Editorial Board Member for the following:

- *Digest of Middle East Studies (DOMES)*, 2013
- *Arab Media & Society*, 2012-present
- *CyberOrient*, 2012-present
- *Advances in the History of Rhetoric*, 2009-present
- *Journal of Arab and Muslim Media Research (JAMMR)*, 2008-present
- *Journal of Middle East Media (JMEM)*, 2008-present
- *Media, War, & Conflict*, 2007-present

Manuscript Reviewer for the following journals:

- *New Media and Society*, 2013
- *Sage Open*, 2013, 2012
- *The International Journal of Press and Politics*, 2012
- *Journalism and Mass Communication Quarterly*, 2012
- *British Journal of Sociology*, 2011
- *Communication Quarterly*, 2009

Book Manuscript Reviewer for the following publishers:

- Palgrave Macmillan, New York, 2013
- Routledge: Taylor & Francis, 2013
- CQ Press: A division of Sage Publications, 2009

Paper/Panel Reviewer for the following:

- The International Symposium: Communication in the Millennium, Anadolu University and Istanbul University (Turkey) and the University of Texas at Austin, 2009-present.
- Graduate Education Interest Group (GEIG), Association for Education in Journalism and Mass Communication (AEJMC), 2008-present.
- AUSACE (Arab-U.S. Association for Communication Educators) annual

conferences, 2001-present.

Advisory Board Membership:

- The Center for International Relations (CIR)
(<http://www.centerforinternationalrelations.org/>), 2013.
- AUSACE (Arab-U.S. Association for Communication Educators)
elected board member, (<http://www.ausace.org/about/board-members-new-wip/>), 2012-present.
- Master Internet Business (MIB) program in The Higher Institute for Internet Development (ISDI) in Spain
(http://mib.isdi.es/internetbusiness/index.php?scientific_advisory_board_isdi_es), 2011-present.
- “Islamopedia” online project (<http://www.islamopediaonline.org>) of the Islam in the West Program at Harvard University, 2009-present.

Other Academic Reviewing Activities

- Reviewer for a chapter in the edited volume: *Islamic TV Audiences: Responses and Identities*. London: Routledge. (forthcoming)
- Reviewer for the “Bridging Babel” report on new social media and interreligious understanding published by the Berkley Center for Religion, Peace, and World Affairs, Georgetown University, 2010.
- Academic judge in the session entitled: “Culturally Influenced Interactions” in the Graduate Research Interaction Day (GRID), University of Maryland, College Park, MD, 2010 & 2011.

3. Teaching, Mentoring, and Advising

a. Courses taught in the last five years

University of Maryland, College Park:

Public Relations Theory (COMM 350) Summer 2013, Spring 2013, Fall 2012, Spring 2012, Fall 2011, Summer 2011, Spring 2010, Spring 2009, Summer 2008, Spring 2008

Advanced Qualitative Research Methods (COMM 715) Spring 2013 and Spring 2012

Gender, Media and Culture (COMM 738G) Spring 2012

Seminar on Mediated Communication: Arab Media (COMM 468) Fall 2012, Fall 2011, Fall 2009, Fall 2008

Honors Humanities: Theory and Practice (HHUM 106) Spring 2011
Global Public Relations (COMM 633) Spring 2010 and Fall 2008
Mediated Communication (COMM 370) Fall 2009 and Spring 2008

b. Course & Curriculum Development

Designed and implemented a new interdisciplinary graduate seminar (COMM 738G) in spring 2012 titled: "Gender, Media and Culture," after receiving an award from the Interdisciplinary Graduate Seminars Initiative, College of Arts and Humanities at the University of Maryland.

Designed and implemented a new Honors Humanities course (HHUM 106) in spring 2011 titled: "New Media and Intercultural Dialogue between the West and the Arab World", after receiving an award from the Honors Humanities Program, College of Arts and Humanities at the University of Maryland.

Participated in a CTE (Center for Teaching Excellence) workshop on: "Teaching with New(er) Technologies" in summer 2009. This resulted in implementing a project that involved integrating the use of mobile devices in teaching in COMM 370 (Mediated Communication) class in fall 2009 to compare and contrast students' recording of their media diaries and their media usage patterns cross-culturally.

Designed and implemented a new course in the Communication Department at the University of Maryland in fall 2008 titled: "Seminar on Mediated Communication: Arab Media" (COMM 468). The course offers an overview of the history, developments, changes, and challenges in modern Arab media. It was offered again in fall 2009, fall 2011 and fall 2012.

c. Advising: Other than Research Direction

i. Undergraduate

Undergraduate academic advisor, Department of Mass Communication, Qatar University, Doha, Qatar, 2004-2007.

ii. Graduate.

M.A. Plan of Study, Examination, and/or Thesis Committees

Stephanie Madden	(graduated May, 2011)
Ryan Merkel	(graduated May, 2010)
Michael Patterson	(graduated December 2009)
Jennifer Bly	(in progress)

Fraus Masri	(Capstone project advisor-George Washington University, Institute of Middle East Studies, graduated May, 2012)
Kaylan Geiger	(Capstone project advisor-George Washington University, Institute of Middle East Studies, graduated May, 2012)

Ph.D. Plan of Study, Examination, and/or Dissertation Committees

Leysan Khakimova	(graduated, May 2013)
Mara Hobler	(graduated, May, 2012)
Ahnlee Jang	(graduated May, 2012)
Lucinda Austin	(graduated May, 2011)
Katie Place	(graduated May, 2010)
Brian Smith	(graduated September, 2009)
Jennifer Vardeman	(graduated December, 2008)

Hyunhee Kim	(in progress)
Susan Allen	(in progress)
Timothy Penn	(in progress)
Annie Laurie Nichols	(in progress)
Meridith Styer	(in progress)

Sachi Lambert	(in progress- College of Education)
Stine Eckert	(in progress- College of Journalism)
Klive Oh	(in progress- College of Journalism)
Jillet Sarah Sam	(in progress- Department of Sociology)
Lester Andrist	(in progress- Department of Sociology)
Sarah Wanenchak	(in progress- Department of Sociology)

Tomeka Scales (external examiner-**Department of Communication-Howard University**, graduated May, 2013)

- iii. Other advising activities (advising student groups, special assignments, recruiting, faculty mentorship, etc.)

Expert commentator on Ph.D. candidate Diane Derr's proposed research project titled: "Reforming the Arab Spring's Narrative Matrix through Networked Systems of Communication," Plymouth University, United Kingdom, 2013

Second reader on M.A. candidate Kathryn Vaughn's research project titled: "Constraints for Women Entrepreneurs in Morocco: A Qualitative Study" in the International Development Project Course at the School of Public Policy, University of Maryland, 2013

Capstone research project faculty advisor for graduating senior Ziyad El Baz, Middle East Studies, University of Maryland, 2012-2013

Honors thesis' committee member for the undergraduate student Malka Goldberg, 2011-2012

Khamis-#7Curriculum Vitae-June 2013

Honors thesis' advisor for the undergraduate student Jennifer Young, 2010

Honors thesis' committee member for the undergraduate student Christine Shapiro, 2009

Advisor for Project Nur Student Group at the University of Maryland, 2008-present

Advisor for the Muslim Women of Maryland Group at the University of Maryland, 2008-present

d. **Advising: Research Direction**

i. Master's

Renata Faye Schloss. Department of Communication, University of Maryland, College Park.

-Thesis: "I'm Not Just An Ecomom': How Environmentally Conscious Mothers Make Meaning of their Environmental Engagement and Communication." (graduated May, 2012)

Soha Abdel Rahman. Department of Communication, Faculty of Arts, Ain Shams University, Cairo, Egypt.

-Thesis: "The Most Effective Communication Strategies Used by Media Websites and Organizational Websites in Egypt." (graduated June, 2006)

Doaa El Alfy. Department of Communication in the Postgraduate Institute for Childhood Studies, Ain Shams University, Cairo, Egypt.

-Thesis: "The Effectiveness of the Children's Television Program 'Alam Semsem' in Providing Sensory and Cognitive Skills to Pre-school Children." (graduated June, 2005)

Belqees Elwan. Department of Communication, Faculty of Arts, Ain Shams University, Cairo, Egypt.

-Thesis: "The Role of Televised Family Planning Campaigns in Promoting Birth Control Awareness in Yemen." (graduated June, 2005)

Yasser Ismail. Department of Communication in the Postgraduate Institute for Childhood Studies, Ain Shams University, Cairo, Egypt.

-Thesis: "The Uses of Educational Television Programs by Fifth Grade Students and the Gratifications Achieved from them." (graduated June, 2004)

ii. Doctoral.

Rachel Elrom, Department of Communication, University of Maryland, College Park.

-Dissertation area: "Communication and the Construction of Jewish Heritage." (to be completed in Spring, 2017)

Hsin-Yi Chien. Department of Communication, University of Maryland, College Park.

-Dissertation area: "The Intersection of Race, Gender and Sexuality in the LGBT Movement in Taiwan." (to be completed in Spring, 2017)

Doohee Lee. Department of Communication, University of Maryland, College Park.

-Dissertation: "Proposing a Publics' Crisis Response Model: Comparing Emotional Responses and Communication Behaviors in Three Types of Organizational Crises." (to be completed in Spring, 2014).

Shaimaa' Salem. Department of Communication, Faculty of Arts, Ain Shams University, Cairo, Egypt.

-Dissertation: "The Use of an Integrated Marketing-Communication Approach in Tourism Promotion Strategies in Egypt." (graduated May, 2006)

4. Service

a. **Professional.**

i. Offices and committee memberships held in professional organizations.

Elected board member of the Arab-U.S. Association for Communication Educators (AUSACE), 2012-present.

ii. International Activities.

Coordinator of the Global Communication (GlobCom) Project at UMD in spring 2010. Introduced this project for the first time in the University of Maryland, College Park, through integrating it in the Global Public Relations (COMM 633) class in spring 2010. The project engages students from eleven universities around the world in tackling a real international public relations issue involving a real client.

Coordinator of the International Soliya Connect Program, which engages students from the Middle East in live cross-cultural dialogue with fellow students in American and European universities via the Internet. Introduced this program for the first time in the University of Maryland, College Park, through integrating it in my Arab Media (COMM 468) class from fall

2008 till present. (Previously supervised this program in Qatar University from 2004 to 2007).

Supervised Qatar University students who took part in “Al-Maktoum Institute for Arabic and Islamic Studies” summer training program, which was held under the theme "Multiculturalism and Leadership" in Dundee, Scotland, June 25th-July 13th 2005.

Researcher in the Public Opinion Division of the “Middle East Research Center,” Ain Shams University, Cairo, Egypt, 2001-2004.

Visiting international scholar in the Department of Sociology at the University of Manchester, United Kingdom, 2000-2001.

iii. Paid Consultancies

Regional Advisor for Freedom House for the Middle East and North Africa (MENA) region, 2012. (Participated in drafting Freedom House’s annual press freedom report in 2012)

Speaker and trainer in an Amnesty International workshop on social media and international press freedom, Washington D.C., 2011.

Speaker on the state of the media in the Arab world in the United States Department of State’s Foreign Service Institute (FSI), George P. Shultz National Foreign Affairs Training Center, Arlington, Virginia, 2010.

Consultant and trainer in a series of workshops on "Journalism Training" organized by *Al-Sharq* Center for Media Training, Doha, Qatar, 2004-2007.

Consultant and trainer in several workshops and seminars organized by the Women's Committee in the National Democratic Party (NDP), Cairo, Egypt, to enhance women's active participation in public life, in general, and in political life, in particular, 2003-2004.

Consultant and trainer in several workshops and seminars organized by the State Information Agency, Cairo, Egypt, to enhance the communication and persuasion skills of the Agency's personnel, as well as opinion leaders, media professionals, and NGO members, who are working in the area of family planning awareness in Egypt, 2001-2004.

Consultant and trainer in several workshops and seminars organized by Cairo Governorate, Cairo, Egypt, to improve the personal communication and professional skills of female workers in various governmental administrative posts and to enhance their understanding of their public roles and their media images and representations, 2001-2004.

b. **Campus**

i. Departmental

Member of rhetoric faculty search committee, 2012-2013

Member of the Director of Graduate Studies in Interpretation and Translation search committee, 2012-2013

Member of the salary advisory committee, 2012-2013

Departmental colloquium series coordinator, 2011-2012

Member of intercultural/international faculty search committee, 2010-2011.

Member of the undergraduate studies committee, 2009-2012.

Elected member of the faculty advisory committee, 2008-2009.

Social fund coordinator, 2008– present.

Member of public relations faculty search committees, 2007-2011.

ii. College

One of the organizers of a conference on “Arab Revolutions: Historical and Contemporary Perspectives from the Humanities,” 2012.

iii. University

Center for Teaching Excellence (CTE)-Lilly faculty fellow for the academic year 2011-2012.

Participant in the “Future of Information Alliance” initiative at the University of Maryland, 2011.

Campus advisor for Project Nur, which promotes interfaith dialogue between Muslims and non-Muslims and sponsors various intercultural activities, under the supervision of the American Islamic Congress (AIC), 2008-present.

Campus advisor for the Muslim Women of Maryland group, which promotes the values of religious tolerance, coexistence, and spreading correct religious awareness, 2008-present.

c. Other

Media Interviews and Guest Appearances:

- Report on the book talk about “*Islam Dot Com: Contemporary Islamic Discourses in Cyberspace*” in an article titled: “Online Muslim forums foster tolerance and fuel vitriol” in the Religious News Service (RNS), June 11th, 2013.
(<http://www.religionnews.com/2013/06/11/online-muslim-forums-foster-tolerance-and-fuel-vitriol/>)
- Report on the book talk about “*Islam Dot Com: Contemporary Islamic Discourses in Cyberspace*” in an article titled: “Online Muslim forums foster tolerance and fuel vitriol” in the Huffington Post, June 14th, 2013.
(http://www.huffingtonpost.com/2013/06/12/online-muslim-forums-foster-tolerance-and-fuel-vitriol_n_3430193.html)
- Interviewed on the “Feminist Spring” in the program "Word of Mouth" in New Hampshire radio, January 31st, 2013.
(<http://www.nhpr.org/post/feminist-spring>)
- Interviewed in the *McGill Reporter*, the campus newspaper of McGill University in Montreal, Canada, January 31st, 2013.
(<http://publications.mcgill.ca/reporter/2013/01/four-burning-questions-with-sahar-khamis-expert-on-arab-and-muslim-media/>)
- Interviewed in *The Spectator*, the campus newspaper of the University of Wisconsin-Eau Claire, March 7th, 2013
(<http://www.spectatornews.com/currents/2013/03/07/tweeting-for-change-in-the-arab-world/>)
- Interviewed in *The Spectator*, the campus newspaper of the University of Wisconsin-Eau Claire, March 12th, 2013
(<http://www.spectatornews.com/currents/2013/03/12/new-media-along-with-active-protesters-makes-difference-in-arab-spring-sahar-khamis-lecture-educates-students-professors-and-community-members/>)
- Interviewed on the “Arab Feminist Spring” in the “Off the Hour” program on CKUT (McGill campus community radio), Montreal, Canada, February 7th, 2013.

- Interviewed on “Women in Islam” in the “Off the Hour” program on CKUT (McGill campus community radio), Montreal, Canada, February 19th, 2013.
- Interviewed in *Al Jazeera* Arabic satellite channel on the occasion of the U.S. presidential election’s night, November 6th, 2012.
- Interviewed in Global Voice Hall (www.Globalvoicehall.com) on the occasion of the U.S. presidential election’s night, November 6th, 2012 (<http://www.globalvoicehall.com/live-broadcast/2012/exchange/al-mihak-election-day>) (Arabic).
- Interviewed in Orient (private Syrian satellite channel) on the occasion of the U.S. presidential election’s night, November 6th, 2012. (Arabic)
- Interviewed in Global Voice Hall (www.Globalvoicehall.com) in the *Al Mehak* program, September 20th, 2012 (http://www.globalvoicehall.com/al_mihak_episode_19) (Arabic).
- Guest in *Al Jazeera* Arabic satellite channel’s “From Washington” (*Min Washington*) television talk show several times in 2011 and 2012.
- Interviewed twice by FOX 5 television, Washington, D.C. Fox affiliate (WTTG), on February 10th and 11th, 2011.
- Interviewed by CTV (Prince George's Community Television), February 11th, 2011.
- Guest twice in the “News and Views” television program in Voice of America’s (VOA) Chinese services in February and April 2011.
- Interviewed three times by Baltimore's news talk radio station (WBAL) on February, 9th, 10th, and 11th, 2011.
- Interviewed four times by Voice of America’s (VOA) Chinese services radio station in 2011.

VITA

JAMES F. KLUMPP

Personal Data

Birthdate: September 19, 1946

Addresses: Department of Communication
2122 Skinner Building
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Education:

Ph.D. in Speech Communication, University of Minnesota, 1973.
Adviser: Robert L. Scott

Master of Arts in Speech Communication, University of Minnesota, 1971.
Adviser: Robert L. Scott

Bachelor of Arts in Economics and Speech, Communication and Human Relations,
University of Kansas, 1968.
Adviser: David Berg

Teaching

Teaching Experience:

Professor, University of Maryland, 2006-Present; Associate Professor, 1986-2006. Acting Chair, Department of Speech Communication, 1994-95. Director, Public Communication Program, 1988-1992. Director of Graduate Studies, Department of Speech Communication,

Teaching Experience (cont'd)

James F. Klumpp

1988-90; Department of Communication, 1998-2002. Interim Director of Graduate Studies, 2011.

Course responsibilities: Voices of Leadership in Twentieth Century Discourse (upper level undergraduate and graduate lecture/discussion course), Public Discourse in American Communities (upper level undergraduate and graduate lecture concentrating on a history of the place of discourse in various historical American communities), Interpreting Strategic Discourse (upper level undergraduate course), The Discourse of Social Movements: Civil Rights (upper level undergraduate course on the civil rights movement of the 1950s and 1960s), Seminar in the National Conversation (graduate seminar in conjunction with the Smithsonian Institution), Twentieth Century Public Address (undergraduate/graduate lecture/discussion course), Public Speaking (special undergraduate performance course for first-year students), Advanced Historical/Critical Methods (graduate seminar), Historical/Critical Methods (graduate lecture/discussion course), History of Public Address (graduate seminar), Contemporary Rhetorical Theory (graduate seminar), Rhetorical Foundations of American Socio-Political Life (undergraduate/graduate lecture/discussion course), Communication Theory and Process (undergraduate/graduate lecture/discussion course), Textual Approaches to Communication and Social Change (graduate seminar), Introduction to Research in Public Communication (graduate seminar), Seminar in Political Communication (graduate seminar), History of American Public Address, 1635-1900 (undergraduate/graduate lecture/discussion course), Special Topic: Postmodernism -- Structural and Textual Approaches (graduate seminar team-taught with Richard Brown, Department of Sociology), Special Topic: A Critic's Workshop (graduate seminar team-taught with Martha Solomon), Special Topic: Kenneth Burke (graduate seminar), Rhetoric of the Internet (undergraduate/graduate lecture/discussion), Special Topic: Eight Leaders, Eight Speeches (undergraduate research seminar), Special Topic: Barack Obama, Speaker (undergraduate/graduate lecture/discussion).

Associate Professor and Chair, University of Nebraska-Lincoln, 1982-1986; Associate Professor and Director of Graduate Studies, 1979-1982; Assistant Professor and Director of Forensics, 1975-1979.

Course responsibilities: Contemporary Rhetoric (graduate seminar), Rhetorical Criticism (graduate seminar in methods and schools of rhetorical criticism), Special Problems in Socio-Political Influence (graduate seminar), Political Communication (graduate/undergraduate course), Communication and Gender (undergraduate course on women's rhetoric), Social Influence of Language (graduate seminar), Communication in Social Hierarchy (graduate seminar), Social Movements (graduate seminar), Practicum in Political Communication: Lobbying (undergraduate practicum), Legal Communication (undergraduate course), Argumentation (undergraduate course), Historical and Critical Methods (graduate/undergraduate course) Social Influences of Language (graduate/undergraduate course), The Dramatism of Language (graduate/undergraduate course), The Dramatism of Kenneth Burke (Interdisciplinary graduate seminar), The Rhetoric of the Nuclear Freeze Movement (graduate seminar), Introduction to Speech Communication Theory (graduate/undergraduate course).

Assistant Professor and Director of Forensics, Wayne State University, 1973-1975.

Course responsibilities: Theory of Argument and Controversy (graduate seminar on argumentation), Communicative Influences in Decision-Making (graduate course in decision-making), Man and Language (graduate course in contemporary rhetorical theory including study of Burke, the symbolic interactionists, and the sociological school of rhetorical theorists), Introduction to Graduate Study of Speech.

Teaching Experience (cont'd)

James F. Klumpp

Teaching Associate, Assistant Director of Forensics, and Acting Director of Forensics, 1968-1973, University of Minnesota.

Course responsibilities: Rhetoric of Political Campaigns (upper division course in campaign rhetoric during 1970 mid-term election), Argumentation (undergraduate course in argumentation theory).

Teaching Accomplishments:

Eastern Communication Association, Teaching Fellow, for Lifetime Teaching, 2007.

IFC-PHC Teacher of the Year, University of Maryland College Park, 1994.

Danforth Associate Program, Teaching Fellow, 1978-84. Selected with 538 others from faculty throughout American colleges and universities.

Outstanding Young Teacher in Speech in Nebraska. Named by Nebraska Speech Communication Association, 1978.

Theses and Dissertations Directed:

Bjørn Stillion Southard. "The Rhetorical Origins of the Colonization Movement in the United States." Ph.D. Diss. University of Maryland. 2009.

Michael Allen Chambers. "Traditional Values and Progressive Desires: Tensions of Identity in the Rhetoric of the Grainger Movement in Illinois, 1870-1875." Ph.D. Diss. University of Maryland. 2008.

Amy Lynn Heyse. "Teachers of the Lost Cause: The United Daughters of the Confederacy and the Rhetoric of Their Catechisms." Ph.D. Diss. University of Maryland. 2006.

Nathaniel I. Córdova. "Turning Political: Constituting the Puerto Rican Jíbaro as a Political Actor, 1938-1940." Ph.D. Diss. University of Maryland. 2002.

Paul Bradley Stewart. "Early American Petitioning (1789-1828), Public Life and the Public Sphere." Ph.D. Diss. University of Maryland. 2001.

Jean Miller. "The Melting Pot Metaphor: Immigration and Identity in Early Twentieth Century American Discourse." Ph.D. Diss. University of Maryland. 2000.

Noemi Marin. "Rhetorical Readings on Exile and Identity in Eastern and Central Europe: Konrad, Codrescu, and Drakulic." Ph.D. Diss. University of Maryland. 1999.

- Mary Lynn Umberger. "The Buffalo Commons: An Ethnographic Case Study of Proposed Change." Ph.D. Diss. University of Maryland. 1999.
- Theresa M. Croy. "Cultural Memory and the Responses to the Town Hall Meeting in the 1992 Presidential Debates." Ph.D. Diss. University of Maryland. 1999.
- Katherine Anne Jankowski. "The Battle of Ideologies: A Struggle for Ownership in the Deaf Community." Ph.D. Diss. University of Maryland. 1992
- Richard W. Leeman. "The Rhetoric of Counter-Terrorism: A Strategy of Response." Ph.D. Diss. University of Maryland. 1990.
- Kevin Dean. "A Rhetorical Biography of Jonathan Edwards: Beyond the Fires of Hell." Ph.D. Diss. University of Maryland. 1989.
- David Procter. "Enacting Political Culture: Rhetorical Transformations of Liberty Weekend, 1986." Ph.D. Diss. University of Nebraska. 1989.
- Richard E. Boyd. "The Rhetorical Transformation of Soviet/American War Rhetoric in the U.N. Security Council." Ph.D. Diss. University of Nebraska. 1987.
- Linda T. Krug. "Stylizing, Culturizing, and Image-Action: The Dialectic Forces of the Metaphoric Experience." Ph.D. Diss. University of Nebraska. 1987.
- C. Thomas Preston, Jr. "A Rhetorical Analysis of Ronald Reagan's November 18, 1981, Address on Strategic Arms Reduction." Ph.D. Diss. University of Nebraska. 1986.
- Phyllis M. Japp. "Rhetoric and Time: Dimensions of Temporality in Theory and Criticism." Ph.D. Diss. University of Nebraska. 1986.
- Sheryl L. Johnson-Threlkeld. "An Apocalyptic Rhetorical Vision: A Look into *Uncle Tom's Cabin*." M.A. Thesis. University of Nebraska. 1984.
- SandraLee M. Hanisko. "Foreign Affairs Perspectives Toward Revolution in El Salvador: The Unfolding of U.S. Officials' Rhetorical Experiences." Ph.D. Diss. University of Nebraska. 1984.
- Victoria Louise Nogle. "A Rhetorical Criticism of Women's Music and the Lesbianfeminist Movement." Ph.D. Diss. University of Nebraska. 1984.
- Douglas F. Brenner. "The Rhetoric of the Moral Majority: Transforming Perceptions of Opposition." Ph.D. Diss. University of Nebraska. 1984.

Teaching: Course Development (cont'd)

James F. Klumpp

Linda L. Mann. "The Cultural Assimilator in Educational Settings: A Comparison of Cross Cultural Training Techniques." Ph.D. Diss. University of Nebraska. 1982.

Charles D. Veenstra. "A Reformed Theological Ethics of Speech Communication." Ph.D. Diss. University of Nebraska. 1981.

SandraLee M. Hanisko. "The American Civil Liberties Union Response to a Time of Crisis: A Struggle Between a 'Revered Principle' and 'Emotionalism.'" M.A. Thesis. University of Nebraska. 1979.

Thomas A. Hollihan. "The Public Controversy Over the Panama Canal Treaties: A Fantasy Theme Analysis of Foreign Policy Dramas." Ph.D. Diss. University of Nebraska. 1978.

Renée Meyers. "An Examination of the Male Sex Role Model in Prime Time Television Commercials." M.A. Thesis. University of Nebraska. 1978.

Lynda S. Harrell. "The Relationship of Philosophy and Strategy in the Women's Rights Movement, 1948-1920: A Critical Analysis of Rhetorical Choices." M.A. Thesis. University of Nebraska. 1977.

Thomas A. Hollihan. "The Transfer of Power from Richard M. Nixon to Gerald R. Ford: An Analysis of a Unique Rhetorical Situation." M.A. Thesis. Wayne State University. 1975.

Course Development:

Graduate seminars developed include: Dramatistic Analysis of Women's Liberation, Social Influences of Language, Rhetorical Criticism, Contemporary Rhetorical Theory, Communication in Social Hierarchy, Contemporary Argumentation, The Dramatism of Kenneth Burke, The Rhetoric of Nuclear Freeze, American Public Address, Advanced Historical/Critical Methods, Textual Approaches to Communication and Social Change, Seminar in Political Communication, Postmodernism: Structural and Textual Approaches, A Critics Workshop, Communication and Social Change.

Lecture courses developed include: Voices of Leadership in Twentieth Century Discourse; Public Discourse in American Communities, 1635-1900; Political Communication; Man and Language Communication Processes in Decision Making; Social Influences of Language; Introduction to Speech Communication Theory; Rhetorical Foundations of American Socio-Political Life; Communication Theory and Process; History of American Public Address, 1635-1900; Twentieth Century American Public Address.

James F. Klumpp

Undergraduate courses developed include: Argumentation, Debate, Practicum in Political Communication: Lobbying, Communication and the Sexes, Rhetoric of Social Movements: Civil Rights; Interpreting Strategic Discourse; Eight Leaders, Eight Speeches; Barack Obama, Speaker.

Curriculum development work has included service on committee revising both graduate and undergraduate curriculums in Speech Communication at University of Nebraska-Lincoln and Wayne State University.

Research

Books

Bernard L. Brock, Mark Huglen, James F. Klumpp, and Sharon Howell. *Making Sense of Political Ideology: The Power of Language in Democracy*. Lanham: MD: Rowman and Littlefield, 2006.

Ronald F. Reid and James F. Klumpp. *American Rhetorical Discourse*. 3rd ed. Long Grove IL: Waveland Press, 2005.

James F. Klumpp, ed. *Argument in a Time of Change: Definitions, Theories, and Critiques*. Annandale VA: National Communication Association, 1998.

Bernard L. Brock, James Chesebro, John F. Cragan, and James F. Klumpp. *Public Policy Decision-Making: Systems Analysis and Comparative Advantages Debate*. New York: Harper and Row, 1973.

Selected/Edited Research Articles

James F. Klumpp. "Rhetorical Argument." *Topical Themes in Argumentation Theory: Twenty Exploratory Studies*. Ed. Frans H. van Eemeren and Bart Garssen. Berlin, Germany: Springer, 2012. 17-30.

James F. Klumpp. "Transcendence in the Barnyard: Thoughts on Strategic Approaches to the Political Art." *Transcendence by Perspective: Kenneth Burke and/on Social Change*. Ed. Bryan Crable. West Lafayette, IN: Parlor Press, forthcoming.

James F. Klumpp. "Argument in Critical Elections." *The Functions of Argument and Social Context*. Ed. Dennis Gouran. Washington: National Communication Association, 2010. 259-65.

James F. Klumpp and Erica J. Lamm. "Motives and Metaphors of Education." *Humanistic Critique of Education: Teaching and Learning as Symbolic Action*. Ed. Peter Smudde. West Lafayette, IN: Parlor Press, 2010. 143-65.

James F. Klumpp. "Argumentative Ecology." *Argumentation and Advocacy* 45 (Spring 2009): 183-97.

James F. Klumpp. "There are People Working in Those Fields: Identifying the Genome, Assessing the Harvest." *Concerning Argument*. Ed. Scott Jacobs. Washington: National Communication Association, 2009. 453-61.

Bjørn F. Stillion Southard and James F. Klumpp. "Moderate Political Argument: A Philosophical and Empirical Exploration." *Concerning Argument*. Ed. Scott Jacobs. Washington: National Communication Association, 2009. 669-76.

James F. Klumpp. "Warranting Arguments, the Virtue of Verb." *Arguing on the Toulmin Model: New Essays on Argument Analysis and Evaluation*. Ed. David Hitchcock. Dordrecht, Netherlands: Springer, 2006. 91-100.

James F. Klumpp, Patricia Riley, and Thomas Hollihan. "War and Memory: Arguments in a Global Age." *Critical Problems in Argumentation*. Ed. Charles Arthur Willard. Washington: National Communication Association, 2005. 385-94.

James F. Klumpp. "The Three Arguments of Iraq." *Critical Problems in Argumentation*. Ed. Charles Arthur Willard. Washington: National Communication Association, 2005. 726-32.

James F. Klumpp, Thomas Hollihan, and Patricia Riley. "Globalizing Argumentation Theory." *Arguing Communication and Culture*. Ed. G. Thomas Goodnight. Washington: National Communication Association, 2002. 578-87.

James F. Klumpp, Patricia Riley, and Thomas A. Hollihan. "Beyond Dialogue: Linking the Public and Political Spheres." *Argument at Century's End: Reflecting on the Past and Envisioning the Future*. Ed. Thomas A. Hollihan. Annandale VA: National Communication Association, 2000. 361-68.

Thomas A. Hollihan, James F. Klumpp, and Patricia Riley. "Public Argument in the Post-Mass Media Age." *Proceedings of the Fourth International Conference of the International Society for the Study of Argumentation*. Eds. Frans H. van Eemeren, Rob Grootendorst, J. Anthony Blair, and Charles A. Willard. Amsterdam: Sic-Sat, 1999. 365-71.

James F. Klumpp. "Burkean Social Hierarchy and the Ironic Investment of Martin Luther King." *Kenneth Burke and the Twenty-first Century*. Ed. Bernard L. Brock. Albany: State University of New York Press, 1999. 207-41.

Patricia Riley, Thomas Hollihan, and James F. Klumpp. "The Dark Side of Community and Democracy: Militias, Patriots, and Angry White Guys." *Argument in a Time of Change: Definitions, Theories, and Critiques*. Ed. James F. Klumpp. Annandale VA: National Communication Association, 1998. 202-207.

James F. Klumpp. "The Rhetoric of Community at Century's End." *Making and Unmaking the Prospects for Rhetoric: Selected Papers from the 1996 Rhetoric Society of America Conference*. Eds. Theresa Enos and Richard McNabb. Mahwah NJ: Lawrence Erlbaum, 1997. 75-82.

Patricia Riley, James F. Klumpp, and Thomas A. Hollihan. "Democratizing the 21st Century: Evaluating Arguments for New Democratic Sites." *Argumentation and Values: Proceedings of the Ninth SCA/AFA Summer Conference on Argumentation*. Ed. Sally Jackson. Annandale VA: SCA, 1995. 254-60. Winner of the American Forensic Association Outstanding Research Award, 1996.

James F. Klumpp, Patricia Riley, and Thomas A. Hollihan. "Argument in the Post-Political Age: Emerging Sites for a Democratic Lifeworld." *Special Fields and Cases*. vol. 4 of *Proceedings of the Third ISSA Conference on Argumentation*. Eds. Frans H. van Eemeren, Rob Grootendorst, J. Anthony Blair and Charles A. Willard. Amsterdam: SicSat, 1995. 318-28.

Thomas A. Hollihan, Patricia Riley, and James F. Klumpp. "Greed versus Hope, Self-Interest versus Community: Reinventing Argumentative Praxis in Post-Free Marketplace America." *Argument and the Postmodern Challenge: Proceedings of the Eighth SCA/AFA Conference on Argumentation*. Ed. Raymie E. McKerrow. Annandale VA: Speech Communication Association, 1993. 332-39.

James F. Klumpp. "W[h]ither Civic Discourse[?!]" *Spheres of Argument: Proceedings of the Sixth SCA/AFA Conference on Argumentation*. Ed. Bruce Gronbeck. Annandale VA: Speech Communication Association, 1989. 147-50.

James F. Klumpp. "Beyond the Social Engineering Paradigm: Public Policy Decision-Making -- Fifteen Years Later." *Argument and Critical Practices: Proceedings of the Fifth SCA/AFA Conference on Argumentation*. Ed. Joseph W. Wenzel. Annandale VA: Speech Communication Association, 1987. 395-98

James F. Klumpp. "A Dramatistic Approach to Fields of Argument." *Dimensions of Argument: Proceedings of the American Forensic Association Conference on Argumentation, 1981*. Ed. George Ziegelmüller and Jack Rhodes. Annandale VA: Speech Communication Association, 1981. 44-55.

James F. Klumpp. "Pragmatic Communication." *Education in the 80s*. Ed. Gustav W. Friedrich. Washington: National Education Association, 1981. 102-109.

Refereed Journal Articles

James F. Klumpp. "Freedom and Responsibility in Constructing Public Life: Toward a Revised Ethic of Discourse." *Argumentation*, 11 (1997): 113-30.

James F. Klumpp. "A Rapprochement Between Dramatism and Argument." *Argumentation and Advocacy* 29 (1993): 148-63.

James F. Klumpp. "Widening Persuasion, or a Vision of *Public Speaking*." *Speaker and Gavel* 29 (1992): 47-52.

James F. Klumpp. "Vision of Critique: Kenneth Burke and Civic Discourse in the 21st Century." *Kenneth Burke Society Newsletter* 6.1 (April 1990): 9-13.

James F. Klumpp and Thomas A. Hollihan. "Rhetorical Criticism as Moral Action." *Quarterly Journal of Speech* 75 (February 1989): 84-97.

James F. Klumpp and Phyllis K. Japp. "Two Critics: Bodies Learning Language." *Kenneth Burke Society Newsletter* 3 (October 1987): 3.

James E. Ford and James F. Klumpp. "Systematic Pluralism: An Inquiry Into the Bases of Communication Research." *Critical Studies in Mass Communication* 3 (December 1985): 408-30.

Robert L. Scott and James F. Klumpp. "A Dear Searcher Into Comparisons: The Rhetoric of Ellen Goodman." *Quarterly Journal of Speech* 70 (February 1984): 69-79. Reprinted in Bernard L. Brock, Robert L. Scott, and James Chesebro, ed. *Methods of Rhetorical Criticism: A Twentieth Century Perspective*. 3rd ed. Detroit: Wayne State University Press, 1990. 144-55.

James F. Klumpp. "An Inductive Approach to Beginning Debate Training." *Nebraska Speech Communication Association Journal* 27.1 (Fall 1981): 49-58.

- James F. Klumpp and Thomas A. Hollihan. "On Sociodramatic Criticism: A Response to Stromer." *Quarterly Journal of Speech* 67 (February 1981): 103-105.
- James F. Klumpp and Thomas A. Hollihan. "Debunking the Resignation of Earl Butz: Sacrificing an Official Racist." *Quarterly Journal of Speech* 65 (February 1979): 1-11.
- James F. Klumpp and Jeffrey K. Lukehart. "The Pardoning of Richard Nixon: A Failure in Motivational Strategy." *Western Journal of Speech Communication* 41 (Spring 1978): 116-23.
- James F. Klumpp, Bernard L. Brock, James Chesebro, and John F. Cragan. "Implications of a Systems Model of Analysis on Argumentation Theory." *Journal of the American Forensic Association* 11 (Summer 1974): 1-7.
- James F. Klumpp. "The Challenge of Radical Rhetoric: Radicalization at Columbia." *Western Speech* 37 (Summer 1973): 146-56.
- James F. Klumpp. "Nonviolence and Black Power: Civil Rights as a Mass Movement." *Speaker and Gavel* 6.3 (March 1969): 71-76. Reprinted in *Essays in Rhetorical Criticism*. Ed. Bernard L. Brock. Lawrence KS: Allen Press, 1971. 61-66.

Invited Essays and Serial Publications

- James F. Klumpp. "The Burke I Knew: An Interview with Professor James Klumpp." *KB Journal* 8.1 (Spring 2012): online.
- James F. Klumpp. "The Parsonian School." *Reasoned Argument and Social Change*. Ed. Robert C. Rowland. Washington: National Communication Association, 2011. 270-77.
- James F. Klumpp. "Deliberation, Debate, and Decision-Making." *21st Century Communication: A Reference Handbook*. Ed. William Eadie. Thousand Oaks CA: Sage, 2009. I:202-10.
- James F. Klumpp. "Dramatistic Approaches to Political Communication." *Encyclopedia of Political Communication*. Ed. Christina Holtz-Bacha and Lynda Lee Kaid. Thousand Oaks CA: Sage, 2008. I:193-94.
- James F. Klumpp. "Rhetoric of North America: United States." *International Encyclopedia of Communication*. Ed. Wolfgang Donsbach. Berlin: Blackwell, 2008. 9:4294-96.
- James F. Klumpp. "Facts, Truth, and Iraq: A Call for Stewardship of Democratic Argument." *Engaging Argument*. Ed. Patricia Riley. Washington: NCA, 2006. 1-17.

- Thomas A. Hollihan, Patricia Riley, and James F. Klumpp. "Fundamentalism versus Cosmopolitanism: Argument, Cultural Identity, and Political Violence in the Global Age." *Proceedings of the Fifth Conference of the International Society for the Study of Argumentation*. Ed. Frans H. van Eemeren, J. Anthony Blair, Charles A. Willard, and Snoeck Henkemanis. Amsterdam: Benjamins, 2004. 515-20.
- James F. Klumpp. "Organizing a Community and Responding to its Needs: The First Fifty Years of the American Forensic Association." *Argumentation and Advocacy* 37 (Summer 2000): 12-27.
- James F. Klumpp. "On Behalf of His Time: Moving Beyond the Willardian Project on the Public Sphere." *Argumentation and Advocacy* 33 (1997): 147-59.
- James F. Klumpp. "'Dancing with Tears in My Eyes': Celebrating the Life and Work of Kenneth Burke." *Southern Communication Journal* 61 (Fall 1995): 1-10. Introduction to special issue.
- James F. Klumpp. "Wading into the Stream of Forensics Research: The View from the Editorial Office." *National Forensics Journal* 8 (Spring 1990): 77-86.
- James F. Klumpp. "Who is an Arguer? A Response to Wayne Brockriede." *Argument and Social Practice: Proceedings of the Fourth SCA/AFA Conference on Argumentation*. Annandale VA: Speech Communication Association, 1985. 42-44.
- James F. Klumpp, Phyllis Japp, and Debra Japp. "A Bibliography of Rhetorical Criticism, 1977-82." *Speaker and Gavel* 22.1 (Fall 1984-85): 20-36.
- Bernard L. Brock and James F. Klumpp. "Richard Nixon's Anti-Impeachment Campaign: America's Paradise Lost." *Exetasis* 1 (May 1974): 1-8.

Book Reviews

- James F. Klumpp, Rev. of *Moving Bodies: Kenneth Burke at the Edges of Language*, by Debra Hawhee. *Quarterly Journal of Speech* 96 (November 2010): 469-72.
- James F. Klumpp, "The Rise and Fall of Political Coalitions: A Subject for Rhetorical Inquiry." Rev. of *The Rise of American Democracy: Jefferson to Lincoln*, by Sean Wilentz; and *Team of Rivals: The Political Genius of Abraham Lincoln* by Doris Kearns Goodwin. *Review of Communication* 9 (2009): 310-16.

Research: Book Reviews (cont'd)

James F. Klumpp

James F. Klumpp, Rev. of *Lincoln at Cooper Union: The Speech That Made Abraham Lincoln President*, by Harold Holzer. *Quarterly Journal of Speech* 90 (August 2004): 372-73.

James F. Klumpp. Rev. of *Narrative Policy Analysis: Theory and Practice*, by Emery Roe. *Quarterly Journal of Speech* 82 (August 1996): 313-14.

James F. Klumpp. Rev. of *Readings in Argumentation*, ed. by William L. Benoit, Dale Hample, and Pamela J. Benoit. *Argumentation*, 10 (1996): 142-45.

James F. Klumpp. Rev. of *The Selected Correspondence of Kenneth Burke and Malcolm Cowley, 1915-1981*. Ed. Paul Jay. *Kenneth Burke Society Newsletter* 7.1 (April 1991): 1+.

James F. Klumpp. Rev. of *Invention as a Social Act*, by Karen Burke LeFevre. *Journal of American Forensic Association* 24 (Summer 1987): 57-58.

Research Honors and Awards

Douglas W. Ehninger Distinguished Rhetorical Scholar Award, National Communication Association, 2013.

Senior Scholar Award for Lifetime Achievement in Argumentation, NCA/AFA Summer Conference on Argumentation, 2013.

Keynote Speaker, International Society for the Study of Argumentation Quadrennial Conference, Amsterdam, Holland, 2010.

Distinguished Research Award, International Society for the Study of Argumentation, 2009.

Keynote Speaker, Thirteenth Biennial NCA/AFA Summer Conference on Argumentation, 2005.

Spotlight Program on Lifetime Work, Eastern Communication Association, 2002.

Eastern Communication Association, Research Fellow, for Lifetime Work, 2000.

Eastern Communication Association, Committee of Scholars, 1988-89; 2000-2001.

Daniel Rohrer Award for the Outstanding Research Monograph in Argumentation, 1995. For "Democratizing the Lifeworld of the 21st Century: Evaluating New Democratic Sites for Argument."

Eastern Communication Association, Distinguished Scholar, 1987.

Convention and Symposium Programs

“Abraham Lincoln and the Argumentative Style.” NCA/AFA Summer Conference on Argumentation. Alta, UT. August 2013.

“Productive Rhetorics of Social Change: The Power of Burke’s Linguistic Dialectic.” *Rhetoric as Equipment for Living: Kenneth Burke, Culture and Education*. Conference, Ghent University, Ghent, Belgium, May 2013.

Short Course. “Have Content...Need Publisher: Perspectives on the Confusing Confluence that Joins a Manuscript with Its Ideal Publisher.” Eastern Communication Association, Pittsburgh, PA, April 2013.

Participant. “Book Spotlight Session - *Ralph Ellison and Kenneth Burke: At the Roots of the Racial Divide* by Bryan Crable.” Eastern Communication Association, Pittsburgh, PA, April 2013.

Respondent. “Contributed Papers in Argumentation & Forensics.” Eastern Communication Association, Pittsburgh, PA, April 2013.

“A Burkean Call to Community: Addressing the Barnyard Wrangle.” National Communication Association Convention, Orlando, FL, November 2012.

Roundtable. “The Demands of Change: Kenneth Burke and a Rhetoric of Transitions.” Eastern Communication Association Convention, Cambridge, MA, April 2012.

Respondent. “Rhetorical Leadership.” National Communication Association Convention, New Orleans, LA, November 2011.

“The Parsonian Species” NCA/AFA Summer Conference on Argumentation. Alta, UT. July 2011.

“What We Are: Textures of Identification in Barack Obama's Arizona Elegy.” Kenneth Burke Society Triennial Conference. Clemson, SC, May 2011.

Roundtable. “Mid-Term Elections 2010: Analysis of Causes for the Results.” National Communication Association Convention, San Francisco, CA, November 2010.

Keynote Address. “Rhetorical Argument.” International Society for the Study of Argumentation, Amsterdam, Netherlands, June 2010.

“Puritans in Bohemia: A Burkean Attitude Toward Criticism.” Eastern Communication Association Convention, Baltimore, MD, April 2010.

Roundtable. “Focus on the Future: Creating an Agenda for the Future of Kenneth Burke.” Eastern Communication Association Convention, Baltimore, MD, April 2010.

Respondent. “Racial Politics in the Age of Obama: Exploring the Discourses of Backlash.” Eastern Communication Association Convention, Baltimore, MD, April 2010.

Respondent. “Rhetoric and the Obamas: Femininity, Image-Making, and Jeremiah Wright.” National Communication Association Convention, Chicago, IL, November 2009.

Special Memorial Session. “Sharing Favorite Fantasy Themes in Remembrance of Ernest G. Bormann. National Communication Association Convention, Chicago, IL, November 2009.

Roundtable. “Election 2008: A Retrospective Look a Year Later.” National Communication Association Convention, Chicago, IL, November 2009.

“Argument in a Time of Change.” NCA/AFA Summer Conference on Argumentation. Alta, UT. August 2009.

“Kenneth Burke: *Attitudes Toward History*.” Eastern Communication Association, Philadelphia, April 2009.

“Abraham Lincoln: Jack of All Styles, Master of Some.” Central States Communication Association, St. Louis, April 2009.

Roundtable. “How it Happened: Election 2008.” National Communication Association, San Diego, November 2008.

Respondent. “Diverse Unconventional Subjects: Competitive Papers in Burkean Criticism.” National Communication Association, San Diego, November 2008.

Roundtable. “Reflections on the Rhetorical Challenges of the 2008 Presidential Campaigns.” National Communication Association, San Diego, November 2008.

Co-Leader. “Workshop in Burkean Criticism.” Triennial Conference of Kenneth Burke Society, Philadelphia, PA, June 2008.

“Transcendence in the Barnyard: Thoughts on Strategic Approaches to the Political Art.”

Triennial Conference of Kenneth Burke Society, Philadelphia, PA, June 2008.

“Argumentative Ecology.” Wake Forest Conference on Argumentation, Venice, Italy, June 2008.

Respondent. “Contemporary Applications of Burke: Analyses and Criticisms.” Eastern Communication Association, Pittsburgh, PA, May 2007.

Roundtable. “The Rhetorical Challenges of the 2008 Presidential Primaries and Caucuses.” National Communication Association, Chicago, IL, November 2007.

Respondent. “Ethics: Burkean Approaches and Analyses.” National Communication Association, Chicago, IL, November 2007.

“Moderate Political Argument: A Philosophical and Empirical Exploration.” NCA/AFA Summer Conference on Argumentation, Alta UT, August 2007. Coauthored with, and presented by Bjørn F. Stillion Southard .

“There are People Working in Those Fields: Identifying the Genome, assessing the Harvest.” NCA/AFA Summer Conference on Argumentation, Alta UT, August 2007.

Roundtable. “Faculty at the Intersection of Competing Pieties: A Burkean Roundtable on Perspectives on the Academy.” Eastern Communication Association, Providence RI, April 2007.

Respondent. “Connecting, Applying, and Queering the Work of Kenneth Burke.” National Communication Association, San Antonio TX, November 2006.

Respondent. “Kenneth Burke: Focusing on the Forest instead of the Trees.” National Communication Association, San Antonio TX, November 2006.

Special Memorial Session. “Bernard L. Brock as Creative Inspiration.” National Communication Association, San Antonio TX, November 2006.

“On Taking the UN Seriously as a Site for Public Arguments: Globalization and Media Representation.” International Society for the Study of Argumentation Conference, Amsterdam, June 2006. Coauthored with Patti Riley and Thomas A. Hollihan.

Tribute. “Spotlight on the Life and Scholarship of Bernard L. Brock.” Eastern Communication Association, Philadelphia PA, April 2006.

“Transforming Early America: Spotighting Lester Olson's *Benjamin Franklin's Vision of American Community: A Study of Rhetorical Iconology*.” Eastern Communication

Association, Philadelphia PA, April 2006.

“When Foundations Fail: Argument without Institutions of Fact.” Plenary Address. Wake Forest Conference on Argumentation, Boca Raton FL, February 2006.

Roundtable. “Today's Political Polarity: Good or Evil?” National Communication Association, Boston MA, November 2005.

Respondent. “Revisiting the Rhetorical Construction of Social Movements.” National Communication Association, Boston MA, November 2005.

“Truth and Argumentation.” Keynote Address. NCA/AFA Summer Conference on Argumentation, Alta UT, August 2005.

Respondent. “Political Cartoons in a Stephen Toulmin Landscape.” The Uses of Argument. Ontario Society for the Study of Argumentation, Hamilton, ON, May 2005.

“Warranting Arguments, the Virtue of Verb.” The Uses of Argument. Ontario Society for the Study of Argumentation, Hamilton, ON, May 2005.

Respondent. “Contributed Papers in Rhetoric and Public Address.” Eastern Communication Association, Pittsburgh PA, April 2005.

“Tribute to Bernard L. Brock: His Research Influence.” National Communication Association, Chicago IL, November 2004.

“Preparing for a Symbolic World: Kenneth Burke and Learning.” National Communication Association, Chicago IL, November 2004.

Tribute Panel. “Spotlight on Bernie Brock: Distinguished Scholar, Teacher, and Mentor.” Eastern Communication Association, Boston MA, April 2004.

Roundtable. “Where In Meets Out: Kenneth Burke's Linguistic Approach to Problems of Education.” National Communication Association, Miami FL, November 2003.

Respondent. “Public Social Controversy: Matters of Religion and Science.” National Communication Association, Miami FL, November 2003.

“The Three Arguments of Iraq.” NCA/AFA Summer Conference on Argumentation, Alta UT, August 2003.

“War and Memory: Arguments in a Global Age.” Coauthored with Patricia Riley and Thomas

Hollihan. Read by Patricia Riley. NCA/AFA Summer Conference on Argumentation, Alta UT, August 2003.

Roundtable. "Embracing Argument: Encouraging the Argumentative Culture." Eastern Communication Association, Washington, DC, April 2003.

Roundtable. "The Relationship between the Burkean and Feminist Projects." Eastern Communication Association, Washington, DC, April 2003.

Respondent. "Diffusing Resistance: Using Private Sphere Discourse to Make Social Change." Eastern Communication Association, Washington, DC, April 2003.

"Burkean Perspectives on the World of 9/11: One Year Later. National Communication Association, New Orleans, LA, November 2002.

"Fundamentalism versus Cosmopolitanism: Argument, Cultural Identity, and Political Violence in the Global Age." International Society for the Study of Argumentation Conference, Amsterdam, June 2002. Co-authored with Thomas A. Hollihan and Patricia Riley. Also published in *Proceedings of the Fifth Conference of the International Society for the Study of Argumentation*. Ed. Frans H. van Eemeren, J. Anthony Blair, Charles A. Willard, and A. Francisca Snoeck Henkemans. Amsterdam: SicSat, 2003. 515-20.

"In 'The City of Cities' Whose Representative Anecdote Shall We Embrace?" Eastern Communication Association, New York, April 2002.

"Franklin D. Roosevelt's First Inaugural Address: Great Ideas for Teaching Great Speeches." Eastern Communication Association, New York, April 2002.

"Spotlight on Scholarship: Kenneth Burke and the Public Sphere: A Conversation with James Klumpp." Eastern Communication Association, New York, April 2002.

"Changing of the Age: Rhetorical Study in Moments of Reorientation." National Communication Association, Atlanta GA, November 2001. Co-authored with Diane J. Hemmings.

"The Farmer's Revolt: A Local View." National Communication Association, Atlanta GA, November 2001.

"The Legacy of Kenneth Burke: Educators Under His Influence." National Communication Association, Atlanta GA, November 2001.

"Globalizing Argumentation Theory." National Communication Association/ American Forensic Association Summer Conference on Argumentation, Alta UT, August 2001.

Research: Convention and Symposia Presentations (cont'd)

James F. Klumpp

Coauthored with Patricia Riley and Thomas A. Hollihan. Presented by James F. Klumpp.

“Kenneth Burke and the Undergraduate: ‘Arrived Critics’ Share Pedagogical Strategies and Influences. Eastern Communication Association, Portland ME, April 2001.

“Identification, the Critical Intellectual, and the Building of Democracy in Central and Eastern Europe: The Case of George Konrad.” Western States Communication Association, Sacramento, February 2000. Coauthored with Noemi Marin. Presented by Noemi Marin.

“The Ethical Quality in the Public Sphere.” National Communication Association, Chicago, November 1999.

“The Importance of Being Earnest, and the Dangers.” National Communication Association, Chicago, November 1999.

“Beyond Dialogue: Linking the Public and Political Spheres.” National Communication Association/ American Forensic Association Summer Conference on Argumentation, Alta UT, August 1999. Coauthored with Patricia Riley and Thomas A. Hollihan. Presented by Patricia Riley.

“Public Argument in the Post-Mass Media Age.” International Society for the Study of Argumentation Conference, Amsterdam, June 1998.

“Rhetorical Criticism As/And Pedagogy.” Eastern Communication Association, Saratoga Springs NY, April 1998.

“Teaching Kenneth Burke by Being a Critic.” National Communication Association, Chicago, November 1997.

“The Dark Side of Community and Democracy: Militias, Patriots, and Angry White Guys.” National Communication Association/American Forensic Association Summer Conference on Argumentation. Alta UT, August 1997. Coauthored with Patricia Riley, and Thomas Hollihan.

“Toward a Burkean Theory of Democracy: Report from the Third Conference of the Kenneth Burke Society.” Eastern Communication Association, Baltimore, April 1997.

“The Rhetoric of Quiet Power: Exploring the Strength of Strategic Silence.” Response. Eastern Communication Association, Baltimore, April 1997.

“Agent and Campaign '96.” Speech Communication Association, San Diego, November 1996.

“Kenneth Burke’s Four Master Tropes: Illuminating Contemporary Political Discourse.”
Response to Four Studies. Speech Communication Association, San Diego, November
1996.

“Transcending Differences in Race, Religion, and Politics: Identity, Identification, and the
African American Audience.” Response to Four Studies. Speech Communication
Association, San Diego, November 1996.

“The Declaration of Independence as Rhetorical Enactment.” Biennial Public Address
Conference, Champaign-Urbana IL, September 1996.

“Theory and Criticism in an Era of Change: Toward a Revitalized Rhetoric of Transformation at
the Century’s End.” Rhetoric Society of America Biennial Conference, Tucson AZ, May
1996.

“Raymie McKerrow: Work in Progress.” Response to the Author. Eastern Communication
Association, New York, April 1996.

“Statist Rhetoric: The Reduction of Civic Discourse.” Speech Communication Association
National Convention, San Antonio TX, November 1995.

“Back at Square One: Reexamining Ivie on the Critic’s Voice.” Speech Communication
Association National Convention, San Antonio TX, November 1995.

“Democratizing the Lifeworld in the 21st Century: Evaluating New Democratic Sites for
Argument.” Ninth SCA/AFA Summer Conference on Argumentation. Alta UT, August
1995. Coauthored with Patricia Riley and Thomas A. Hollihan.

Respondent. “Burke and the 20th Century Media.” Eastern Communication Association
Convention. Pittsburgh, April 1995.

Respondent. “Radical Views of Radical Voices: Frances Willard, Emma Goldman, and Malcolm
X.” Eastern Communication Association Convention, Pittsburgh, April 1995.

“Putting the *Public* back in Public Speaking.” Eastern Communication Association Convention.
Pittsburgh, April 1995.

Respondent. “Argumentation Studies and Critical Theory.” Western Communication
Association Convention, Portland OR, February 1995.

“Argument in the Post-Political Age: Emerging Sites for a Democratic Lifeworld.” Third International Conference on Argumentation. Amsterdam, June 1994. Coauthored with Thomas A. Hollihan and Patti Riley.

Respondent. Rhetoric and Anglo-American Legal Discourse. Eastern Communication Association Convention. Washington, April 1994.

Respondent. Implicating Rhetoric and History. Eastern Communication Association Convention. Washington, April 1994.

“Kenneth Burke in the Twenty-First Century.” Eastern Communication Association Convention. Washington, April 1994.

“Martin Luther King Playing With the Fire of Hierarchy: Reading ‘I Have a Dream’ Ironically.” Speech Communication Association Convention. Miami, November 1993. Top Four Paper.

“The Declaration of Independence as Founding Praxis.” Workshop on Rhetoric, Political Myth, and Symbolism. American Political Science Association Convention. Washington, September 1993.

“Greed versus Hope, Self-Interest versus Community: Reinventing Argumentative Praxis in Post-Free Marketplace America.” Eighth SCA/AFA Summer Conference on Argumentation. Alta UT, August 1993. Coauthored with Patti Riley and Thomas A. Hollihan.

“The Critical Possibilities of Burkean Social Hierarchy.” Third Triennial Conference of the Kenneth Burke Society. Airlie VA, May 1993.

“Future Directions in Burkean Scholarship.” Roundtable. Eastern Communication Association Convention. New Haven, April 1993.

“Freedom and Responsibility in Constructing Public Life: An Ethic of Discourse.” International Conference on Academic Knowledge and Political Power. College Park MD, November 1992.

“Moral Values and Human Rights in the Texts of the Carter Presidency.” Speech Communication Association Convention. Carter Presidential Library, Atlanta, November 1991. Coauthored with Paul Stewart and Martha Solomon. Presented by Paul Stewart.

“Symbolic Power as a Dimension of Public Life.” Speech Communication Association Convention. Atlanta, November 1991.

- “A Rapprochement Between Dramatism and Argument.” Speech Communication Association Convention. Atlanta, November 1991.
- “Perspectives on Contest Persuasion: Strategies and Future Directions.” Response to Research. Speech Communication Association Convention. Atlanta, November 1991.
- “Keeping our Traditions Straight: Working with the Intellectual Modes of Argumentative Studies.” Seventh SCA/AFA Conference on Argumentation. Alta UT, August 1991.
- “Jürgen Habermas the Critic.” Western Speech Communication Association. Phoenix, February 1991.
- “Tragedy Turns Comic: Coping with the End of The Cold War.” Speech Communication Association Convention. Chicago, November 1990. Coauthored with Thomas A. Hollihan.
- “A Critical Reason.” International Communication Association Convention. Dublin, Ireland. June 1990.
- “The Unconsummated Flirtation: Contextualist Approaches to Argument.” Second International Conference on Argumentation. Amsterdam, Netherlands, June 1990.
- “Vision of Critique: Kenneth Burke and Civic Discourse in the 21st Century.” Speech Communication Association Convention. San Francisco, November 1989.
- “The Cultural Significance of the Reagan Era.” Temple Conference on Campaign '88. Philadelphia, November 1988.
- “The Vietnam Veteran: A Victim of the War’s Rhetorical Failure.” Western Speech Communication Association Convention. San Diego, February 1988. Coauthored with Thomas A. Hollihan.
- “State of the Union Evening: Conceptualizing Conflict in America, 1987.” Speech Communication Association Convention. Boston, November 1987.
- “Decision Making and Democratic Policies.” Fifth SCA/AFA Summer Conference on Argumentation. Salt Lake City, August 1987.
- “The Dialectic of Myth in the American Agrarian Crisis: The Case of *Country*.” International Conference on Culture and Communication. Philadelphia, October 1986.

- “Thomas Farrell: Research in Progress.” Program Respondent, Central States Speech Association Convention. Chicago, April 1986.
- “Journeys into Argumentation Theory.” Program Respondent, Western Speech Communication Association Convention. Tucson, February 1986.
- “Arguing about Argument: Is Language Where We Draw the Line?” Program Respondent. Speech Communication Association Convention. Denver, November 1985.
- “Wayne Brockriede: Research in Progress.” Program Respondent, SCA/AFA Summer Conference on Argumentation. Salt Lake City, August 1985.
- “Network News Coverage of Campaign '84.” Central States Speech Association Convention. Indianapolis, April 1985.
- “Using Micro-Computers for Debate Pairing and Judge Assignment.” Speech Communication Association Convention. Chicago, November 1984.
- “Concretizing the Unimaginable: *The Day After* and the Rhetoric of Nuclear Opposition.” International Communication Association Convention. San Francisco, May 1984.
- “Rhetorical Dimensions of Critical Pluralism.” Response to Donald Cushman. Symposium on the Foundations of Critical Pluralism. Lincoln NE, March 1984.
- “The Pentad as Epistemic Calculus.” Symposium on the Legacy of Kenneth Burke. Philadelphia, March 1984.
- “Old Myths in New Battles: Myth in Contemporary Social Conflict.” Symposium on Myth in Contemporary Culture. Spearfish SD, September 1983.
- “Launches on a Tranquil Sea: On the Simplicity and Complexity of Dramatism.” Central States Speech Association Convention. Lincoln NE, April 1983.
- “Moral Conviction and Legal Grace: A Dramatistic Reading of the Nixon Pardon.” Speech Communication Association Convention. Louisville, November 1982.
- “Ronald Reagan and the New Deal: Two Years Later.” South Dakota Speech Communication Association Convention. Mitchell SD, October 1981.
- “The Inauguration of Ronald Reagan: The Death of the New Deal.” Symposium on Communication and Power. Minneapolis, May 1981.

“Research Priorities in Argumentation for the 1980s.” Speech Communication Association Convention. New York, November 1980.

“Inherency in Public Policy Analysis: A Realistic Perspective.” Speech Communication Association Convention. New York, November 1980.

“Conditional Argument: A Consideration of Substance & Form.” Central States Speech Association Convention. Chicago, April 1980.

“Campaign 80: Mass Media and Candidate Image.” Central States Speech Association Convention. Chicago, April 1980.

“The Toulmin System of Argument: Research in Ordinary Argument.” Central States Speech Association Convention. St. Louis, April 1979.

Karl E. Mundt Speech Communication Symposium. Brookings, South Dakota, April 1978. With Carroll Arnold and James McBath.

“The Issue-Image Dichotomy: A Study of Political Communication and TV News.” Central States Speech Association Convention. Detroit, April 1977. Coauthored with Daniel Sullivan and Dennis Garrett.

“Inherency from the Perspective of Systems Analysis.” Central States Speech Association Convention. Chicago, April 1976.

“The Uses and Abuses of Judging Philosophies by Intercollegiate Debaters.” University of Nebraska-Omaha Symposium on Forensics. Omaha, October 1976.

“What Changes in Judging Behavior Would Improve the Educational Quality of Forensics?” Iowa State University Forensics Seminar. Ames IA, December 1975.

“The Relationships Between the Debate Proposition and Debate Case.” St. Olaf College Forensics Seminar. Northfield MN, October 1975.

“Debate as a Paradigm for Comparing Policy Options.” Speech Communication Association Convention. Chicago, November 1974.

“Implications of a System Model of Analysis on Argumentation Theory.” Central States Speech Association Convention. Minneapolis, April 1973. Coauthored with Bernard L. Brock, James Chesebro, and John F. Cragan.

Major Research Groups

Faculty Member, Center for Political Communication and Civic Leadership, University of Maryland, 2001-Present.

Writing Workshop. American Political Science Association Convention. Washington DC, September 1993.

Reading Group: The Character of the Critic. University of Maryland at College Park, 1990-1991.

Interdisciplinary Research Group on Discourse and Power. University of Maryland at College Park, 1991-1992.

The Global Newsroom: A Study of Television New Exchange Among Members of the European Broadcast Union. Center for Study of Public Communication. University of Maryland-College Park. 1988-90. With Michael Gurevitch and Steve Barkin, College of Journalism, and Yitzak Roeh, Hebrew University, Jerusalem.

Reading Group in Writings of Kenneth Burke. University of Maryland-College Park. 1988-89; 1992-1993.

Interdisciplinary Critical Theory Affinity Group. Center for Studies in the Arts and Humanities. University of Maryland-College Park. 1988-89.

Interdisciplinary Narrative Work Group. Center for Studies in the Arts and Humanities. University of Maryland-College Park. 1986-88.

Project on Objectivity and Balance in Public Broadcast Programming. University of Maryland College Park. 1986-87. With Jay Blumler, University of Leeds; Michael Gurevitch, Steve Barkin, and Mark Levy, College of Journalism; Judith Lichtenburg, Center for Philosophy and Public Policy.

Fellow. Center for the Study of Public Communication. University of Maryland College Park. 1986-1990.

Reading Group in the Writings of Kenneth Burke. University of Nebraska-Lincoln. 1983-85.

University of Nebraska Project on Presidential Campaign News Coverage. 1976, 1980, 1984.

Fantasy Theme Work Group. University of Minnesota. 1971-73.

Research Lectures

Keynote Speaker. International Society for the Study of Argumentation Conference, Amsterdam, Netherlands, 2010.

Willamette University, Salem, OR, 2010.

Keynote Speaker. NCA/AFA Summer Conference on Argumentation, Alta UT, 2005.

Eastern Speech Communication Association, Committee of Distinguished Scholars, 1987-88.

University of Southern Maine, Portland, 1987.

University of Southern California, Los Angeles, 1985.

University of Minnesota, Minneapolis, 1981.

Major Unpublished Research

The Demise of the Rhetorical Civis. Book manuscript.

“The Rhetorical Reaction to Attica: Social Rhetoric and the Symbolic Event,” Ph.D. Dissertation, University of Minnesota, 1973.

“The Rhetoric of the Columbia Crisis of 1968: A Study of Polar-Rejective Identification,” M.A. Thesis, University of Minnesota, 1971.

Forensics

Forensics Experience:

University of Nebraska-Lincoln, 1975-79. Director of Forensics, Director, Workshop in Directing Forensics, 1976. Director, Fall High School Forensics Workshop, 1977-1978.

Wayne State University, 1973-1975. Director of Forensics, Director, Summer Debate Workshop, 1974.

University of Minnesota, 1968-1973. Debate Assistant, 1968-1972; Administrator of Program, 1970-1972; Acting Director of Forensics, 1972-1973; Summer High School Forensics Institute Instructor, 1970-71; Director, 1972-1973.

Forensics Accomplishments:

Directed a large and successful forensics program at University of Nebraska-Lincoln serving 70 students per year. The multiple goal program provided: advanced intercollegiate competition for exceptional students; beginning training for students seeking forensic training as part of pre-law, pre-business, or liberal arts training; teacher preparation training for students preparing to coach high school forensics; and developmental services for high school forensics programs. The program developed workshops for high school students and coaches and worked closely with Nebraska School Activities Association directing and hosting NSAA championship tournament.

Provided apprenticeship training for professional forensic educators. Graduate students apprenticing in the program are now directing forensics programs at other institutions including one of the largest broad-based programs in the country.

Served the national forensics community in various capacities in connection with National Debate Tournament, National Individual Events Tournament, American Forensics Association, and Bicentennial Youth Debates.

Service

Professional Service:

Faculty Mentor: Nnecka Ofulue, 2011-12; Post-doc Fellow, 2006-2008. Kristjana Maddux, 2010-2011.

Eastern Communication Association: Everett Lee Hunt Award Selection Committee, 2001, 2003, 2004. Research Fellow, 2000-Present. Teaching Fellow, 2007-present.

Eastern Forensics Association: President, 1990-1993.

National Communication Association/American Forensic Association Summer

Argumentation Conference: Director, 1997. Treasurer, 2003-2013. Steering committee, 1989, 1991, 1993, 1995, 1999, 2003-2013.

International Conference on the Rhetoric of Social Science: Steering Committee, 1988-89.

Kenneth Burke Society: Chief Program Planner, 1999 Conference; Board of Directors, 1988-93; Secretary, 1993-96; Conference Planning Committee, 1990, 1993, 1996, 1999. Eastern Communication Association branch: Chair, 1987-88. Speech Communication Association branch: Chair, 1988-92.

Rhetorical Theory and Criticism Interest Group, Central States Speech Association: Chair and Chief Program Planner, 1985-86; Vice Chair, 1984-85.

Central States Speech Association: Federation Prize Selection Committee, 1985-86; Executive Committee, 1977-79; Outstanding Young Teacher Awards Committee, Member 1976-77, Chair, 1977-78.

National Communication Association: Resolutions Committee, 2007-2008; Task Force on Constitutional Revision, 1999-2002; Election Teller, 1999; Task Force on Diversity, 1995-97; Task Force on a Legislative Platform, 1993; Nominating Committee, 1993; Legislative Council, 1981-84.

American Forensics Association: Historian in Waiting, 2010-present; Webmaster, 2000-2007; President, 1998-2000; Vice-President and Convention Planner, 1996-98; Distinguished Committee on Golden Anniversary, 1994-98; Nominating Committee, 2005; Chair, Publications Committee, 1992-96; Constitutional Revision Committee, 1991-92; National Council, 1980-84, 1990-2002; Educational Practices Committee, Chair, 1978-80; Research Committee, 1972-78; Task Force on Organizational Assessment, 1990-91; Distinguished Service Award, 2003.

Midwest Forensics Association: President, 1980-84.

Tenure/Promotion Review: Florida Atlantic University, 2012; Bowling Green State University, 2012; Wayne State University, 2012; Northeastern University, 2011; Georgia State University, 2009; North Carolina State University, 2008; University of New Mexico, 2007; Florida Atlantic University, 2006; University of Missouri-Columbia, 2004; Villanova University, 2003; Ohio University, 2002, 2005; University of Denver, 2000; University of Pittsburgh, 2000; Arizona State University, 1999; University of New Hampshire, 1995; University of North Texas, 1995; University of South Carolina, 1995; George Mason University, 1994; University of North Carolina, Chapel Hill, 1994; University of North Texas, 1993; University of Missouri, St. Louis, 1993; University of Minnesota-Duluth, 1992; University of Kansas, 1992; University of Utah, 1992; University of Nebraska-Lincoln, 1991, 1993; Boston College, 1990; University of Richmond, 1989; University of New Mexico, 1988; Syracuse University, 1988; University of Southern California, 1985, 1986, 1987, 1995; Oakland University, 1986, 1993; University of Oklahoma, 1987; West Virginia University, 1986; California State University, Los Angeles, 1986.

Departmental Academic Program Reviews: Department of Political and Organizational Communication, Emerson College, Boston, MA, 2004; Humanities Departments, Graduate School of Arts and Sciences, Howard University, 1999; Department of Communication, Rhetoric, and Journalism, Oakland University, Rochester MI, 1991; Department of Sociology, University of Nebraska-Lincoln, 1984.

National Parliamentary Debate Association: National Tournament Staff, 1998, 2001.

National Debate Tournament: National Committee, ex officio, 1978-80; District IV Committee, 1972-73, 1975-79; District V Committee, 1973-75; Guest Critic, 1969, 1971, 1974, 1978, 1979.

American Forensics Association Individual Events Tournament: Staff, 1978, 1982, 1983, 1984.

Interstate Oratory Contest: National Tournament Staff, 1987.

Nebraska State High School Debate Tournament: Director, 1976-79.

National University Extension Association: Nebraska Representative, National Convention, Houston, 1975.

Nebraska Speech Communication Association: Newsletter Editor, 1975-78.

Department and University Service:

Department of Communication, University of Maryland: Acting Chair, 1994-95. Library Liaison, 1993-99, 2005-Present. Computer Coordinator, 1995-99. Technology Liaison, 1997-99. Webmaster, 1997-99. Director of Graduate Studies, 1988-90, 1998-1999, 2000-2002. Interim Director of Graduate Studies, 2011. Graduate Committee, 1987-90, 1993-99, 2000-2003, 2011-12. Graduate Selection Committee, 1986-90, 1993-1999, 2000-2003, 2011-12. Chair, Human Subjects Review Committee, 1993-1998. Faculty Advisory Committee, 1987-89, 1997-1998, 2001-2002, 2003-2004, 2007-2008, 2010-2011, 2012-13; Chair, 1997-98, 2001-2002, 2007-2008, 2012-13. Foundations Examination Committee, 1993-95. Chair, Search Committee, 1988-89, 2000-2001, 2010-2011; Search Committee, 1994-95, 1999, 2010-2011; 2012-13. Ad Hoc Committee on the Basic Course, 1986-88. Grading Appeals Committee, 2000-2003, 2004-2005, 2010-2011. Undergraduate Committee, 2004-2005. Ad Hoc Committee on Teaching Evaluation, 2002, 2005. Self Study Committee, 2007-2008. Salary Advisory Committee, 1996, 1998, 2001, 2009, 2010; Chair, 2001, 2009, 2010, 2012. Appointment, Promotion, and Tenure Committee, 1988-present; Chair, 1994-95, 2010-11.

Center for Political Communication and Civic Leadership, University of Maryland: Steering Committee, 2001.

University of Maryland: General Education Curriculum Writing Board, 2010-13; University Library Council, 1994-97, 2001-2003, 2005-2008; Chair, 2005-2008. CQI Team on Communication and Campus Leadership, 1997. Leader, CQI Team on Library Services for the 21st Century Undergraduate, 1996-97. Advisory Board, College Park Scholars Public Leadership Program, 1995-96. First Year Book Committee, 1994-95.

University Senate, University of Maryland: Parliamentarian, 1986-1992. Executive Committee, 1986-1992. Working Group on University Councils, 1992, 1993. Committee on Elections, Representation, and Governance, 1987-88, 1993-94, 2003-2005. Task Force on Governance, 1990-91.

Interdisciplinary Minor in Rhetoric, University of Maryland: Adviser, 2004-present. Oversight Committee, 2005-present; Chair, 2005-2007.

College of Education, University of Maryland College Park: Parliamentarian, 1988.

Program in Public Communication, University of Maryland College Park: Director, 1988-92. Steering Committee, 1986-90.

College of Arts and Humanities, University of Maryland College Park: Academic Planning Advisory Council, 1997-99; 2008-10. Task Force on Maryland Humanities Center, 2008-10. Chair, Search Committee, 2007. Joint Committee on College Planning, 1997-98. Collegiate Council, 1996-99, Chair, 1998-99; Vice-Chair, 1997-98, Executive Committee, 1997-1999, Secretary 1997. Dean's Administrative Council, 1994-95, 1998-99. Search Committee, 1994-95. Programs, Curriculum, and Courses Committee, 1990-92, Chair 1991-92. Committee on Salary Equity, 1991. Educational Policy Committee, 1986-88. Chair, Review Committee, 2001. Dean's Speaker Series Planning Committee, 2010-13.

Department of Speech Communication, University of Nebraska-Lincoln: Chair, 1982-86; Acting Chair, 1981-82; Graduate Committee, 1975-86; Director of Graduate Studies, 1979-82; Audio-Visual Coordinator, 1976-82; Ad Hoc Committee on Teacher Evaluation, 1977-80; Undergraduate Curriculum Committee, 1976-79; Graduate Student Selection Committee, 1975-86; Library Liaison, 1975-78.

College of Arts and Sciences, University of Nebraska-Lincoln: Arts and Sciences Council, 1982-86; Long Range Planning Committee, 1984-86; Ad Hoc Committee on American Studies, 1976.

University of Nebraska-Lincoln: University Research Council, 1981-84, Chair, 1983-84.

Interdepartmental Program in Speech and Dramatic Art, University of Nebraska-Lincoln:
Director of Graduate Studies, 1979-82.

Department of Speech, Wayne State University: Graduate Committee, 1974-75.

Delta Sigma Rho-Tau Kappa Alpha, forensics honorary fraternity: Chapter Sponsor, 1975-79.

Department of Speech-Communication, University of Minnesota: Steering Committee, 1970-72.

Convention and Symposium Program Chairing:

Recent Developments in Pragma-dialectics. NCA/AFA Summer Conference on Argumentation, Alta, UT, July 2011.

Barack Obama and Discourses of Stability and Change. National Communication Association Convention, Chicago IL, November 2009.

Talking (as) Women, Talking (as) Men: Rhetorics of Sex and Gender. Eastern Communication Association Convention, Pittsburgh PA, May 2008.

The Uses of Argument. Ontario Society for the Study of Argumentation, Hamilton, ON, May 2005.

“Contributed Papers in Rhetoric and Public Address,” Eastern Communication Association Convention, Pittsburgh, PA, April 2005.

“Patterns of Argument.” NCA/AFA Summer Conference on Argumentation, Alta UT, August 2003.

“Argument and Advertising.” International Society for the Study of Argumentation, Amsterdam, June 2002.

“The AFA Code of Ethics at 50: A Panel Discussion.” National Communication Association, Chicago, November 1999.

“Marxist Readings in Kenneth Burke.” National Communication Association, Chicago, November 1997.

“Rhetoric and Public Culture: The Future of Rhetorical Studies.” Eastern Communication Association. Baltimore, April 1997.

- “Implicating Rhetoric and History.” Eastern Communication Association Convention. Washington, April 1994.
- “Kenneth Burke Across the Disciplines -- A Panel Discussion.” Third Triennial Conference of Kenneth Burke Society. Airlie VA, May 1993.
- “The First Step in Performance Studies: Working with the Text.” Eastern Communication Association Convention. New Haven, April 1993.
- “A Dialogue on the *Rhetoric of Religion*.” Eastern Communication Association Convention. Pittsburgh, April 1991.
- “Kenneth Burke and the Philosophy/Rhetoric of Science.” Eastern Communication Association Convention. Philadelphia, April 1990.
- “Papers in Forensics: Issues and Emerging Answers.” Eastern Communication Association Convention. Philadelphia, April 1990.
- “Supporting Materials in Presidential Debates: Political Practice and Evidence Theory.” Speech Communication Association Convention. San Francisco, November 1989.
- “Russell Conwell’s Acres of Diamonds: A Seminar in Burkean Method.” Speech Communication Association Convention. New Orleans, November 1988.
- “Papers on Kenneth Burke.” Eastern Communication Association. Boston, May 1988.
- “Innovative Approaches to Contemporary Rhetoric: Selected Papers in Rhetorical Criticism.” Central States Speech Association. Cincinnati, April 1986.
- “Selected Papers in Rhetorical Criticism.” Central States Speech Association. Indianapolis, April 1985.
- “Argument Fields: Selected Studies in Practical Discourse.” Speech Communication Association. Chicago, November 1984.
- “Studies in Argumentation.” Central States Speech Association. Chicago, April 1984.
- “Studies in the Sociology of Argument.” SCA/AFA Summer Conference on Argumentation. Salt Lake City, August 1983.
- “Where Have All the Ethics Gone?: Ethics in Political Discourse.” International Communication Association. Dallas, May 1983.

“Advancing Speech Communication Theory.” Central States Speech Association. Chicago, April 1981.

“Ethics in Communication.” Nebraska Speech Communication Association. Kearney NE, October 1980.

“Professional Trivia: Who Does What to Whom, How?” Central States Speech Association. Chicago, April 1980.

“Competitive Papers in Rhetorical Criticism.” Nebraska Speech Communication Association. Omaha, October 1979.

International Symposium on Creatures of Legendary. Omaha, October 1978.

Community Service:

On-Air Commentary: CNN Radio, 2013; Associated Press Media, 2008; Metro Networks Radio Wire Service, 2006; BBC World Service, 2004; NBC Nightly News, 2003; KSEV Radio, Houston, 2003; Prince Georges News, Maryland, 2003, 2005; UMTV, University of Maryland, 2003; WRC-TV, Washington, 2001; WTOP Radio, Washington, 2001, 2007; WBAL Radio, Baltimore, 2003.

Background Source and Commentary: *Daily Times*, Salisbury, MD, 2012; *Gulan Political Magazine*, Mosel, Iraq, 2011; *Sunday Business Post*, Dublin, Ireland, 2010; *Atlanta Journal and Constitution*, 2010; *Gazette Newspapers*, 2009; *Newhouse Newspapers*, 2008; *McClatchey News Syndicate*, 2008; *Le Devoir*, Montreal CA, 2005; *Baltimore Sun*, 2005, 2006; *Meximerica Media*, San Antonio TX, 2004; *San Francisco Chronicle*, 2003; *Boston Globe On-Line*, 2003; *Scripps-Howard News Service*, 2001; *Reuters News Service*, 2001; *La Opinion*, Los Angeles CA, 2003.

Speaker. “Campus Advocacy: Involving All Staff in Influencing Campus Dynamics.” Association of College and Research Libraries. Baltimore, March 2007.

Facilitator. DebateWatch. University of Maryland, 2000.

Panel on Undergraduate Library Services in the 21st Century. Maryland Library Association Convention, Ocean City, May 1998.

Lecture on Parliamentary Procedure in Organizations, Business Student Honorary, School of Business, University of Maryland College Park, 1991.

Service: Community Service (cont'd)

James F. Klumpp

Moderator, Debate on Drug Policy featuring Timothy Leary, Abbie Hoffman, Curtis Sliwa, and Peter Bensinger. University of Maryland College Park, 1987.

Judge, Institute of Financial Education Public Speaking Contest, 1984.

Guest Critic, University of Nebraska-Lincoln Moot Court team, 1981, 1982, 1983, 1984, 1985.

Consultant on "Public Issues Series" debate on Nebraska Bottle Bill, 1978.

Sponsored "National Health Insurance Issues" program for University of Nebraska Medical Center Community Health Program, 1978.

Workshops for Maryland Home Economics Extension Service, 1987; Nebraska University Public Interest Research Group, 1977; Nebraska Union, 1978; United States Department of Agriculture, Soil Conservation Service, 1979; International Association of Business Communications Lincoln Chapter, 1980.

Nebraska Union "Brown Bag" Lectureship, 1977, 1980.

Sponsor, International Debate Programs featuring debaters from New Zealand, Australia, Great Britain, Poland, and Japan, 1973-79.

Bicentennial Youth Debates Program, District Coordinator, Sectional Director, and Regional Tournament Staff, 1976.

Consultant on Media Coverage of Carter-Ford Debates, Associated Press, KLIN and KLMS radio, *Lincoln Journal* and *Star*, *Omaha World-Herald*, 1976.

Guest Critic-Judge for Oratory Contest sponsored by VFW, American Legion, Nebraska Jaycees, Optimist Club, Toastmasters.

Directed Community Debate Series for Minnesota Educational Television, 1973.

Guest Critic-Judge for various High School Speech and Debate Events.

Editorial Boards and Reviews:

Editor: *Argumentation and Advocacy: The Journal of the American Forensic Association*. 1989-92. *Argument in a Time of Change: Definitions, Theories, and Critiques*. Annandale VA: National Communication Association, 1998.

Guest Editor: *Southern Communication Journal*, special issue on Kenneth Burke, 1994-95; *Argumentation and Advocacy*, special issue on Lincoln Douglas debates (co-edited with David Zarefsky), 2008-10.

Associate Editor: *Argument at Century's End: Reflecting on the Past and Envisioning the Future*. Ed. Thomas A. Hollihan. Annandale VA: National Communication Association, 2000. *Argumentation and Values: Proceedings of the Ninth SCA/AFA Summer Conference on Argumentation*, Ed. Sally Jackson. Annandale VA: Speech Communication Association, 1995.

Editorial Boards: *Voice of Democracy*, 2009-present; *Review of Communication*, 2007-2009; *Communication Studies*, 2007-14; *Quarterly Journal of Speech*, 1989-91; 1999-2004; 2010-2012; *Controversia*, 2001-2003; *Argumentation and Advocacy*, 1998-2013; *KB Journal*, 2004-2007; *Southern Communication Journal*, 1994-96; *Communication Monographs*, 1992-94; *Journal of the American Forensics Association*, 1986-88, 1980-83; special issue on argument fields, 1985; special issue on narrative, 1988; *Speaker and Gavel*, 1980-1982; 1988-89; *Communication Quarterly*, 1979-81, 1993-96, 1998.

Selection Committee: Carl Couch Center for Social & Internet Research, Bruce E. Gronbeck Political Communication Research Award, 2005, 2007-present; Kenneth Burke Interest Group, Eastern Communication Association, 2007, 2008; Political Communication Interest Group, Eastern Communication Association, 2007; Argumentation and Forensics Division, National Communication Association, 2007; Kenneth Burke Society, National Communication Association Chapter, 2007, 2008, 2011, 2013; Public Address Division, National Communication Association, 1983, 2005, 2007, 2010, 2011, 2013; Rhetoric and Public Address Interest Group, Eastern Communication Association, 2005, 2007, 2009; Edward Lee Hunt Award Committee, Eastern Communication Association, 2003, 2004; American Forensics Association Convention, 1997, 1998; Forensics Division, Speech Communication Association Convention, 1993; Political Communication Division, International Communication Association Convention, 1991; Rhetorical Theory and Criticism Interest Group, Central States Speech Association Convention, 1985, 1986.

Research Referee: *KB Journal*, 2009, 2010; *Philosophy and Rhetoric*, 2008-2009; *Quarterly Journal of Speech*, 2009; *Informal Logic*, 2007, 2010; *Critical Studies in Media Communication*, 2006; *Western Journal of Communication*, 1992, 1993, 2002, 2004, 2005, 2010-11; *Harvard International Journal of Press/Politics*, 2003. *Communication Theory*, 1999, 2000, 2002; *Rhetoric and Public Affairs*, 1998; *Communication Quarterly*, 1997; *Argumentation and Advocacy*, 1996, 2010; special issue on Campaign 2008-2009; Speech Communication Association Research Office, 1995; *Communication Yearbook*, 1993; *Journal of Communication*, 1992; *Critical Studies in Mass Communication*, 1992; *Southern Communication Journal*, 1992, 1993; 1998; *Communication Education*, 1979, 1981.

Editorial Review: Bernard L. Brock. Ed. *Kenneth Burke and Modern European Thought*. Tuscaloosa: University of Alabama Press, 1995; J. Robert Cox and Charles A. Willard. Eds. *Argumentation Research in the 1980s*. Carbondale: Southern Illinois University Press, 1983.

Publisher Review: St. Martin's Press, 1994; Allyn Bacon, 1998; Strata Press, 2000, 2007; Polity Press, 2007.

CURRICULUM VITAE

Brooke Fisher Liu, Ph.D.

1. Personal Information

Department: Communication

Rank: Associate Professor

Year of University Appointment to Current Rank: 2012

Education

Ph.D., Mass Communication, University of North Carolina at Chapel Hill, 2006

Dissertation: *Playing Politics in the Development and Provision of Disaster Information for Hispanics*

M.A., Journalism, University of Missouri – Columbia, 2003

Thesis: *Analyzing the Bilingual Media Audience*

B.A., Anthropology and Spanish (Majors), Creative Writing (Minor), Washington University in St. Louis, 2001

Employment

Associate Professor, Department of Communication, University of Maryland, August 2012

Assistant Professor, Department of Communication, University of Maryland, August 2009-July 2012

Assistant Professor, College of Communication, DePaul University, August 2007-June 2009

Assistant Professor, School of Communication, American University, August 2006-May 2007

2. Research, Scholarly, and Creative Activities

* = co-authored with current or former University of Maryland Department of Communication graduate students

a. Chapters in Refereed Books

Liu, B. F., & *Briones, R. L. (2012). New media, public relations, and terrorism resilience. In S. Duhé (Ed.), *New media in public relations* (3rd ed., pp. 126-133). New York, NY: Peter Lang. (Authors contributed equally)

Liu, B. F., Jin, Y. *Austin, L., & *Janoske, M. (2012). The social-mediated crisis communication model: Guidelines for effective crisis management in a changing media landscape. In S. Duhé (Ed.), *New media in public relations* (3rd ed., pp. 257-266). New York, NY: Peter Lang. (Authors contributed equally)

Liu, B. F., & *Levenshus, A. B. (2012). Crisis public relations for government

communicators. In M. Lee & K. Barker (Eds.), *The practice of government public relations* (pp. 101-124). London, UK: Taylor & Francis. (Authors contributed equally)

Liu, B. F. (2010a). Effective public relations in racially charged crises: Not black or white. In W. T. Coombs & S. J. Holladay (Eds.), *Handbook of crisis communication* (pp. 335-358). New York, NY: Blackwell.

b. Invited Chapters in Books

Liu, B. F., & *Levenshus, A. B. (in press). Opportunities, challenges, and trends in federal U.S. government communication. In K. Sanders & M. J. Canel (Eds.), *Government communication: Cases and challenges*. London, UK: Bloomsbury. (Authors contributed equally)

c. Articles in Refereed Journals

Liu, B. F., Jin, Y., & *Austin, L. A. (2013). The tendency to tell: Understanding publics' communicative responses to crisis information form and source. *Journal of Public Relations Research*, 25, 51-67. (Authors contributed equally to article)

*Austin, L., Liu, B. F., & Jin, Y. (2012). How audiences seek out crisis information: Exploring the social-mediated crisis communication model. *Journal of Applied Communication Research*, 40, 188-207

Kim, S., & Liu, B. F. (2012). Are all crises opportunities? A comparison of how corporate and government organizations responded to the 2009 flu pandemic. *Journal of Public Relations Research*, 24, 69-85. (Authors contributed equally)

Liu, B. F. (2012). Toward a better understanding of nonprofit communication management. *Journal of Communication Management*, 16, 388-404.

Liu, B. F., Jin, Y., *Briones, R., & *Kuch, B. (2012). Managing turbulence online: Evaluating the blog-mediated crisis communication model with the American Red Cross. *Journal of Public Relations Research*, 24, 353-370. (Lead author contributed 40% of article; top 3 "most read" article for the Journal as of February 2013)

Liu, B. F., *Levenshus, A. B., & Horsley, J. S. (2012). Communication practices of U.S. elected and non-elected officials: Toward a new model of government communication. *Journal of Communication Management*, 16, 220-243. (Lead author contributed 60% of article).

Liu, B. F., & Pompper, D. (2012). The crisis with no name: Defining the interplay of culture, ethnicity, and race on organizational issues and media outcomes. *Journal of Applied Communication Research*, 39, 1-20. (Authors contributed equally)

*Briones, R. L., *Kuch, B., Liu, B. F., & Jin, Y. (2011). Keeping up with the digital age: How

- the American Red Cross uses social media to build relationships. *Public Relations Review*, 37, 37-43. (Third author contributed 25% to article)
- Liu, B. F., *Austin, L., & Jin, Y. (2011). How publics respond to crisis communication strategies: The interplay of information form and source. *Public Relations Review*, 37, 345-353. (Authors contributed equally)
- Liu, B. F., & Kim, S. (2011). How organizations framed the 2009 H1N1 pandemic via social and traditional media: Implications for U.S. health communicators. *Public Relations Review*, 37, 233-234. (Authors contributed equally to article)
- Horsley, J. S., Liu, B. F., & *Levenshus, A. B. (2010). Comparisons of U.S. government communication practices: Expanding the government communication decision wheel. *Communication Theory*, 20, 269-295. (Second author contributed 45% to article)
- Jin, Y., & Liu, B. F. (2010). The blog-mediated crisis communication model: Recommendations for responding to influential external blogs. *Journal of Public Relations Research*, 22, 429-455. (Authors contributed equally to article)
- Liu, B. F. (2010b). Distinguishing how elite newspapers and A-list blogs cover crises: Insights for managing crises online. *Public Relations Review*, 36, 28-34.
- Liu, B. F., Horsley, J. S., & *Levenshus, A. B. (2010). Government and corporate communication practices: Do the differences matter? *Journal of Applied Communication Research*, 38, 189-213. (Lead author contributed 70% to article)
- Liu, B. F., & *Levenshus, A. B. (2010). Public relations professionals' perspectives on the communication challenges and opportunities they face in the public sector. *PRism*, 7, 1-13. Retrieved from http://www.prismjournal.org/fileadmin/Praxis/Files/Journal_Files/2010_general/Liu_Levenshus.pdf (Lead author contributed 60% of article)
- Liu, B. F. (2009a). An analysis of U.S. government and media disaster frames. *Journal of Communication Management*, 13, 268-283.
- Liu, B. F. (2008a). From aspiring presidential candidate to accidental racist? An analysis of Senator George Allen's image repair during his 2006 reelection campaign. *Public Relations Review*, 34, 331-33.
- Liu, B. F. (2008b). Online disaster preparation: An evaluation of state emergency management websites. *Natural Hazards Review*, 9, 44-48.
- Liu, B. F. (2007a). Communicating with Hispanics about crises: How counties produce and provide Spanish-language disaster information. *Public Relations Review*, 33, 330-333.
- Liu, B. F. (2007b). President Bush's major post-Katrina speeches: Enhancing image repair discourse theory applied to the public sector. *Public Relations Review*, 33, 40-48.

Liu, B. F., & Horsley, J. S. (2007). The government communication decision wheel: Toward a public relations model for the public sector. *Journal of Public Relations Research* 19, 377-393. (Authors contributed equally to article)

Jin, Y., Liu, B. F., & *Austin, L. (in press). Examining the role of social media in effective crisis management: The effects of crisis origin, information form, and source on publics' crisis responses. *Communication Research*. (Authors contributed equally)

Liu, B. F., Horsley, J. S., & Yang, K. (in press). Overcoming negative media coverage: Does government communication matter. *Journal of Public Administration Research and Theory*. (Authors contributed equally to article)

d. Book Reviews, Other Articles, and Notes

*Fraustino, J., Liu, B. F., & Jin, Y. (2012, December). *Social media use during disasters: A review of the knowledge base and gaps*. Report to the Resilient Systems Division, Science and Technology Directorate, U.S. Department of Homeland Security. Retrieved from University of Maryland, National Consortium for the Study of Terrorism and Responses to Terrorism (START) Web site: http://www.start.umd.edu/start/publications/START_SocialMediaUseduringDisasters_LitReview.pdf

*Janoske, M., Liu, B. F., & Sheppard, B. (2012, May). *Understanding risk communication best practices: A guide for emergency managers and communicators*. Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. Retrieved from University of Maryland, National Consortium for the Study of Terrorism and Responses to Terrorism (START) Web site: <http://www.start.umd.edu/start/publications/UnderstandingRiskCommunicationBestPractices.pdf> (second most-downloaded START report in 2012 with 19,656 downloads)

Liu, B. F. (2009b). Natural disasters. In C. H. Sterling & D. C. Whitney (Eds.), *Encyclopedia of Journalism* (Vol. 3, pp. 935-939). Thousand Oaks, CA: Sage.

Liu, B. F. (2006). Preparing the people: An assessment of state emergency management Web sites. *Natural Hazards Center*. Retrieved from <http://www.colorado.edu/hazards/awards/paper-competition/>

Sheppard, B., *Janoske, M., & Liu, B. F. (2012, May). *Understanding risk communication theory: A guide for emergency managers and communicators*. Report to Human Factors/Behavioral Sciences Division, Science and Technology Directorate, U.S. Department of Homeland Security. Retrieved from University of Maryland, National Consortium for the Study of Terrorism and Responses to Terrorism (START) Web site: <http://www.start.umd.edu/start/publications/UnderstandingRiskCommunicationBestPractices.pdf> (third most-downloaded START report in 2012 with 18,716 downloads)

e. Talks, Abstracts, and Other Professional Papers Presented

Note: B. A. Fisher is B. F. Liu.

i. Invited talks

Liu, B. F. (2013, July). *Identification of key knowledge gaps in social media use during disasters: Social media use*. National Geospatial-Intelligence Agency and the Department of Homeland Security Science and Technology Workshop.

Liu, B. F. (2013, February). *For what hazards and protective actions is geotargeting most needed?* National Academy of Sciences Workshop on Geotargeted Alerts and Warnings, Washington, D.C.

Liu, B. F. (2012, May). *Building resilient communities: The role of social media during an improvised nuclear device attack*. National Improvised Nuclear Device Response and Recovery Forum, Washington, D.C.

Liu, B. F. (2011, October). *Building resilient communities: The role of social media*. Department of Homeland Security Community Resilience Workshop, Rockville, MD.

Liu, B. F. (2011, August). *Let's talk about vaccines: Expert thoughts on reframing the debate*. Panel to be presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, MO.

Liu, B. F. (2011, April). *Counterterrorism and international security*. Center for Talented Youth at the Johns Hopkins University and the National Consortium for the Study of Terrorism and Responses to Terrorism Odyssey Workshop: Terrorism and International Security, College Park, MD.

Liu, B. F., & *Austin, L. L. (2010, August). *Social-mediated crisis communication model: Investigating the characteristics and effectiveness of social media in environmental health communications*. Centers for Disease Control and Prevention's National Conference for Health Communication, Marketing, and Media, Atlanta, GA.

Liu, B. F. (2010, July). *Crisis communication management*. University of Maryland China Initiative, College Park, MD.

Liu, B. F. (2008, October). *Government and corporate communicators: Peas in a pod or polar opposites?* City-County Communications and Marketing Association Conference, Tahoe, NV.

Liu, B. F. (2007, May). *Emergency management websites: Do they work?* Maryland Emergency Management Association Director's Conference, Ocean City, MD.

Liu, B. F. (2006, April). *Effective crisis communication for special needs populations*. University of North Carolina Workshop on Effective Crisis Communication,

Chapel Hill, NC.

Liu, B. F. (2006, November). *Emergency management websites: Do they work?* International Association of Emergency Managers Annual Conference, Orlando, FL.

Fisher, B. A. (2005, April). *People, not profits: Crisis communication in the public sector.* International Academy of Business Disciplines Mini-Conference on Crisis Communication Management, Pittsburgh, PA.

Fisher, B. A. (2005, February). *Crisis management and natural disasters: The Hispanic audience.* The 15th Annual Festival of Legal Learning at the University of North Carolina, Chapel Hill, NC.

ii. Refereed conference papers

*Austin, L. Liu, B. F., & Jin, Y. (2013, August). *Examining signs of recovery: How senior crisis communicators define organizational recovery.* Paper presented at the Association for Education in Journalism and Mass Communication conference, Washington, D.C.

*Fraustino, J. D., *Madden, S., & Liu, B. F. (2013, August). *A complexity approach to teaching crisis management: Crisis event simulation in the public relations classroom.* Paper presented at the Association for Education in Journalism and Mass Communication conference, Washington, D.C.

*Janoske, M. Liu, B. F., & *Madden, S. (2012, August). *Enacting Best Practices in Risk Communication: Analysis of an Expert Panel.* Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Chicago, IL.

Liu, B. F., & *Levenshus, A. B. (2011, August). *Nearly a decade after September 11: Navigating current and future counterterrorism communication research.* Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, St. Louis, MO.

Liu, B. F., *Austin, L. L., & Jin, Y. (2011, May). *How audiences respond to crisis communication strategies: The interplay of information form and source.* Paper presented at the International Communication Association Conference, Boston, MA.

*Janoske, M., Liu, B. F., & *Madden, S. (2012, August). *Enacting best practices in risk communication: Analysis of an expert panel.* Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Chicago, IL.

Jin, Y., Liu, B. F., & *Austin, L. (2011, March). *The effects of crisis attribution, information form, and source on publics' crisis responses: Examining the role of social media in effective crisis management.* Paper presented at the Institute for Public Relations' 14th Annual Public Relations Research Conference, Miami, FL.

- Liu, B. F., & Pompper, D. (2011, March). *The crisis with no name: On theorizing the interplay of ethnicity, 'race', and culture on organizational issues and media outcomes*. Paper presented at the Institute for Public Relations' 14th Annual Public Relations Research Conference, Miami, FL.
- Liu, B. F., *Levenshus, A. B., & Horsley, J. S. (2010, August). *Bureaucrats, politicians, and communication practices: Toward a new model of government communication*. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Denver, CO.
- *Kuch, B., *Briones, R., Liu, B. F., & Jin, Y. (2010, June). *Keeping up with the digital age: How the American Red Cross uses social media to build relationships*. Paper presented at the annual conference of the International Communication Association, Singapore.
- Liu, B. F., *Austin, L. L., & Jin, Y. (2010, October). *How publics use social media to communicate during crises: Proposing the social-mediated crisis communication model*. Paper presented at the Educators Academy, International Public Relations Society of America Conference, Washington, DC.
- Horsley, J. S., Liu, B. F., & *Levenshus, A. B. (2009, August). *Expanding the government communication decision wheel with four levels of government*. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Boston, MA.
- Jin, Y., & Liu, B. F. (2009, August). *Strategic responses to influential external blogs: A model for managing blog-mediated crisis communication*. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Boston, MA.
- Liu, B. F., Horsley, J. S., & *Levenshus, A. B. (2009, May). *Public relations practitioners in the public and private sectors: Peas in a pod or polar opposites?* Paper presented at the annual conference of the International Communication Association, Chicago, IL.
- Liu, B. F. (2008, August). *Distinguishing elite newspaper and A-list blog crisis coverage: A primer for public relations practitioners and academics*. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Chicago, IL.
- Liu, B. F., & *Levenshus, A. B. (2008, May). *Testing the government communication decision wheel: Toward a new theory of government public relations*. Paper presented at the annual conference of the International Communication Association, Montreal, Canada.
- Liu, B. F. (2007, August). *From aspiring presidential candidate to accidental racist? An analysis of Senator George Allen's damage control during his 2006 re-election*

campaign. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, DC.

Liu, B. F. (2007, August). *Framing emergency management communication: How to generate media coverage for disaster messages*. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, Washington, DC.

Liu, B. F. (2006, August). *Going public to restore a tarnished image: A content analysis of President Bush's major post-Katrina speeches*. Paper presented at the annual convention of the Association for Education in Journalism and Mass Communication, San Francisco, CA.

Fisher, B. A. (2005, May). *The ethical foundation of PR: An analysis of public relations firms' codes of ethics*. Paper presented at the annual conference of the International Communication Association, New York, NY.

Fisher, B. A., & Horsley, J. S. (2005, March). *From propagandists to professionals: Modeling public relations in the public sector*. Paper presented at the annual Southeast colloquium of the Association for Education in Journalism and Mass Communication, Athens, GA.

Fisher, B. A. (2004, May). *Creating a cultural bridge: Analyzing the role and function of bilingual media*. Paper presented at the annual conference of the International Communication Association, New Orleans, LA.

Fisher, B. A. (2004, March). *Mixed speech and the First Amendment: Analyzing Supreme Court decisions*. Paper presented at the annual Southeast colloquium of the Association for Education in Journalism and Mass Communication, Tampa, FL.

Fisher, B. A. (2004, September). *Identifying bilingual media newspaper readers: Research method selection and effectiveness*. Paper presented at the annual convention of the National Newspaper Association, Denver, CO.

Fisher, B. A. (2003, May). *Ethics of target marketing: Process, product or target?* Paper presented at the annual conference of the International Communication Association, San Diego, CA.

f. Contracts and Grants

Principal Investigator, "Social Media Use during Disasters." Grant from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): \$165,000, July 2012-July 2013.

Principal Investigator, "U.S. Policies and Terrorist Motivation." Grant from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): \$17,681, July 2012-July 2013.

Principal Investigator, “Comprehensive Testing of Imminent Threat Public Messages for Mobile Devices.” Contract from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): \$952,004, June 2012-June 2014.

Co-Principal Investigator, “Effective Risk Communication.” Contract from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): \$542,556. August 2011-August 2013.

Lead Investigator, “Terrorist Countermeasures” portion of “Integrating U.S. Security Databases” (IUSSD) project. Contract from the U.S. Department of Homeland Security (DHS) through the National Consortium for the Study of Terrorism and Responses to Terrorism (START): \$1,341,651 [overall grant is approximately \$6,200,000], November 2009-August 2012. Additional information available at: <http://www.start.umd.edu/start/research/projects/project.asp?id=80>

Principal Investigator, “Managing Racially charged Crises: Perspectives from the Trenches.” Grant from the University of Maryland’s Qualitative Research Interest Groups: \$4,000, December 2009-May 2011. Additional information available at: <http://www.crge.umd.edu/seedgrants.html>

Principal Investigator, “Public Relations Leaders in the Public and Private Sectors: Peas in a Pod or Polar Opposites?” Grant from the Plank Center for Leadership in Public Relations: \$9,937, September 2007-September 2008. Additional information available at: <http://www.plankcenter.ua.edu/index.php/leadership-programs/grants-in-leadership-studies/past-recipients-and-projects>

Principal Investigator, “Crisis in the Homeland: State Government Communication with Hispanics During Disasters.” Grant from the Arthur W. Page Center for Integrity in Public Communication: \$6,000, May 2005-May 2006. Additional information available at: <http://thepagecenter.comm.psu.edu/index.php/legacy-scholar-grant/current-a-previous-scholars>

g. Fellowships, Prizes, and Awards

2013 First Place Outstanding Poster Award for the PR Division, Association for Education in Journalism and Mass Communication conference

2013 Second Place Top Teaching Paper Award for PR Division, Association for Education in Journalism and Mass Communication conference

2010 Third Place Faculty Paper for the PR Division, Association for Education in Journalism and Mass Communication conference

2007 Third Place Poster for the PR Division, Association for Education in Journalism and Mass Communication conference

2006 Top Graduate Student Paper, Natural Hazards Center's Annual Natural Hazards and Disasters Student Paper Competition

2006 Minnie S. and Eli A. Rubenstein Research Award from the University of North Carolina School of Journalism and Mass Communication: \$800 for dissertation research

2006 Presidential Management Fellows Finalist: One of 500 U.S. graduate students chosen for a two-year fellowship working for the federal government

2005 Top Paper Award for the Open Division at Association for Education in Journalism and Mass Communication Southeast Colloquium

2003 Roy H. Park Ph.D. Fellow: Full tuition, \$19,000 annual living stipend, and \$6,000 research and travel stipend for three years of doctoral study at UNC-Chapel Hill

h. Editorial Boards and Reviewing Activities for Journals

Editorial Boards of Refereed Journals

Communication Quarterly, May 2010-present

Communication Yearbook, February 2012-present

Journal of Public Relations Research, November 2009-present

Public Relations Review, August 2009-present

Refereed Journals Reviewing

Communication Theory, August 2009-present

Journal of Applied Communication Research, May 2009-present

Journal of Health Communication, October 2010

PRism, September 2009

Refereed Conference Reviewing

PR Division, Association for Education in Journalism and Mass Communication, 2007-present

PR Division, International Communication Association, 2008-present

3. Teaching, Mentoring, and Advising

a. Courses Taught

University of Maryland

Advanced Qualitative Methods in Communication Research, COMM 715: Spring 2010
Communication Colloquium, COMM 478: Fall 2009

Crisis Communication, COMM 739C: Fall 2012; Spring 2011

Introduction to Graduate Study in Communication, COMM 700: Fall 2013

Introduction to Qualitative Methods in Communication Research, COMM 714: Fall 2011

Media and Terrorism, BSST 288T: Fall 2011

Public Relations Theory, COMM 350: Fall 2009; Spring 2010, Fall 2011

DePaul University

Advertising and Public Relations Ethics, PRAD 334: Fall 2007, Spring 2008, Fall 2008, Winter 2009, Spring 2009

Crisis Communication, CMN 391: Winter 2007, Spring 2009

Crisis Communication Management, CMN 540: Spring 2008

Government Communication, CMN 596: Winter 2007

Political Communication, PRAD 380: Fall 2008

Public Relations, CMN 255: Fall 2007

Public Relations Theory, PRAD 520: Winter 2009

American University

Communication Theory, COMM 735: Fall 2006

Communication and Society, COMM 209: Fall 2006

Crisis Communication, COMM 541: Spring 2007

Public Relations Case Studies, COMM 346: Spring 2007

Public Relations Writing, COMM 337: Spring 2007

b. Advising: Other than Research Direction

Faculty Adviser for Gamma Mu chapter of the Kappa Alpha Theta sorority at the University of Maryland, Fall 2009-present

c. Advising: Research Direction

i. *Master's Students* (graduation dates in parentheses)

University of Maryland Department of Communication Chaired Committees

Thomas Campbell (thesis, December 2011, U.S. Army)

Andrea Narvaez (non-thesis, May 2011, Paul & Partners, a Fleishman Hillard public relations agency)

Michael Paquette (in progress)

University of Maryland Department of Communication Other Committees

David Connor (thesis, December 2011)

Brian Keenan (non-thesis, May 2010)

Stephanie Madden (thesis, May 2011)

Janna Raudenbush (thesis, May 2011)

ii. *Ph.D. Students* (graduation dates in parentheses)

University of Maryland Department of Communication Chaired Committees

* = *co-chaired committees*

*Deepa Anagondahalli (May 2012, instructor at the University of Maryland))

Abbey Levenshus (May 2012, assistant professor at the University of Tennessee)

Jiankun (Sylvia) Guo (in progress)

Julio Bermejo (in progress)

Julia Fraustino (in progress)

Melissa Janoske (in progress)

Stephanie Madden (in progress)

University of Maryland Department of Communication Other Committees

Leysan Khakimova (August 2013)

Rowena Briones (May 2013)

Beth Sundstrom (May 2012)

Sarah Evans (December 2011)

Lucinda Austin (May 2011)

Christine Skubisz (May 2011)

Mara Hobler (May 2012)

Rowena Kirby-Straker, (in progress)

Kelly Madden (in progress)

Timothy Penn (in progress)

Jenny Shi (in progress)

Bo Yang (in progress)

Ning Xie (in progress)

4. Service

a. Professional

i. Offices and committee memberships held in professional organizations

Vice Head-Elect, PR Division, Association for Education in Journalism and Mass Communication: August 2010-August 2011

Secretary/Treasurer, PR Division, Association for Education in Journalism and Mass Communication: August 2009-August 2010

Co-Chair Professional Liaison/Social Committee, PR Division, Association for Education in Journalism and Mass Communication, August 2007-August 2008

b. University of Maryland Campus

i. Departmental

Faculty Mentor for Assistant Professor Erich Sommerfeldt, Fall 2012-present

Appointment, Promotion, and Tenure Committee, Fall 2012-present

Initial Review Committee Member for the Tenure Review of Assistant Professor
Kristjana Maddux (Fall 2012)

Initial Review Committee Member for the Tenure Review of Assistant Professor
Sahar Khamis, Fall 2013

Faculty Advisory Committee, Secretary, Fall 2012-August 2013

Faculty Expert in Center for Health & Risk Communication, Fall 2009-present

Brownbag presentation: "Being on the job market" (Oct. 27, 2009)

Brownbag presentation: "Crisis communication research: The next frontier" (Nov. 17, 2009)

Member of Graduate Studies Committee, Fall 2010-present

Contributed to: deciding on admissions, determining research awards, re-envisioning the graduate curriculum and degree requirements, and resolving emergent graduate student issues

Member of Colloquia Committee, Fall 2009-Spring 2010

Helped plan and organize Spring 2010 colloquia; taught COMM 478
(Communication Colloquium) in Fall 2009

Department of Communication Secretary, Spring 2010

Took notes and prepared official minutes for monthly Department Assembly Meetings

ii. College

Extra-Departmental member for Art Department Internal Self Study Committee for their Unit Review, Fall 2012

iii. University

Affiliated Faculty Member for the National Consortium for the Study of Terrorism and Responses to Terrorism (START) and Faculty Communications Advisor, Spring 2010-Spring 2012

Provided strategic communication advice for digital and social media initiatives, including Twitter feed and Fall 2010 launch of new Web site

Assisted in recruiting and hiring communications employees; served on search committee for executive director, Summer-Fall 2010, and search committee for Assistant Director of External Relations, Fall 2011

Chaired search committee to hire counterterrorism senior researchers in Spring and Summer 2010

Honor Review Board Member, Fall 2010-Spring 2012

Volunteer as a faculty board member for Student Honor Council hearings

Faculty Advisor, Gamma Mu chapter of Kappa Alpha Theta Sorority, Fall 2009-present

Kristy Maddux
Department of Communication
University of Maryland
2130 Skinner Building
College Park, MD 20742-7635
301-405-6533
klmaddux@umd.edu

Education

Ph.D. 2007

Department of Speech Communication, University of Georgia
Dissertation: "Passionate publics: Christian media and civic engagement"

M.A. 2003

Department of Speech Communication, University of Georgia
Thesis: "Sa(l)vaging the *Woman's Bible*: Reading interpretive communities across contexts"

B.A. 2001

Department of Communication and Theater Arts (with minor in Women Studies),
University of Puget Sound
Independent Research Project: "Christianity, homosexuality, and the 'plain sense' of
Scripture: A critical history of interpretation"

Employment History

Associate Professor, Department of Communication, University of Maryland, August
2013-present

Assistant Professor, Department of Communication, University of Maryland, August
2007-present

Graduate Teaching Assistant, Department of Speech Communication, University of
Georgia, August 2001-July 2007

Book

The Faithful Citizen: Popular Christian Media and Gendered Civic Identities (Baylor
University Press, 2010)

*Winner of the 2011 Outstanding Book Award from the Organization for the Study
of Communication, Language, and Gender and the 2011 Book of the Year Award
from the Religious Communication Association

*Reviewed in *Communication Research Trends*, *Journal of Communication & Religion*, *Journal of Religion & Popular Culture*, *Quarterly Journal of Speech*, *Rhetoric & Public Affairs*, *Rhetoric Review*, and *Women & Language*

Journal Articles

- Maddux, K. (forthcoming, 2013). Fundamentalist fool or populist paragon?: William Jennings Bryan and the campaign against evolutionary theory. *Rhetoric & Public Affairs*.
- Maddux, K. (2012). The feminized gospel: Aimee Semple McPherson and the gendered performance of Christianity. *Women's Studies in Communication* 35 (1), 42-67.
- Maddux, K. (2011). The Foursquare Gospel of Aimee Semple McPherson, *Rhetoric & Public Affairs* 14 (2), 291-326.
- Maddux, K. (2009). Winning the right to vote in 2004: *Iron Jawed Angels* and the retrospective framing of feminism. *Feminist Media Studies* 9 (1), 71-92.
- Maddux, K. (2008). Playing the victim: Violence, suffering, and feminine submission in *The Passion of the Christ*. *Journal of Media and Religion* 7 (3), 150-169.
- Maddux, K. (2008). *The da Vinci Code* and the regressive gender politics of celebrating women. *Critical Studies in Media Communication* 25 (3), 225-248. [lead article]
- Maddux, K. (2008). Feminism and foreign policy: Public vocabularies and the conditions of emergence for First Lady Rosalynn Carter. *Women's Studies in Communication* 31 (1), 29-55.
- Barge, J.K., Lee, M., Maddux, K., Nabring, R., Townsend, B. (2008). Managing dualities in planned change initiatives. *Journal of Applied Communication Research* 36 (4), 364-390. [lead article]
- Maddux, K. (2006). Finding comedy in theology: A hopeful supplement to Kenneth Burke's logology. *Philosophy & Rhetoric* 39 (2), 208-232.
- Maddux, K. (2004). When patriots protest: The anti-suffrage discursive transformation of 1917. *Rhetoric and Public Affairs*, 7 (3), 283-310.
- Maddux, K. (2001). Christianity, homosexuality and the 'plain sense' of Scripture: A critical history of interpretation. *Journal of the Northwest Communication Association*, 30, 94-120.

Invited Essays, Review Essays and Book Reviews (non-refereed)

- Maddux, K. (2013). Religious Dissociation in 2012 Campaign Discourse. *Rhetoric & Public Affairs* 16 (2), 355-368.
- Maddux, K. (2012). Review of *The Disenchantment of Secular Discourse* by Steven D. Smith. *Rhetoric and Public Affairs*, 15 (4), 737-740.
- Maddux, K. (2008). Faithful political rhetoric (review essay). *Rhetoric and Public Affairs*, 11 (1), 131-153.
- Maddux, K. (2008). Rhetoric and religion. In W. Donsbach (Ed.), *The International Encyclopedia of Communication* (pp. 4333-4335). Oxford, UK and Malden, MA: Blackwell Publishing.
- Maddux, K. (2007). Review of *The Lyceum and Public Culture in the Nineteenth-Century United States*, by Angela G. Ray. *Rhetoric and Public Affairs*, 10 (4), 752-754.
- Maddux, K. (2004). Review of *The Gendered Pulpit*, by Roxanne Mountford. *Quarterly Journal of Speech* 90 (4), 517-519.

Honors and Awards

- Research and Scholarship Award, University of Maryland Graduate School, awarded for Spring 2014
- Top Four Papers Panel, Public Address Division, National Communication Association, Chicago, Illinois, 2009
- Participant (competitively selected), 2009 Rhetoric Society of America Institute on "Women, Social Activism, and Religious Persuasion, 1780-1940"
- Top Paper, Public Address Division, Eastern Communication Association, 2009
- University of Georgia Dissertation Completion Fellowship, 2006-2007
- Top Student Paper, Organization for Research on Women and Communication, Western States Communication Association, February 2006
- University of Georgia Excellence in Teaching Award, February 2006
- University of Georgia Outstanding Teacher Award, February 2006
- National Doctoral Honors Seminar, Norman, Oklahoma, sponsored by National Communication Association, August 2005
- Teaching Portfolio Completion Certificate, University of Georgia, Spring 2005

Outstanding Thesis Award, Organization for the Study of Communication, Language, and Gender, 2004

University-wide Fellowship, University of Georgia, 2001-2003

W.H. Baisinger Outstanding Graduate Award in Communication, University of Puget Sound, 2001

Mortar Board, inducted 2000

Phi Kappa Phi, inducted 2000

E. Ann Neel Award in Women Studies, University of Puget Sound, 2000

Grants and Funding

Kluge Fellowship, Library of Congress (\$4200/month stipend, application pending)

Louisville Institute Sabbatical Grant for Researchers (\$36,428.60, unfunded, fall 2009)

Organization for Research on Women and Communication Research Development Grant (\$1000, unfunded, summer 2009)

Maryland Women's Forum Faculty Research Award (\$1000, unfunded, summer 2009)

University of Maryland General Research Board Summer Research funding, summer 2008, (\$8,750)

Conference Papers

2012. "Exposing Women: Bertha Palmer and Susan B. Anthony's Conflicting Models of Citizenship at the Columbian Exposition," National Communication Association, Orlando, Florida.

2012. "City Sisters: Gender, Charity, and Publicity at Angelus Temple," Eastern Communication Association, Cambridge, Massachusetts.

2011. "Debating Darwin: William Jennings Bryan and the Evolution of a Counterpublic," National Communication Association, New Orleans, Louisiana.

2011. "Rhetoric and Materiality at the Intersection of Social Movements and Counterpublics Theory," Preconference on "Voicing Connections, Contradictions, and Possibilities in Social Movement and Counterpublic Theories," National Communication Association, New Orleans, Louisiana.

2011. "Engaging Community: Creating Dialogue in the College Park Town Hall," with Janeé Banks, Sarah Brown, Meghan Connell, Jeffrey De Tora, Cole Donovan, Jenny Hollrah, Jeffrey Oguamanam, and Brett Schenkel, Maryland Communication Association, Frostburg, Maryland.
2010. "Always the Bride: Aimee Semple McPherson and the Feminization of Christianity," National Communication Association, San Francisco, California.
2010. "Onward to Perfection: Barack Obama and Wesleyan Civil Religion," National Communication Association, San Francisco, California.
2010. "Crafting lessons in rhetorical criticism," NCA Summer Conference on Teaching Rhetorical Criticism and Critical Inquiry, Tacoma, Washington.
2009. "Aimee Semple McPherson and the disappearance of Christian fundamentalism," National Communication Association, Chicago, Illinois.
2009. "Civic faith: *Amazing Grace* and the reconciliation of faith and politics," Eastern Communication Association, Philadelphia, Pennsylvania.
2008. "Faithful political rhetoric: The responsibilities of Christian civic participation," Rhetoric Society of America, Seattle, Washington.
2007. "Da Vinci and the politics of faithful reproduction," National Communication Association, Chicago, Illinois.
2006. "The da Vinci Crisis: Christianity and the culture of mass media," National Communication Association, San Antonio, Texas.
2006. "No Christians left behind: Contemporary evangelical media and the practices of citizenship," National Communication Association, San Antonio, Texas.
2006. "Male and female created He them: Gender and submission in *The Passion of the Christ*," National Communication Association, San Antonio, Texas.
2006. "Winning the right to vote in 2004: *Iron Jawed Angels*, retrospective framing, and the woman suffrage movement," Western States Communication Association, Palm Springs, California.
2005. "Denying *Da Vinci*, reclaiming Christian authority," National Communication Association, Boston, Massachusetts.
2005. "Contesting Christian authority in the debate over *The Da Vinci Code*," Alta Argumentation Conference, Alta, Utah.

2005. "Sensing the spectacle: The productive nature of violence in *The Passion of the Christ*," Doctoral Honors Seminar, Norman, Oklahoma.
2005. "Sensing the spectacle: The productive nature of violence in *The Passion of the Christ*," Western States Communication Association, San Francisco, California.
2004. "Enacting the ends of paternalism and imperialism: Rosalynn Carter's trip through Latin America," National Communication Association, Chicago, Illinois.
2004. "Were there Christians in the Second Wave?" National Communication Association, Chicago, Illinois.
2004. "Strategic change as a form of community building," National Communication Association, Chicago, Illinois (co-author with J. Kevin Barge, Michael Lee, Richard Nabring, and Bryan Townsend).
2004. "When patriots protest: The anti-suffrage discursive transformation of 1917," Western States Communication Association, Albuquerque, New Mexico.
2003. "Sa(l)vaging the *Woman's Bible*: Reading interpretive communities across contexts," National Communication Association, Miami, Florida.
2003. "Bush vs. the Church: Appropriations of God to justify war," National Communication Association, Miami, Florida.
2003. "Susan B. Anthony's use of historical narrative in her 1896 Bible resolution speech," Eastern Communication Association, Washington, D.C.
2002. "Where did she get that idea?: A call for audience-centered criticism in rhetorical studies," National Communication Association, New Orleans, Louisiana.
2001. "Christianity, homosexuality and the "plain sense" of Scripture: A critical history of interpretation," Western States Communication Association, Coeur d'Alene, Idaho.
2001. "Once the gender battle is won: Hillary's feminine style for audience identification," Northwest Communication Association, Coeur d'Alene, Idaho.
2000. "Rhetorical hermeneutics: What the Bible *really* says about homosexuality," Pennsylvania State Honors Conference in Communication, University Park, Pennsylvania.
2000. "A critical history of the Constitutional interpretations offered by Lysander Spooner and Wendell Phillips," DePauw University Undergraduate Honors Conference, Greencastle, Indiana.

Conference Panel Service

- 2012. Chair, "Rhetorical Transitions in Ecology: Food, Framing and Overpopulation," Eastern Communication Association, Cambridge, Massachusetts.
- 2011. Presenter, "Voices at the Crossroads: Feminist Communication Scholarship and Religion," National Communication Association, New Orleans, Louisiana.
- 2011. Chair and Respondent, "Power, Memory, and Rhetorical Narratives," Public Address Division, Eastern Communication Association, Arlington, Virginia.
- 2010. Respondent, Panel on *The Faithful Citizen: Popular Christian Media and Gendered Civic Identities*, Rhetoric Society of America, Minneapolis, Minnesota.
- 2009. Presenter, Women's Mentoring Relationships and the Future of Communication Studies, National Communication Association, Chicago, Illinois.
- 2009. Presenter, Spotlight on Recipient of the 2009 Marie Hochmuth Nichols Award, National Communication Association, Chicago, Illinois.
- 2009. Respondent, Top Student Papers Panel, Public Address Division, Eastern Communication Association, Philadelphia, Pennsylvania.
- 2008. Respondent, "The voices of unconventional women: Stanton, Paul, Goldman, Jordan," National Communication Association, San Diego, California.
- 2008. Chair, "Entering the arena: Apology and blame in political and sport rhetoric," Eastern Communication Association, Pittsburgh, Pennsylvania.
- 2008. Respondent, "Pictures and music: Speaking out in non-traditional rhetorical spaces," Eastern Communication Association, Pittsburgh, Pennsylvania.

Invited Presentations

- 2011. "The Clash of Populism and Fundamentalism: William Jennings Bryan's Evolution at the Scopes Trial," Christopher Newport University, Department of Communication.
- 2010. "Developing a Professional Identity," Texas A&M University Department of Communication graduate student orientation.

Courses Taught

At the University of Maryland:

COMM 401 Interpreting Strategic Discourse

COMM 458C Seminar in Political Communication: Civic Communication

COMM 469 Discourse of Social Movements: Woman's Rights in the United States
 COMM 469Y Communication & Religion
 COMM 700 Introduction to Graduate Studies in Communication
 COMM 661 Communication and Social Change
 COMM 698F Special Problems in Communication: Feminist, Gender, and Queer Theories
 in Communication
 COMM 711 Historical/Critical Methods in Communication Research

At the University of Georgia:

SPCM 1100 Introduction to Public Speaking
 SPCM 2510 Small Group Communication
 SPCM 3300 Rhetorical Criticism
 SPCM 3310 Topics in Rhetoric: Christian Discourse and U.S. Public Policy

Pedagogical Development

Participant, Summer Technology Institute sponsored by the University of Maryland
 Center for Teaching Excellence, May 2011

Professional Service

Guest Reviewer, *Western Journal of Communication*, 2012
 Guest Reviewer, *Journal of Popular Romance Studies*, 2011
 Reviewer, Religious Communication Association, National Communication Association,
 2011
 Guest Reviewer, *Quarterly Journal of Speech*, 2010, 2011
 Editorial Board Member, *Rhetoric Society Quarterly*, 2012-2015
 Secretary, Public Address Division, National Communication Association, 2010-2012
 Guest Reviewer, *Politics & Religion*, 2009
 Guest Reviewer, *Journal of Communication Inquiry*, 2009
 Guest Reviewer, *Rhetoric & Public Affairs*, 2009, 2010, 2011
 Guest Reviewer, *Journal of Media and Religion*, 2009
 Editorial Board Member, *Voices of Democracy*, 2009-present
 Reviewer, American Society for the History of Rhetoric Outstanding Student Paper
 Award, 2008
 Editorial Board Member, *Communication Quarterly*, 2008-2011, 2012-2015
 Member, Nominating Committee, Public Address Division, National Communication
 Association, 2008
 Guest Reviewer, *Southern Communication Journal*, 2008
 Editorial Board Member, *Women's Studies in Communication*, 2007-2010
 Reviewer, Public Address Division, Eastern Communication Association, 2008, 2009,
 2011
 Reviewer, Public Address Division, National Communication Association, 2008, 2009,
 2010, 2011
 Reviewer, Southern Communication Association Undergraduate Conference, Spring
 2007

Guest reviewer, *Communication and Critical/Cultural Studies*, 2006-2007
 Editorial Assistant, *Critical Studies in Media Communication*, 2001-2003
 Guest reviewer, *Critical Studies in Media Communication*, 2002

Department and University Service

At the University of Maryland:

Chair, Task Force to Redesign the Undergraduate Major in Communication, 2012-3
 Member, Salary Advisory Committee, Department of Communication, 2011-2012
 Member, Collegiate Council, College of Arts and Humanities, 2010-2014
 Member, Senate Programs, Curricula, and Courses Committee, 2009-2011
 Member (elected), Faculty Advisory Committee, Department of Communication, 2009-2010
 Member, Colloquium Committee, Department of Communication, 2009-2011
 Judge, Graduate Research Interaction Day, April 2009
 Recording Secretary, Department Assembly, Department of Communication, Spring 2009
 Presenter, "Inventing Rhetoric," panel with faculty members from Departments of English and Communication, October 2008
 Presenter, "Meet the Faculty" panel sponsored by Undergraduate Communication Association, October 2008
 Ad Hoc Committee on Learning Outcomes Assessment measures, Department of Communication, 2008
 Undergraduate Curriculum Committee, Department of Communication, 2007-2009, 2011-2012
 Presenter, "Negotiating the Academic Job Market," panel for graduate students in the Department of Communication, September 2007

At the University of Georgia:

TA Mentor Program, 2006-2007
 Presentation to Speech Communication GTAs, "Incorporating Civic Engagement in the Classroom, March 2007
 Presentation to Speech Communication GTAs, "Creating a Teaching Portfolio," October 2006
 Presentation to GTA orientation, "Serving as an Instructor of Record," August 2006
 Commencement Speaker Judge, Lambda Pi Eta SPCM Student Association, April 2006
 Presentation to Speech Communication GTA orientation, "Managing plagiarism and cheating in the classroom," August 2005
 Presentation to Speech Communication GTA orientation, "Getting through the first day," August 2004
 Mentor to new GTAs in Speech Communication, 2004-2006
 Vice-president and liaison to the faculty, Speech Communication Grad Forum, 2003-2004

Graduate Student Advising

Tiffany Lewis (PhD, 2013)
Lindsey Fox (PhD, 2014); co-advisor with Robert Gaines
Yvonne Slosarski (PhD, 2016)
Meridith Styer (PhD, 2016)
Katie Irwin (MA, 2011)

Graduate Student Committee Service

Erica Lamm (PhD, 2009; dissertation committee only)
Art Herbig (PhD, 2010; dissertation committee only)
Kelly Carr (PhD, 2010; dissertation committee only)
Timothy Barney (PhD, 2011)
Beth Sundstrom (PhD, 2012; dissertation committee only)
Ben Krueger (PhD, 2012; dissertation committee only)
Alyssa Samek (PhD, 2012)
James Gilmore (PhD, 2012)
Theresa Donofrio (PhD, 2013)
Elizabeth Gardner (PhD, 2013)
Sean Luechtefeld (PhD, 2013)
Artesha Taylor (PhD, 2013)
Julio Bermejo (PhD, 2015)
Jessica Lu (PhD, 2016)
Thomas McCloskey (PhD, 2016)
Michael Studeman (PhD, 2016)
Kim Hannah (PhD, 2016)
Jennifer Bly (MA, 2012)
Jade Olson (MA, 2011; PhD, 2014)

Undergraduate Independent Studies Supervised

Joshua Basile (Fall 2008)
Janeé Banks, Sarah Brown, Meghan Connell, Jeffrey De Tora, Cole Donovan, Jenny Hollrah, Jeffrey Oguamanam, and Brett Schenkel (Spring 2011)

Graduate Independent Studies Supervised

Lindsay Dunne, PhD student, Department of English (Spring 2009)

I certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature _____ Date _____

CURRICULUM VITAE XIAOLI NAN

Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature _____ Date _____

1. Personal Information

Xiaoli Nan, Ph.D.
Associate Professor
Department of Communication
Year of University Appointment to Current Rank: 2012

Education

Ph.D., 2005
University of Minnesota-Twin Cities
Major: Mass Communication
Minor: Psychology
Dissertation title: "The impact of consumer skepticism and issue involvement on the goal framing effect: A persuasion knowledge perspective"

M.A., 2003
University of Minnesota-Twin Cities
Major: Mass Communication
Thesis title: "The effects of attitude toward the extension ad and perceived fit on brand extension evaluations"

B.A., 2000
Beijing University, P. R. China
Major: Advertising

Academic Positions

Associate Professor, 2012-present
Department of Communication, University of Maryland-College Park

Director, 2011-present
University of Maryland Center for Health and Risk Communication

Assistant Professor, 2008-2012
Department of Communication, University of Maryland-College Park

Assistant Professor, 2005-2008

Department of Life Sciences Communication, University of Wisconsin-Madison

Teaching/Research Assistant, 2000-2005

School of Journalism and Mass Communication, University of Minnesota-Twin Cities

2. Research, Scholarly, and Creative Activities

**Denotes undergraduate/graduate student supervised by Professor Nan at time research was conducted; first author is the senior author unless otherwise specified.*

a. Chapters in Books

Nan, X., *Yang, B., & *Iles, I. (in press). Nutrition/diet. In T. Thompson (Ed.), *The encyclopedia of health communication*. Thousand Oaks, CA: Sage Publications, Inc.

Nan, X., *Madden, K., & *Kim, J. (in press). Vaccinations. In T. Thompson (Ed.), *The encyclopedia of health communication*. Thousand Oaks, CA: Sage Publications, Inc.

Nan, X., *Iles, I., & Yang, B., (in press). Cigarette warning labels. In T. Thompson (Ed.), *The encyclopedia of health communication*. Thousand Oaks, CA: Sage Publications, Inc.

Nan, X., *Madden, K., & *Kim, J. (in press). Food safety risk communication. In T. Thompson (Ed.), *The encyclopedia of health communication*. Thousand Oaks, CA: Sage Publications, Inc.

Nan, X., & Paek, H. (in press). Social responsibility in international advertising. In H. Cheng (Ed.), *Handbook of international advertising research*. Hoboken, NJ: Wiley-Blackwell.

*Kim, J., & **Nan, X.** (in press). Understanding the psychology of attitudes: A review of attitudes research guided by theories of behavioral intention and dual-process models. In N. Gotsiridze-Columbus (Ed.), *Psychology of attitudes*. Hauppauge, NY: Nova Science Publishers, Inc.

Nan, X. (2013). Using message framing in health-related persuasion: Theory and evidence. In E. Scharrer (Ed.), *Media Effects/Media Psychology, Vol. 5. The International Encyclopedia of Media Studies*, A. Valdivia (Gen. Ed.). Boston, MA: Wiley-Blackwell.

Faber, R., Duff, B., & **Nan, X.** (2012). Coloring outside the lines: Suggestions for making advertising theory more meaningful. In S. Rodgers & E. Thorsten (Eds.), *Advertising theory*. New York, NY: Routledge, Taylor & Francis Group.

b. Articles in Refereed Journals

ISI Web of Science 5-year (2006-2010) impact factor in parenthesis

1. **Nan, X.**, & *Madden, K. (in press). The role of cultural worldviews and message framing in shaping public opinions toward the HPV vaccination mandate. *Human Communication Research*. [2.37]
2. **Nan, X.**, Zhao, X., *Yang, B., & *Iles, I. (in press). Effectiveness of cigarette warning labels: Exploring the impact of graphics, message framing, and temporal framing. *Health Communication*. [1.84]
3. **Nan, X.**, Zhao, X., & *Briones, R. (in press). Parental cancer beliefs and trust in health information from medical authorities as predictors of HPV vaccine acceptability. *Journal of Health Communication*. [2.56]
4. **Nan, X.**, & *Kim, J. (in press). Predicting H1N1 vaccine uptake and H1N1-related health beliefs: The role of individual difference in consideration of future consequences. *Journal of Health Communication*. [2.56]
5. **Nan, X.**, *Briones, R., *Shen, H., *Jiang, H., & *Zhang, A. (2013). A current appraisal of health- and nutrition-related claims in magazine food advertisements. *Journal of Health Communication*, 18, 263-277. [2.56]
6. **Nan, X.** (2013). Perceived source credibility and advertising persuasiveness: Moderators and psychological processes. *Journal of Current Issues and Research in Advertising*, 34, 195-211.
7. **Nan, X.**, & *Madden, K. (2012). HPV vaccine information in the blogosphere: How positive and negative blogs influence vaccine-related risk perceptions, attitudes, and behavioral intentions. *Health Communication*, 27, 829-836. [1.84]
8. O'Keefe, D., & **Nan, X.** (2012). The relative persuasiveness of gain- and loss-framed messages for promoting vaccination: A meta-analytic review. *Health Communication*, 27, 776-783. [1.84]
9. **Nan, X.**, & Zhao, X. (2012). When does self-affirmation reduce biased processing of anti-smoking messages? *Communication Studies*, 63, 482-497.
10. **Nan, X.** (2012). Relative persuasiveness of gain- vs. loss-framed human papillomavirus vaccination messages for the present-minded and future-minded. *Human Communication Research*, 38, 72-94. [2.37]
11. *Madden, K., **Nan, X.**, *Briones, R., & Waks, L. (2012). Sorting through search results: A content analysis of HPV vaccine information online. *Vaccine*, 30, 3741-3746. [3.47]

12. **Nan, X.**, Xie, B., & *Madden, K. (2012). Acceptability of the H1N1 vaccine among older adults: The interplay of message framing and perceived vaccine safety and efficacy. *Health Communication*, 27, 559-568. [1.84]
13. *Briones, R., **Nan, X.**, *Madden, K., & Waks, L. (2012). When vaccines go viral: An analysis of HPV vaccine coverage on YouTube. *Health Communication*, 27, 478-485. [1.84]
14. **Nan, X.** (2012). Communicating to young adults about HPV vaccination: Consideration of message framing, motivation, and gender. *Health Communication*, 27, 10-18. [1.84]
15. **Nan, X.**, *Underhill, J., *Jiang, H., *Shen, H., & *Kuch, B. (2012). Risk, efficacy, and seeking of general, breast, and prostate cancer information. *Journal of Health Communication*, 17, 199-211. [2.56]
16. **Nan, X.** (2011). Influence of television viewing and sensation seeking on adolescents' unrealistic perceptions about smoking and smokers: Evidence from a national survey. *Mass Communication and Society*, 14, 643-665. [1.09 – 2010 impact factor]
17. **Nan, X.** (2011). Influence of incidental affect and message framing on persuasion: The case of promoting sun protection behaviors. *International Public Health Journal*, 3, 111-121. (Reprinted in M. Lemal & J. Merrick (Eds.), *Health risk communication*. Hauppauge, NY: Nova Science Publishers, 2012.)
18. Zhao, X., & **Nan, X.** (2010). Influence of self-affirmation on responses to gain- vs. loss-framed anti-smoking messages. *Human Communication Research*, 4, 493-511. [2.37]
19. Sar, S., **Nan, X.**, & Myers, J. (2010). The effects of mood on advertising memory and evaluations under a competitive versus non-competitive context. *Journal of Current Issues and Research in Advertising*, 32, 1-9.
20. **Nan, X.**, & Zhao, X. (2010). The influence of liking for anti-smoking PSAs on adolescents' smoking-related behavioral intentions. *Health Communication*, 25, 459-469. [1.84]
21. **Nan, X.** (2009). Emotional responses to televised PSAs and their influence on persuasion: An investigation of the moderating role of faith in intuition. *Communication Studies*, 60, 426-442.
22. **Nan, X.** (2009). The influence of source credibility on attitude certainty: Exploring the moderating effects of timing of source identification and individual need for cognition. *Psychology and Marketing*, 26, 321-332. [1.94]

23. **Nan, X.** (2008). The influence of liking for a public service announcement on issue attitude. *Communication Research*, 35, 503-528. [2.38]
24. **Nan, X.** (2008). The pursuit of self-regulatory goals: How counterfactual thinking influences advertising persuasiveness. *Journal of Advertising*, 37, 17-27. [1.85]
25. **Nan, X.** (2007). The relative persuasive effect of gain- versus loss-framed messages: Exploring the moderating role of the desirability of end-states. *Journalism and Mass Communication Quarterly*, 84, 509-524. [1.03]
26. **Nan, X.** (2007). Social distance, framing, and judgment: A construal level perspective. *Human Communication Research*, 33, 489-514. [2.37]
27. **Nan, X., & *Heo, K.** (2007). Consumer responses to corporate social responsibility initiatives: Examining the role of brand/cause fit in cause-related marketing. *Journal of Advertising*, 36, 63-74. [1.85]
28. **Nan, X., Anghelcev, G., Myers, J. R., Sar, S., & Faber, R. J.** (2006). What if a website can talk? Exploring the persuasive effects of web-based anthropomorphic agents. *Journalism and Mass Communication Quarterly*, 83, 615-631. [1.03]
29. **Nan, X.** (2006). Affective cues and brand extension evaluation: Exploring the influence of attitude toward the parent brand and attitude toward the extension ad. *Psychology and Marketing*, 23, 597-616. [1.94]
30. **Nan, X.** (2006). Perceptual predictors of global attitude toward advertising: An investigation of both generalized and personalized beliefs. *Journal of Current Issues and Research in Advertising*, 28, 31-44.
31. **Nan, X., & Faber, R. J.** (2004). Advertising theory: Reconceptualizing the building blocks. *Marketing Theory*, 4, 7-30. [0.83 – 2010 impact factor] – ***Recommended as a must-read resource on Advertising in Oxford Bibliographies Online***
32. Faber, R. J., Lee, M., & **Nan, X.** (2004). Advertising and the consumer information environment online. *American Behavioral Scientist*, 48, 447-466. [1.03]

c. Talks, Abstracts, and Other Professional Papers Presented

Invited talks and presentations

“Consumer messaging on nutrition,” (with Kelly Madden) Joint Institute for Food Safety and Applied Nutrition, May 17, 2012.

“Health and risk communication,” Joint Institute for Food Safety and Applied Nutrition, November 17, 2011.

"Communicating health issues through social media," University of Maryland, School of Public Health, April 19, 2011

"The influence of liking for anti-smoking PSAs on adolescents' smoking-related behavioral intentions," Centers for Disease Control and Prevention/Office on Smoking and Health media network webcast, December 16, 2010

"Communicating to young adults about HPV vaccination: Consideration of message framing, motivation, and gender," University of Maryland, College of Journalism, November 12, 2010

"Influence of self-affirmation on biased processing of health messages," University of Maryland, Department of Communication Colloquium Series, April 2, 2010

"Risk and health communication research agenda" University of Maryland, Center for Risk Communication Research, March 27, 2009

"Influence of incidental affect and message framing on persuasion: The case of promoting sun protection behaviors," University of Maryland, School of Public Health, November 10, 2008

"The influence of message-induced and incidental emotions on persuasion," University of Wisconsin-Madison, Department of Communication Arts Colloquium Series, November 29, 2007

"Social distance, framing, and judgment: A construal level perspective," University of Wisconsin-Madison, Department of Life Sciences Communication Colloquium Series, February 22, 2005

"The effects of temporal construal and message framing on persuasion," University of Minnesota, School of Journalism and Mass Communication, November 10, 2004

"Audience analysis and communication goals," University of Minnesota, School of Journalism and Mass Communication, September 22, 2004

"Conducting communication research using quantitative methods," University of Minnesota, School of Journalism and Mass Communication, May 4, 2004

"Message strategies for advertising," University of Minnesota, School of Journalism and Mass Communication, March 24, 2004

Articles in refereed conference proceedings

Nan, X. (2005). Pursuit of regulatory goals and the use of self-regulatory resources. In Rao, A., & Menon, G. (Eds.), *Advances in consumer research* (pp. 467-472). Provo, UT: Association for Consumer Research.

Nan, X. (2003). Dynamics of consumer attitudes toward advertising in the 1990s: Evidence from longitudinal national data. In Spotts, H. (Ed.), *Developments in marketing science* (pp. 143-147). Coral Gables: Academy of Marketing Science.

Nan, X. (2003). Antecedents and consequences of consumer perceptions of online retailers' trustworthiness. In Les Carlson (Ed.), *Proceedings of the American Academy of Advertising Conference* (pp. 87-92).

Nan, X. (2003). Beliefs toward advertising: Antecedents and impact on media consumption. In Les Carlson (Ed.), *Proceedings of the American Academy of Advertising Conference* (pp. 64-70).

Nan, X. (2003). The influence of brand schema on brand extendibility. In Henderson, G., & Moore, M. (Eds.), *Marketing theory and applications* (pp. 98-103). Chicago: American Marketing Association.

Abstracts in refereed conference proceedings

Nan, X. (2011). Parental attitudes toward adolescent vaccination against the human papillomavirus. *Annals of Behavioral Medicine*, 41, S84-S84. New York, NY: Springer.

Nan, X., & *Heo, K. (2007). Consumer responses to corporate social responsibility initiatives: Examining the role of brand/cause fit in cause-related marketing. In Sheehan, K. (Ed.), *Proceedings of the American Academy of Advertising Conference*.

Nan, X. (2006). The influence of consumer skepticism on the goal framing effect: A persuasion knowledge perspective. In Richard, J. (Ed.), *Proceedings of the American Academy of Advertising Conference*.

Faber, R. J., **Nan, X.**, & Duff, B. (2006). Media mood manipulation: Examination of mood changes in a 24-hour activities diary. In Craig-Lees, M. (Ed.), *Proceedings of the Association for Consumer Research Asia-Pacific Conference*.

Nan, X., Myers, J. R., & Faber, R. J. (2005). Unique features of advertising: What do researchers believe? In La Ferle, C. (Ed.), *Proceedings of the American Academy of Advertising Conference* (p. 54).

Nan, X. (2005). Counterfactual thinking and regulatory focus: Implications for information processing and persuasion. In La Ferle, C. (Ed.), *Proceedings of the American Academy of Advertising Conference* (p. 56).

Nan, X. (2004). The effects of attitude toward the extension ad and perceived fit on brand extension evaluations. In Rose, P. (Ed.), *Proceedings of the American Academy of Advertising Conference* (pp. 74-75).

Nan, X., & Sar, S. (2004). Comparative advertising: The effects of attribute typicality and structural alignability on brand evaluation and similarity judgment. In Cheema, A., Hawkins, S., & Srivastava, J. (Eds.), *Proceedings of the Society for Consumer Psychology Winter Conference* (p. 61).

Nan, X. (2004). An exploration of cue-based communicators of online retailers' trustworthiness. In Cron, W., & Low, G. (Eds.), *Marketing theory and applications* (p. 15). Chicago: American Marketing Association.

Nan, X. (2003). Generalized and personalized beliefs toward advertising: Which are better predictors of attitudes toward advertising in general? In Spotts, H. (Ed.), *Developments in marketing science* (p. 142). Coral Gables: Academy of Marketing Science.

Refereed conference papers

*Madden, K., *Zhao, X., *Iles, I., *Yang, B., & **Nan, X.** (2013, November). Perceived bias in neutral news coverage of health policies: The role of group difference and anxiety. Panel abstract accepted for presentation at the annual conference of the National Communication Association Conference, Washington, D.C.

*Kim, J., & **Nan, X.** (2013, November). How and why individual difference in consideration of future consequences predicts acceptance of the HPV vaccine among college students. Paper accepted for presentation at the annual conference of the National Communication Association (Health Communication Division), Washington, DC.

Zhao, X., **Nan, X.**, *Yang, B., & *Iles, I. (2013, November). Effect of cigarette warning labels on smokers: The role of graphics, framing, and identity. Paper accepted for presentation at the annual conference of the National Communication Association (Health Communication Division), Washington, DC.

Nan, X., *Madden, K., & *Richards, A. (2013, November). The role of trust in health information from medical authorities in accepting the HPV vaccine among African American parents. Paper accepted for presentation at the annual conference of the National Communication Association (Health Communication Division), Washington, DC.

Nan, X., Dahlstrom, M., *Richards, A., & Rangarajan, S. (2013, June). Influence of evidence type and narrative type on HPV risk perception and intention to obtain the HPV vaccine. Paper accepted for presentation at the annual conference of the International Communication Association (Health Communication Division), London, UK

Nan, X., & *Madden, K. (2013, June). Biased assimilation and need for closure: Examining the effects of mixed blogs on vaccine-related beliefs. Paper accepted for

presentation at the annual conference of the International Communication Association (Health Communication Division), London, UK.

Nan, X., Zhao, X., *Yang, B., & *Iles, I. (2013, June). Effectiveness of cigarette warning labels: Exploring the impact of graphics, message framing, and temporal framing. Paper accepted for presentation at the annual conference of the International Communication Association (Health Communication Division), London, UK.

Nan, X., & *Madden, K. (2013, June). The role of cultural worldviews and message framing in shaping public opinions toward the HPV vaccination mandate. Paper accepted for presentation at the annual conference of the International Communication Association (Mass Communication Division), London, UK.

*Kim, J., & **Nan, X.** (2013, March). The impact of consideration of future consequences on attitudes and intentions toward HPV vaccination. Paper accepted for presentation at the 2nd Washington DC Health Communication Conference, George Mason University, Fairfax, VA.

*Madden, K., **Nan, X.,** & *Briones, R. (2013, March). Analysis of HPV vaccine information on influential blog sites: A snapshot amid the 2011 Republican presidential primary debates. Paper accepted for presentation at the 2nd Washington DC Health Communication Conference, George Mason University, Fairfax, VA.

*Oh, S., & **Nan, X.** (2012, August). The reader's willingness to comment on online news articles: A study of the individual's behavioral responses in light of media effects theories and online news. Paper accepted for presentation at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), Chicago, IL.

Nan, X., & *Kim, J. (2012, May). Predicting H1N1 vaccine uptake and H1N1-related health beliefs: The role of individual difference in consideration of future consequences. Paper accepted for presentation at the annual conference of the International Communication Association (Health Communication Division), Phoenix, AZ.

Nan, X., & *Madden, K. (2012, May). HPV vaccine information in the blogosphere: How positive and negative blogs influence vaccine-related risk perceptions, attitudes, and behavioral intentions. Paper accepted for presentation at the annual conference of the International Communication Association (Health Communication Division), Phoenix, AZ.

Nan, X., Xie, B., & *Madden, K. (2011, August). Acceptability of the H1N1 vaccine among older adults: The interplay of message framing and perceived vaccine safety and efficacy. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication of Science, Health, Environment, and Risk Division), St. Louis, MO.

Nan, X. (2011, May). Relative persuasiveness of gain- vs. loss-framed human papillomavirus vaccination messages for the present-minded and future-minded. Paper presented at the annual conference of the International Communication Association (Health Communication Division), Boston, MA.

Nan, X. (2011, May). Communicating to young adults about the human papillomavirus: Consideration of message framing, motivation, and gender. Paper presented at the annual conference of the International Communication Association (Health Communication Division), Boston, MA.

*Madden, K., **Nan, X.**, Waks, L., & *Briones, R. (2011, April). A theory-based content analysis of online information about HPV vaccines. Paper presented at the 1st Washington DC Health Communication Conference, George Mason University, Fairfax, VA.

Nan, X., Zhao, X., & *Briones, R. (2011, April). Parental attitudes toward adolescent vaccination against the human papillomavirus. Paper presented at the annual meeting & scientific sessions of the Society of Behavioral Medicine, Washington, DC.

Nan, X., & Zhao, X. (2010, November). When does self-affirmation reduce biased processing of anti-smoking messages? Paper presented at the annual conference of the National Communication Association (Health Communication Division), San Francisco, CA.

*Butler-Peres, K., **Nan, X.**, & Waks, L. (2010, November). HIV/AIDS media coverage in the United States: A comparison of African American and mainstream magazines. Paper presented at the annual conference of the National Communication Association (Health Communication Division), San Francisco, CA.

Nan, X., *Briones, R., *Shen, H., *Jiang, H., & *Zhang, A. (2010, August). A content analysis of health- and nutrition-related claims in food advertisements in popular women's and men's magazines. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication of Science, Health, Environment, and Risk Interest Group), Denver, CO.

Nan, X. (2010, June). Influence of television viewing and sensation seeking on adolescents' unrealistic perceptions about smoking and smokers: Evidence from a national survey. Paper accepted for presentation at the annual conference of the International Communication Association (Health Communication Division), Singapore.

Zhao, X., & **Nan, X.** (2010, June). Influence of self-affirmation on responses to gain- vs. loss-framed anti-smoking messages. Paper presented at the annual conference of the International Communication Association (Health Communication Division), Singapore.

Nan, X. (2009, May). The influence of incidental discrete emotions on health risk perceptions and persuasion. Paper presented at the annual conference of the International Communication Association (Information Systems Division), Chicago, IL.
– *Top Paper Award*

Nan, X., & Zhao, X. (2009, May). Decomposing media influence on adolescents' smoking intentions: The mediating role of perceived descriptive and injunctive norms. Paper presented at the annual conference of the International Communication Association (Health Communication Division), Chicago, IL.

Nan, X., *Underhill, J., *Jiang, H., *Shen, H., & *Kuch, B. (2009, May). Risk, efficacy, and information seeking: Applying the risk perception attitude (RPA) framework to understand seeking of general, breast, and prostate cancer information. Paper presented at the annual conference of the International Communication Association (Health Communication Division), Chicago, IL.

Nan, X., & Zhao, X. (2008, August). The influence of liking for anti-smoking PSAs on smoking-related behavioral intentions. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), Chicago, IL.

Nan, X. (2008, August). Influence of incidental affect and message framing on persuasion: The case of promoting sun protection behaviors. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), Chicago, IL.

Nan, X., & Wang, Y. (2008, August). The role of brand/cause fit in consumer responses to cause-related marketing: A cross-cultural perspective. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Advertising Division), Chicago, IL.

Nan, X. (2008, May). Influence of incidental discrete emotions on health-related Attitude change: The mediating role of perceived susceptibility and response efficacy. Paper presented at the annual conference of the International Communication Association (Information Systems Division), Montréal, Canada.

Nan, X. (2007, August). The influence of liking for a public service announcement on issue attitude. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), Washington DC.

Nan, X. (2007, August). Message-induced emotions, faith in intuition, and persuasion. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), Washington DC.

Nan, X. (2007, May). The effect of perceived source credibility on persuasion: Moderators and mechanism. Paper presented at the annual conference of the International Communication Association (Mass Communication Division), San Francisco, CA.

Nan, X. (2007, May). Does psychological reactance to loss-framed messages dissipate the negativity bias? An investigation of the message framing effect. Paper presented at the annual conference of the International Communication Association (Information Systems Division), San Francisco, CA. – *Top Paper Award*

Nan, X., *Abril, E. P., *Binder, A., *Nevar, P., & Rojas, H. (2007, May). Issue responsiveness and negative affect in the framing of poverty: An experiment of gains versus losses. Paper presented at the annual conference of the International Communication Association (Political Communication Division), San Francisco, CA.

Rojas, H., *Liebhart, J. L., *Minzlaff, J., & **Nan, X.** (2007, May). Naive media schema or perceived personal differences: An experiment on media framing and third person perceptions. Paper presented at the annual conference of the International Communication Association (Mass Communication Division), San Francisco, CA.

Nan, X., & *Heo, K. (2007, April). Consumer responses to corporate social responsibility initiatives: Examining the role of brand/cause fit in cause-related marketing. Paper presented at the annual conference of the American Academy of Advertising, Bloomington, VT.

Nan, X., *Abril, E. P., *Binder, A., *Nevar, P., *Minzlaff, J., & Hitchon McSweeney, J. (2006, November). The framing of poverty: An experiment on gains, losses, and issue responsiveness. Paper presented at the annual conference of the Midwest Association for Public Opinion Research, Chicago, IL.

Nan, X. (2006, August). The pursuit of self-regulatory goals: How counterfactual thinking influences advertising persuasiveness. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Advertising Division), San Francisco, CA.

Nan, X. (2006, August). Social distance, framing, and judgment: A construal level perspective. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), San Francisco, CA. – *Top Faculty Paper Award*

Nan, X. (2006, August). The relative persuasiveness of gain- versus loss-framed messages: Examining the moderating role of the desirability of end-states. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), San Francisco, CA.

Nan, X. (2006, August). The influence of source credibility on attitude certainty. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Communication Theory and Methodology Division), San Francisco, CA.

Faber, R. J., **Nan, X.**, & Duff, B. (2006, June). Media mood manipulation: Examination of mood changes in a 24-hour activities diary. Paper presented at the Association for Consumer Research Asia-Pacific Conference, Sydney, Australia.

Nan, X. (2006, March). The influence of consumer skepticism on the goal framing effect: A persuasion knowledge perspective. Paper presented at the annual conference of the American Academy of Advertising, Reno, NV.

Nan, X., Anghelcev, G., Myers, J. R., Sar, S., & Faber, R. J. (2005, May). The influence of anthropomorphic agents on attitudes toward the website: A test of two mediating routes. Paper presented at the annual conference of the International Communication Association (Communication and Technology Division), New York, NY.

Nan, X., Myers, J. R., & Faber, R. J. (2005, March). Unique features of advertising: What do researchers believe? Paper presented at the annual conference of the American Academy of Advertising, Houston, TX.

Nan, X. (2005, March). Counterfactual thinking and regulatory focus: Implications for information processing and persuasion. Paper presented at the annual conference of the American Academy of Advertising, Houston, TX.

Nan, X. (2004, October). Pursuit of regulatory goals and the use of self-regulatory resources. Paper presented at the annual conference of the Association for Consumer Research, Portland, OR.

Nan, X. (2004, August). Attitude toward the extension ad: The influence of attitude toward the parent brand and perceived congruity. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Advertising Division), Toronto, Canada.

Nan, X., Dong, D., & Chang, T. K. (2004, August). When globalization encounters national identity: A longitudinal investigation of cultural values and executional cues in Chinese TV commercials. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Advertising Division), Toronto, Canada.

Nan, X. (2004, March). The effects of attitude toward the extension ad and perceived fit on brand extension evaluations. Paper presented at the annual conference of the American Academy of Advertising, Baton Rouge, LA.

Nan, X. (2004, February). An exploration of cue-based communicators of online retailers' trustworthiness. Paper presented at the American Marketing Association Winter Educator's Conference, Scottsdale, AZ.

Nan, X., & Sar, S. (2004, February). Comparative advertising: The effects of attribute typicality and structural alignability on brand evaluation and similarity judgment. Paper presented at the Society for Consumer Psychology Winter Conference, San Francisco, CA.

Nan, X. (2003, July). Perceptual antecedents of attitude toward Internet advertising in general. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (Advertising Division), Kansas City, MO.

Nan, X. (2003, May). Dynamics of consumer attitudes toward advertising in the 1990s: Evidence from longitudinal national data. Paper accepted for presentation at the annual conference of the Academy of Marketing Science, Washington D.C., MD.

Nan, X. (2003, May). Generalized and personalized beliefs toward advertising: Which are better predictors of attitudes toward advertising in general? Paper accepted for presentation at the annual conference of the Academy of Marketing Science, Washington D.C., MD.

Nan, X. (2003, March). Antecedents and consequences of consumer perceptions of online retailers' trustworthiness. Paper presented at the annual conference of the American Academy of Advertising, Denver, CO.

Nan, X. (2003, March). Beliefs toward advertising: Antecedents and impact on media consumption. Paper presented at the annual conference of the American Academy of Advertising, Denver, CO.

Nan, X. (2003, February). Dynamics of consumer attitudes toward advertising in the 1990s: Evidence from longitudinal national data. Paper accepted for presentation at the Society for Consumer Psychology Winter Conference, New Orleans, LA.

Nan, X. (2003, February). The influence of brand schema on brand extendibility. Paper presented at the American Marketing Association Winter Educator's Conference, Orlando, FL.

d. Contracts and Grants

Current

Project title: "Sources of food safety information for American consumers"

Role: Principal Investigator

Period of funding: 2013-2015

Total cost: \$131,007.36

Agency: Food and Drug Administration through the Joint Institute for Food Safety and Applied Nutrition

Project title: "Message framing and HPV vaccination acceptance among African Americans"

Role: Principal Investigator

Period of funding: 2011-2013

Total cost: \$150,000

Agency: National Institutes of Health/National Cancer Institute

Completed/Awarded

Project title: "Developing effective H1N1 influenza vaccine risk communication messages to improve vaccine uptake among older adults"

Role: Principal Investigator

Period of funding: 2011-2012

Total cost: \$20,000

Agency: National Science Foundation through the University of Maryland ADVANCE Program for Inclusive Excellence

Project title: "Societal ripple effects from terrorist attacks and risk communication strategies"

Role: Principal Investigator

Period of funding: 2011-2012

Total cost: \$20,000

Agency: Department of Homeland Security through the National Center for Risk and Economic Analysis of Terrorism Events (CREATE)

Project title: "Experiment to evaluate risk perceptions of produce growers, food retailers and consumers after a food borne illness outbreak or food recall"

Role: Principal Investigator (2011-2012), Co-Investigator (2008-2010)

Period of funding: 2008-2012

Total cost: \$200,000

Agency: Food and Drug Administration through the Joint Institute for Food Safety and Applied Nutrition

Project title: "The influence of message framing and discrete emotions on health-related risk perceptions and persuasiveness of health promotion messages"

Role: Principal Investigator

Period of funding: 2008-2011 (declined this award due to the move to UMD)

Total cost: \$90,627

Agency: US Department of Agriculture Federal Formula Funds

Project title: "The advantages of compliance or the disadvantages of noncompliance? An investigation of the message framing effect in health communication"

Role: Principal Investigator

Period of funding: 2007-2008

Total cost: \$29,734

Agency: University of Wisconsin Graduate School Research Committee

Project title: "The importance of brand/cause fit in cause-related food marketing"

Role: Principal Investigator

Period of funding: 2005-2007

Total cost: \$52,622

Agency: US Department of Agriculture Federal Formula Funds

e. Fellowships, Prizes, and Awards

Research and Scholarship Award (semester research leave), University of Maryland, 2012-2013

General Research Board Award (\$8,750), University of Maryland, 2009-2010

Top Paper Award (sole author), International Communication Association, Information Systems Division, 2009

Full member of Sigma Xi Scientific Research Society, 2009-present

Top Paper Award (sole author), International Communication Association, Information Systems Division, 2007

Top Faculty Paper Award (sole author), Association for Education in Journalism and Mass Communication, Communication Theory and Methodology Division, 2006

Outstanding Graduate Research Award, School of Journalism and Mass Communication, University of Minnesota, 2005

Ralph Casey Dissertation Research Award (\$3,000), School of Journalism and Mass Communication, University of Minnesota, 2005

Haeberle Fellowship, University of Minnesota, 2005

William D. Wells Scholarship, School of Journalism and Mass Communication, University of Minnesota, 2005

Member of Kappa Tau Alpha National Journalism Honor Society, 2004-present

F. Gerald Kline Memorial Scholarship, University of Minnesota, 2004

Mark Kriss Research Award (\$500), School of Journalism and Mass Communication,
University of Minnesota, 2003

Graduate School Block Grant Scholarship, University of Minnesota, 2003

f. Editorships, Editorial Boards, and Reviewing Activities

Editorial board

Communication Quarterly, 2009-present

Communication Studies, 2013-2015

Health Communication, 2011-present

Human Communication Research, 2012-present

Journal of Advertising, 2010-present

Journal of Current Issues and Research in Advertising, 2009-2012

Invited reviewing for journals

Asian Journal of Communication

Behavior & Information Technology

Communication Monographs

Communication Quarterly

Communication Research

Health Communication

Health, Risk, and Society

Howard Journal of Communications

Human Communication Research

International Journal of Hospitality Management

International Marketing Review

Journalism and Mass Communication Quarterly

Journal of Advertising

Journal of Applied Social Psychology

Journal of Business Ethics

Journal of Communication

Journal of Current Issues and Research in Advertising

Journal of Experimental Social Psychology

Journal of Health Communication

Journal of Health Psychology

Journal of Women's Health, Issues & Care

Mass Communication and Society

Preventing Chronic Disease (a CDC publication)

Psychological Reports

Vaccine

Women and Health

Invited reviewing for book chapters*Sage Handbook of Risk Communication***3. Teaching, Mentoring, and Advising****a. Courses Taught**University of Maryland

Fall 2013 COMM777: Persuasive Message Strategies
 Spring 2013 COMM730: Health Communication
 Fall 2011 COMM475: Persuasion
 Spring 2011 COMM738E: Media Effects
 Spring 2011 COMM398E: Health Communication
 Fall 2010 COMM398E: Health Communication
 Fall 2010 COMM475: Persuasion
 Spring 2010 COMM475: Persuasion
 Spring 2010 COMM600: Empirical Research in Communication
 Fall 2009 COMM398E: Health Communication
 Fall 2009 COMM475: Persuasion
 Spring 2009 COMM398E: Health Communication
 Spring 2009 COMM475: Persuasion
 Fall 2008 COMM398E: Health Communication

University of Wisconsin

Spring 2008 LSC515: Public Information Campaigns and Programs
 Spring 2008 LSC875: Advertising Theory and Research
 Fall 2007 LSC515: Public Information Campaigns and Programs
 Spring 2007 LSC515: Public Information Campaigns and Programs
 Spring 2007 LSC875: Persuasion in Social Marketing Communication
 Fall 2006 LSC515: Public Information Campaigns and Programs
 Spring 2006 LSC515: Public Information Campaigns and Programs
 Fall 2005 LSC515: Public Information Campaigns and Programs

b. Independent Studies/Honors Requirements/Communication Practicum SupervisedUniversity of Maryland*Undergraduate*

Baker, Samantha, completed, fall 2011
 Beards, Candice, completed, spring 2013
 Bolin, Sam, completed, fall 2011

Chwastyk, Ashley, completed, fall 2011
Cutchis, Alysia, completed, fall 2012/ spring 2013
Fallon, Courtney, completed, spring 2009
Jackson, Cory, completed, spring 2010
Lasner, Meredith, completed, spring 2011
Mundie, Smantha, completed, spring 2012
Newton, Liana, in progress, spring 2013
Rahmaan, Yasmine, completed, spring/fall 2012
Rahmaan, Yasmine, completed, spring 2013
Rayford, Lindsay, completed, fall 2012/ spring 2013
Yufest, Aleksandr, completed, fall 2009
Yufest, Aleksandr, completed, spring 2009

Graduate

Oh, Soo-Kwang, completed, 2011-2012
Yang, Bo, in progress, spring 2013
Yu, Jingwei, completed, spring 2010
Zhao, Xinyan, completed, 2011-2012

University of Wisconsin

Undergraduate

Kasnett, Ruthie, completed, spring 2008

Graduate

Binder, Andrew, completed, spring 2007
Heo, Kwangjun, completed, 2007-2008
Renner, Christine, completed, 2006-2007

c. Course or Curriculum Development

University of Maryland

Developed a special seminar on health communication (COMM730), spring 2013

Developed a special seminar on media effects (COMM738E), spring 2011

Revised curriculum for the empirical research methods course (COMM600), spring 2010

Revised curriculum for the persuasion course (COMM475), spring 2009

Revised curriculum for the health communication course (COMM398E), fall 2008

University of Wisconsin

Developed a special seminar on advertising theory and research (LSC875), spring 2008

Developed a special seminar on persuasion in social marketing communication (LSC875), spring 2007

Revised curriculum for the public information campaigns and programs course (LSC515), fall 2005

d. Advising: Other than Research Direction

University of Maryland

Graduate

Faculty panelist on a workshop organized to provide training to graduate students on attending academic conferences, as part of the department colloquium series, fall 2010

Faculty panelist on a workshop organized to introduce graduate students to the media studies research area, as part of the department colloquium series, spring 2010

Faculty panelist on a workshop organized to introduce graduate students to the health communication research area, as part of the department colloquium series, spring 2010

University of Wisconsin

Undergraduate

Faculty consultant, National Agricultural Marketing Association (NAMA) Wisconsin chapter, 2005-2008

Graduate

Faculty advisor, Biotalk Research Group (BTRG), 2005-2008

e. Advising: Research Direction

University of Maryland

Undergraduate (honors thesis advisor)

McCarthy, Darcy, completed, 2010-2011

Butler-Peres, Kamilia, completed, 2009-2010

Graduate (comprehensive exam, prospectus, and/or dissertation/thesis committee)

Anagondahalli, Deepa, Ph.D. committee (member), completed, 2012
 Boudewyns-Paquin, Vanessa, Ph.D. committee (member), completed, 2012
 Evans, Sarah, Ph.D. committee (member), completed, 2011
 Guo, Jing (journalism), Ph.D. committee (member), completed, 2013
 Jang, Ahnlee, Ph.D. committee (member), completed, 2012
 Kim, Jarim, Ph.D. committee (chair), in progress
 Kirby, Rowie, Ph.D. committee (member), in progress
 Madden, Kelly, Ph.D. committee (chair), in progress
 Na, Ling, Ph.D. committee (member), in progress
 Oh, Soo-Kwang (journalism), Ph.D. committee (member), in progress
 Patel, Sejal, Ph.D. committee (member), completed, 2012
 Richards, Adam, Ph.D. committee (member), in progress
 Shen, Hongmei, Ph.D. committee (member), completed, 2009
 Skubisz, Christine, Ph.D. committee (member), completed, 2011
 Underhill, Jill, Ph.D. committee (member), completed, 2012
 Weissman, Paula, Ph.D. committee (member), completed, 2013
 Yang, Bo, Ph.D. committee (chair), in progress
 Yu, Jingwei, M.A. committee (chair), completed, 2010
 Zhao, Xinyan, Ph.D. committee (member), in progress
 Zimmerling, Amy, M.A. committee (member), completed, 2012

University of Wisconsin

Graduate

Eliason, Trisha, M.S. committee (member), completed, 2007
 Hansen, Sara, Ph.D. committee (member), completed, 2009
 Lystra, Bradford, M.S. committee (member), completed, 2006
 Nevar, Pamela, Ph.D. committee (member), completed, 2012
 Renner, Christine, M.S. committee (chair), completed, 2007

4. Service

a. Professional

Offices and committee memberships held in professional organizations

Professional freedom & responsibilities chair and member of the executive committee, Communication Theory and Methodology Division, Association for Education in Journalism and Mass Communication, 2009-2010

Teaching standards chair and member of the executive committee, Communication Theory and Methodology Division, Association for Education in Journalism and Mass Communication, 2008-2009

Barrow Minority Scholarship chair, Communication Theory and Methodology Division, Association for Education in Journalism and Mass Communication, 2007-2008

Member of the Research Committee, American Academy of Advertising, 2005-2012

Other service to professional organizations

International Communication Association (ICA):

Chair (paper session on "From micro to meso to macro: Physician-patient interactions, media campaigns, health policies"), Health Communication Division, 2011 conference

Chair (paper session on "News coverage of cancer and science: Content and effects"), Mass Communication Division, 2008 conference

Paper reviewer (Health Communication Division), 2008-2011 conferences

Paper reviewer (Information Systems Division), 2008-2011 conferences

Paper reviewer (Mass Communication Division), 2007-2008, 2010-2011 conferences

National Communication Association (NCA):

Paper reviewer (Communication and Social Cognition Division), 2009 conference

Paper reviewer (Health Communication Division), 2009 conference

Association for Education in Journalism and Mass Communication (AEJMC):

Barrow Minority Scholarship judge (Communication Theory and Methodology Division), 2007

Discussant (Top Papers session), Communication Theory and Methodology Division, 2010 conference

Discussant (paper session on "Cause-related marketing, social responsibility and corporate reputation"), Advertising Division, 2008 conference

Discussant (paper session on "Who's responsibility is it anyway? Public policy, PSAs, and socially responsible advertising"), Advertising Division, 2007 conference

Discussant (paper session on "Fame, believability, and advertising"), Advertising Division, 2006 conference

Paper reviewer (Advertising Division), 2006- 2008 conferences

Paper reviewer (Communication Theory and Methodology Division), 2008 mid-winter conference

Paper reviewer (Communication Theory and Methodology Division), 2006-2011 conferences

American Academy of Advertising (AAA):

Judge, AAA doctoral dissertation competition, 2011

Judge, AAA research fellowship competition, 2007-2010

Paper reviewer, 2007 Asia-Pacific conference

Paper reviewer, 2006 conference

American Marketing Association (AMA):

Paper reviewer (Integrated Marketing Communication Track), 2004 Winter Educator's conference

Midwest Association for Public Opinion Research (MAPOR):

Moderator (paper session on "Attitudes about science and technology"), 2006 conference

b. Campus

University of Maryland

Faculty mentor (for Anita Seate), 2012-2013

Member, Faculty Search Committee (health communication), 2012-2013

Director, Center for Health and Risk Communication, 2011-present

Faculty Supervisor, Department of Communication Online Participant Pool & Survey System, 2011-present

Member, Chair Review Committee, Fall 2011

Member, Faculty Advisory Committee, 2011-2012

Member, Faculty Search Committee (intercultural), 2011-2012

Member, Salary Advisory Committee, 2010-2011, 2012-2013

Member, Graduate Studies Committee, 2009-2010, 2010-2011, 2012-2013

Coordinator of department colloquium series, 2009-2010, 2010-2011

Member, Search Committee (undergraduate program coordinator), Spring 2010

Faculty senate alternate, Spring 2010

Member, Undergraduate Studies Committee, 2008-2009

Core faculty member, Center for Risk Communication Research, 2008-2011

University of Wisconsin

Co-Chair of Branding Committee (centennial planning), 2007-2008

Faculty senate, 2007-2008

Faculty senate alternate, 2006-2007

Member, Search Committee (environmental communication faculty), 2006-2007

Chair of Assessment Committee, member of Undergraduate Studies Committee, member of Graduate Studies Committee, and member of Research Committee for the 10-year external review, 2006-2007

Faculty representative to new student orientation (SOAR program), 2007

Faculty representative to new student orientation (Undergraduate Programs and Services), 2006

Member of Graduate Studies Committee, 2005-2008

University of Minnesota

Member of the Midwest Communication Conference Organization Committee, 2004-2005

Founding member of the Strategic Communication Research Group, 2004-2005

Reviewer and discussant for the Graduate Student Organization Conference, 2003

Graduate student mentor, 2002, 2004

**Last Updated:
September 2013**

SHAWN J. PARRY-GILES

Professor, Department of Communication
Director, Center for Political Communication and Civic Leadership
Affiliate Professor, Women's Studies
Affiliate Professor, African American Studies
University of Maryland

Office Address:

Department of Communication
University of Maryland
2130 Skinner Building
College Park, MD 20742-7635
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Education:

Ph.D., 1992, Department of Speech Communication, Indiana University, Bloomington, IN.

M.A., 1987, Department of Speech Communication, University of New Mexico, Albuquerque, NM.

B.F.A., 1984, Communication and Theater Arts, Emporia State University, Emporia, KS.

Academic Experience:

Director, Graduate Studies, University of Maryland, College Park, MD, 2007-2010, 2012-present.

Associate Director, Graduate Studies Program in Interpreting and Translation, Department of Communication, University of Maryland, College Park, MD, February 2013-Present; Interim Director, August 2012-February 2013.

Professor, Department of Communication, University of Maryland, College Park, MD, 2007-present.

Associate Professor, Department of Communication, University of Maryland, College Park, MD, effective August 2003-2007.

Assistant Professor, Department of Communication, University of Maryland, College Park, MD, 1998–2003.

Associate Professor, Department of Speech Communication and Theater, Monmouth College, Monmouth, IL, 1997-1998.

Assistant Professor, Department of Speech Communication and Theater, Monmouth College, Monmouth, IL, 1992-1997.

Instructor, Department of Speech Communication and Theater, Monmouth College, Monmouth, IL 1991-1992.

Lecturer, Department of Speech Communication, Indiana University, Bloomington, IN, 1990-1991.

Associate Instructor, Department of Speech Communication, Indiana University, Bloomington, IN, 1987-1990.

Teaching Assistant, Department of Speech Communication, University of New Mexico, Albuquerque, NM, 1984-1987.

Research Interests:

Political, Rhetorical, Media, and Feminist Criticism, centering on Presidential and First Lady Discourse.

Books:

Parry-Giles, Shawn J. Hillary Clinton in the News: Political Authenticity and the Gendered Nation. Urbana: University of Illinois Press, in press.

Parry-Giles, Shawn J., and J. Michael Hogan, eds. The Handbook of Rhetoric and Public Address. Malden, MA: Wiley-Blackwell Publishers, 2010.

Parry-Giles, Shawn J., and Trevor Parry-Giles, eds. Public Address and Moral Judgment: Critical Studies in Ethical Tensions. East Lansing: Michigan State University Press, 2009. (*Recipient of the National Communication Association's Communication and Ethics Division Edited Volume Award.*)

Parry-Giles, Trevor, and Shawn J. Parry-Giles. The Prime-Time Presidency: The West Wing and U.S. Nationalism. Urbana: University of Illinois Press, 2006.

Parry-Giles, Shawn J. The Rhetorical Presidency, Propaganda, and the Cold War, 1945-1955. Westport, CT: Praeger Publishers, 2002. (*Designated as a Choice Outstanding Academic Title for 2002.*)

Parry-Giles, Shawn J., and Trevor Parry-Giles. Constructing Clinton: Hyperreality and Presidential Image-Making in Postmodern Politics. New York: Peter Lang Publishing, 2002. (*Recipient of the Everett Lee Hunt Award*).

Journal Publications:

Kaufer, David S., Shawn J. Parry-Giles, and Beata Beigman Klebanov. "The Image Bite, Political Language, and the Public/Private Divide: NBC News Coverage of Hillary Clinton From Scorned Wife to Senate Candidate." Journal of Language and Politics, 11 (2012): 336-356.

Parry-Giles, Shawn J., and David S. Kaufer. "Lincoln Reminiscences and Nineteenth-Century Portraiture: Private Virtues and Presidential Character" [lead essay]. Rhetoric & Public Affairs, 15 (2012): 199-234.

Parry-Giles, Shawn J. "George W. Bush: Second Inaugural Address" (2005). Voices of Democracy [on-line journal], 3 (2008): 122-138.

Parry-Giles, Shawn J. "John F. Kerry: Speech Before the U.S. Senate Committee on Foreign Relations" (1971). Voices of Democracy [on-line journal], 2 (2007): 99-125.

Parry-Giles, Shawn J. "Dwight Eisenhower: 'Atoms for Peace'" (1953). Voices of Democracy [on-line journal], 1 (2006): 118-129.

Parry-Giles, Shawn J., and Diane M. Blair. "The Rise of the Rhetorical First Lady: Politics, Gender Ideology, and Women's Voice, 1789-2002" [lead essay]. Rhetoric & Public Affairs, 5 (2002), 565-599.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "The West Wing's Prime-Time Presidentiality: Mimesis and Catharsis in a Postmodern Romance." Quarterly Journal of Speech 88 (2002): 209-227.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: Television News Practices and Image-Making in the Postmodern Age." Critical Studies in Media Communication 17 (2000): 205-226.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Collective Memory, Political Nostalgia, and the Rhetorical Presidency: Bill Clinton's Commemoration of the March on Washington, August 28, 1998." Quarterly Journal of Speech 86 (2000): 417-437.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Meta-Imaging, The War Room, and the Hyperreality of U. S. Politics." Journal of Communication 49 (1999): 28-45.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Gendered Politics and Presidential Image Construction: A Reassessment of the 'Feminine Style.'" Communication Monographs 63 (1996): 337-353.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Political Scopophilia, Presidential Campaigning, and the Intimacy of American Politics." Communication Studies 47 (1996): 191-205.

Parry-Giles, Shawn J. "'Camouflaged' Propaganda: The Truman and Eisenhower Administrations' Covert Manipulation of News." Western Journal of Communication 60 (1996): 146-167.

Parry-Giles, Shawn J. "Rhetorical Experimentation and the Cold War, 1947-1953: The Development of an Internationalist Approach to Propaganda." Quarterly Journal of Speech 80 (1994): 448-467.

Parry-Giles, Shawn J. "Propaganda, Effect, and the Cold War: Gauging the Status of America's War of Words." Political Communication 11 (1994): 203-213.

Parry-Giles, Shawn J. "The Eisenhower Administration's Conceptualization of the USIA: The Development of Overt and Covert Propaganda Strategies." Presidential Studies Quarterly 24 (1994): 263-276.

Parry-Giles, Shawn J. "The Rhetorical Tension Between 'Propaganda' and 'Democracy': Blending Competing Conceptions of Ideology and Theory." Communication Studies 44 (1993): 117-131.

Book Chapters:

Parry-Giles, Shawn J., and David S. Kaufer. "Lincoln Reminiscences as Cold War Propaganda." In *A Rhetorical History of the United States: Volume 8: World War II and the Cold War*. Edited by Martin J. Medhurst. East Lansing: Michigan State University Press, under review.

Parry-Giles, Shawn J., and J. Michael Hogan, ed. "Introduction: The Study of Rhetoric and Public Address." In The Handbook of Rhetoric and Public Address, pp. 1-15. Malden, MA: Wiley-Blackwell Publishers, 2010.

Parry-Giles, Shawn J. "Archival Research and the American Presidency: The Political and Rhetorical Complexities of Presidential Records." In The Handbook of Rhetoric and Public Address. Edited by Shawn J. Parry-Giles and J. Michael Hogan, pp. 157-183. Malden, MA: Wiley-Blackwell Publishers, 2010.

Parry-Giles, Shawn J., and Trevor Parry-Giles, eds. "Ethical and Moral Judgments and the Power of Public Address." In Public Address and Moral Judgment: Critical Studies in Ethical Tensions, pp. xi-xxv. East Lansing: Michigan State University Press, 2009.

Parry-Giles, Shawn J. "Constituting Benevolent War and Imperial Peace: U.S. Nationalism and Idealistic Notions of Peace and War." In Public Address and Moral Judgment: Critical Studies in Ethical Tensions. Edited by Shawn J. Parry-Giles and Trevor Parry-Giles, pp. 161-201. East Lansing: Michigan State University Press, 2009.

Parry-Giles, Shawn J. "Constituting Presidency and U.S. Citizenship in Campaign 2004: Nascar Dads, Security Moms, and Single Women Voters." In Rhetoric and Democracy: Pedagogical and Political Practices. Edited by David Timmerman and Todd McDorman, pp. 139-179. East Lansing: Michigan State University Press, 2008.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Fahrenheit 9/11—Virtual Reality and the Limitations of Commodified Dissent." In The New Political Documentary. Edited by Thomas Benson and Brian Snee, pp. 24-53. Carbondale: Southern Illinois University Press, 2008. (The edited volume received the Bruce Gronbeck Political Communication Award.)

Aldoory, Linda, and Shawn J. Parry-Giles. "Intersectionality and Theories of Feminism and Race: Media Production, Representation, and Reception." In Mass Media and Society. Edited by James Curran and Michael Gurevitch, pp. 336-355. London: Taylor and Hodder, 2005.

Parry, Shawn J., and Jason Edward Black. "Elizabeth Birch." In American Voices: An Encyclopedia of Contemporary Orators. Edited by Bernard Duffy, pp. 8-15. New York: Greenwood Press, 2005.

Blair, Diane M., and Shawn J. Parry-Giles. "Crafting a Presidential Partnership: The Rhetoric of Rosalynn Carter." In Inventing Their Voices: The Rhetoric of American First Ladies of the Twentieth Century. Edited by Molly Meijer Wertheimer, pp. 341-363. Lanham, MD: Rowman & Littlefield Publishers, 2003.

Parry-Giles, Shawn J. "Political Authenticity, Television News, and Hillary Rodham Clinton." In Politics, Discourse and American Society: New Agendas. Edited by Roderick P. Hart and Bartholomew Sparrow, pp. 211-227. Lanham, MD: Rowman and Littlefield Publishers, 2001.

Parry-Giles, Shawn J. "Militarizing America's Propaganda Program, 1945-1955." In Critical Reflections on the Cold War: Linking Rhetoric and History. Edited by Martin J. Medhurst and H. W. Brands, pp. 95-133. College Station: Texas A&M Press, 2000.

Critical Reviews, Book Reviews, and Encyclopedia Entries

Parry-Giles, Shawn J. Review of Arab Women in Arab News: Old Stereotypes and New Media, by Amal Al-Malki, David Kaufer, Suguru Ishizaki, and Kira Dreher [book review]. Journal of Communication 62 (2012): E1-E5.

Parry-Giles, Shawn J. "Rhetoric and Politics." In The International Encyclopedia of Communication. Edited by Wolfgang Donsbach. Malden, MA: Blackwell, 2008, 4312-4318.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Presidential Election of 1992." In The Encyclopedia of Campaigns, Elections, and Electoral Behavior. Edited by Kenneth F. Warren and J. Geoffrey Golson. Thousand Oaks, CA.: Sage, 2008, 200.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Presidential Election of 1996." In The Encyclopedia of Campaigns, Elections, and Electoral Behavior. Edited by Kenneth F. Warren and J. Geoffrey Golson. Thousand Oaks, CA: Sage, 2008, 200.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Introduction: Campaign 2004—Looking to the Past for Ideological Certainty in a Period of National Anxiety" [special issue]. Rhetoric & Public Affairs, 8 (2005): 543-548.

Parry-Giles, Shawn J. Review of Selling Intervention and War: The Presidency, the Media, and the American Public, by Jon Western [book review]. The Journal of Politics, 68 (2006): 472-473.

Parry-Giles, Shawn J. Review of From Total War to Total Diplomacy: The Advertising Council and the Construction of the Cold War Consensus, by Daniel L. Lykins [book review]. Journal of American History 91 (2005): 1528-1529.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Embracing the Mess: Reflections on Campaign 2000" [critical review]. Rhetoric & Public Affairs 4 (2001): 717-737.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Reassessing the State of Political Discourse in the United States" [forum essay]. Argumentation & Advocacy 37 (2001): 158-170.

Parry-Giles, Shawn J. "Image-Based Politics, Feminism, and the Consequences of Their Convergence" [critical review]. Critical Studies in Mass Communication 15 (1998): 460-468.

Parry-Giles, Shawn J. Review of Science of Coercion: Communication Research & Psychological Warfare 1945-1960, by Christopher Simpson [book review]. Quarterly Journal of Speech 82 (1996): 197-199.

Reprinted Articles and Book Chapters:

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: Television News Practices and Image-Making in the Postmodern Age." In Visual Rhetoric: A Reader in Communication and American Culture. Edited by Lester C. Olson, Cara A. Finnegan, and Diane S. Hope. Thousand Oaks, CA: SAGE, 2008. [reprint from Critical Studies in Media Communication]

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Political Scopophilia, Presidential Campaigning, and the Intimacy of American Politics." In Readings in Political Communication. Edited by Theodore Sheckels, Jannette Kenner Muir, Terry Robertson, and Lisa Gring Pemble. State College, PA: Strata Publishing Company, 2007. [reprint from Communication Studies]

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "An Optimistic Reassessment of Political Communication in the United States." In Communicating Politics: Engaging the Public in Democratic Life. Edited by Lynda Lee Kaid, Dianne G. Bystrom, Mitchell S. McKinney, and Diana B. Carlin. Peter Lang Publishing, 2005. [reprint from Argumentation and Advocacy] [reprint also in Readings in Political Communication. Edited by Theodore Sheckels, Jannette Kenner Muir, Terry Robertson, and Lisa Gring Pemble. State College, PA: Strata Publishing Company, 2007.]

The Racine Group (David Birdsell, Diana Carlin, Jennifer Considine, Edward Hinck, Kathleen Kendall, Michael Leff, Shawn Parry-Giles, Michael Pfau, Sr., Kathryn Olson, and David Zarefsky). "White Paper on Televised Political Campaign Debates." In Readings in Political Communication. Edited by Theodore Sheckels, Jannette Kenner Muir, Terry Robertson, and Lisa Gring Pemble. State College, PA: Strata Publishing Company, 2007. [reprint from Argumentation & Advocacy]

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "The West Wing's Prime-Time Presidency: Mimesis and Catharsis in a Postmodern Romance." In Television: The Critical View, 7th ed. Edited by Horace Newcomb. New York: Oxford University Press, 2006: 292-314. [reprint from Quarterly Journal of Speech]

Blair, Diane M., and Shawn J. Parry-Giles. "Crafting a Presidential Partnership: The Rhetoric of Rosalynn Carter." Leading Ladies of the White House: Communication Strategies of Notable Twentieth-Century First Ladies. Edited by Molly Meijer Wertheimer. Lanham, MD: Rowman & Littlefield Publishers, 2005: 140-163. [reprint from Inventing Their Voices: The Rhetoric of American First Ladies of the Twentieth Century]

White Paper Reports:

Henry, David, Philip Abbott, Davis W. Houck, Mel Maracey, Stephen E. Lucas, and Shawn J. Parry-Giles. "Report of the National Task Force on the Theory and Practice of the Rhetorical Presidency." Edited by James Arnt Aune and Martin J. Medhurst, pp. 340-354. College Station: Texas A&M University Press, 2008.

The Racine Group (David Birdsell, Diana Carlin, Jennifer Considine, Edward Hinck, Kathleen Kendall, Michael Leff, Shawn Parry-Giles, Michael Pfau, Sr., Kathryn Olson, and David Zarefsky). "White Paper on Televised Political Campaign Debates." Argumentation & Advocacy 38 (2002): 199-218.

Invited Presentations:

Sawyer, David, and Shawn J. Parry-Giles, "Graduate Studies in Interpreting and Translation—the University of Maryland," Interagency Language Roundtable, National Foreign Language Roundtable, College Park, MD, 2012.

Parry-Giles, Shawn J. "Lincoln Reminiscences and the Common Man vs. the Uncommon Man." Oasis, Bethesda, MD, 2013.

Parry-Giles, Shawn J., and David S. Kaufer. "Lincoln Reminiscences and Presidential Character Judgments: Debating the Sovereignty of the Common Man in U.S. Political Culture." Public Address Conference, University of Memphis, Memphis, TN, 2012.

Parry-Giles, Shawn J. "Mediating Hillary Clinton." Oasis, Bethesda, Maryland, MD, 2012.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: Political Authenticity and Gendered Politics." Rhetoric Colloquium Series, Department of English, and the University Lecture Series, Carnegie Mellon University, Pittsburgh, PA, 2010.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: Political Authenticity, Face Politics, and Gendered Politics." Jack Gravlee Lecture, Communication Studies, Colorado State University, Ft. Collins, CO, 2010.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: The News Media as Arbiters of Political Authenticity." Department of Communication, University of Wisconsin—Milwaukee, Milwaukee, Wisconsin, 2008.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: The News Media as Arbiters of Political Authenticity." Department of Communication, University of Nebraska, Lincoln, NE, 2008.

Parry-Giles, Shawn J. Keynote Address: "Connecting Research, Pedagogy, and Civic Engagement: Getting Funded and Getting Creative." New York State Communication Association, Kerhonkson, New York, 2007.

Parry-Giles, Shawn J. "U.S. Nationalism and President George W. Bush's Second Inaugural Address." Public Address Conference, Vanderbilt University, Nashville, TN, 2006.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton." Johns Hopkins University Evergreen Society, Johns Hopkins University Montgomery County Campus, Rockville, MD, 2006.

Parry-Giles, Trevor and Shawn J. Parry-Giles, Presentation on The Prime-Time Presidency: The West Wing and U.S. Nationalism, Speaking of Books: Conversations With Campus Authors, University Libraries, University of Maryland, 2006.

Parry-Giles, "Fahrenheit 9/11—Virtual Realism and the Limits of Commodified Dissent." Department of Communication, University of Georgia, Athens, GA, 2006.

Parry-Giles, Shawn J. "Constituting Presidentiality and U.S. Citizenship in Campaign 2004." Conference on "Rhetoric and Democratic Citizenship," Center of Inquiry in the Liberal Arts, Wabash College, Wabash, IN, 2005.

Parry-Giles, Shawn J. "The Gendered and Racialized Language of Militarism." Montgomery College Visiting Scholars Series entitled, "The Civic Conversation Since 9/11," Takoma Park, MD, 2003.

Parry-Giles, Shawn J. "Women and Political Leadership in the United States." International Institute in Women's Studies—Theories and Practices of Difference and Commonality, Department of Women's Studies and the Curriculum Transformation Project, Towson University, Baltimore, Maryland, 2003.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Presidential Therapies and the Events of September 11: Mimesis, Methexis, and Nationalism in the Rhetorics of George W. Bush and The West Wing." Public Address Conference, Athens, GA, 2002.

Parry-Giles, Shawn J. "Gendered Nationalism and The West Wing." Consortium on Race, Gender, and Ethnicity, University of Maryland, College Park, MD, 2002.

Parry-Giles, Shawn J., and Linda Aldoory. "Coalition Building and Difference in Communication Research." International Institute in Women's Studies—Theories and Practices of Difference and Commonality, Department of Women's Studies and the Curriculum Transformation Project, University of Maryland, College Park, MD, 2002.

Parry-Giles, Shawn J. "The Rhetorical Presidency, Propaganda, and Covert Warfare, 1947-1955." Department of Speech Communication Colloquium Series, Pennsylvania State University, State College, PA, 2001.

Parry-Giles, Shawn J. "Political Authenticity, Television News, and Hillary Rodham Clinton." New Agendas in Political Communication Conference, Texas Institute for Civic Participation, University of Texas, Austin, TX, 2000.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton." Public Relations Society of America Educators' Academy International, Interdisciplinary Public Relations Research Conference, University of Maryland, College Park, MD, 1999.

Parry-Giles, Shawn J. "The Truman and Eisenhower Administrations' Militarization of Cold War Propaganda: Expanding the Rhetorical Presidency." Center for Presidential Studies--George Bush Presidential Library, Texas A&M University, College Station, TX, 1998.

Parry-Giles, Shawn J. "Constructing the Presidential Image." Coalition of Women's Awareness Month, Lecture Series, Monmouth College, Monmouth, IL, 1994.

Parry-Giles, Shawn J. "Rhetorical Experimentation and the Cold War, 1947-1953." Monmouth College Convocation Series, Monmouth College, Monmouth IL, 1993.

Conference Presentations/Panel Participation:

Parry-Giles, Shawn J., and David S. Kaufer. "Lincoln Reminiscences as Scraps of Intimate Memory." National Communication Association, Orlando, FL, 2012.

Parry-Giles, Shawn J., and David S. Kaufer. "Lincoln Reminiscences and Nineteenth-Century Portraiture: The Private Virtues of Presidential Character." National Communication Association, New Orleans, LA, 2011.

Parry-Giles, Shawn J. Participant, Panel Discussion. "'The Big Uneasy,' Voice, and Rhetorics of New Political Documentary Film." National Communication Association, New Orleans, LA, 2011.

Parry-Giles, Shawn J. Participant, Panel Discussion. "Funding 101 Video Premiere: Grant Seeking for Communication Scholars." National Communication Association, New Orleans, LA, 2011.

Parry-Giles, Shawn J. Faculty Participant, "Scholars Office Hours." National Communication Association Convention, New Orleans, LA, 2011.

Parry-Giles, Shawn J., and David S. Kaufer. "'Authenticating' Lincoln: Reminiscences By Family, Friends, Acquaintances, and Enemies." National Communication Association Convention, San Francisco, CA, 2010.

Hogan, J. Michael, Shawn J. Parry-Giles, Cheryl Jorgensen-Earp, Denise Bostdorff, and David Timmerman—Co-Organizers, Mini-Conference: "Bridging Differences with Our Common Traditions—Public Speaking and Public Address in the Twenty-First Century." National Communication Association Convention, San Francisco, CA, 2010.

Parry-Giles, Shawn J. Participant, Panel Discussion: "From Idea to Imprint—Getting Your Gender or Political Communication Book Published." National Communication Association Convention, San Francisco, CA, 2010.

Kaufer, David S., Shawn J. Parry-Giles, and Beata Beigman Klebanov. "Tracking 'Image Bites' Across the Public/Private Divide: NBC News Coverage of Hillary Clinton From Scorned Wife to Senate Candidate." Rhetoric Society of America Conference, Minneapolis, MN, 2010.

Parry-Giles, Shawn J. "Archival Research and the American Presidency: The Political and Rhetorical Complexities and Contributions of Presidential Records." National Communication Association Convention, Chicago, IL, 2009.

Parry-Giles, Shawn J. Faculty Participant, "Scholars Office Hours." National Communication Association Convention, Chicago, IL, 2009.

Parry-Giles, Shawn J. Faculty Participant, NEH Seminar, National Communication Association Convention, Chicago, IL, 2009.

Parry-Giles, Shawn J. "The Voices of Democracy Project—Public Address Scholarship and Pedagogy." National Communication Association Convention, San Diego, CA, 2008.

Parry-Giles, Shawn J. Participant, Roundtable Discussion: "Hillary 08: Feminist Opportunities and Challenges." National Communication Association Convention, San Diego, CA, 2008.

Parry-Giles, Shawn J. "'All the President's Women': The National Mother and the Clinton Impeachment Drama." National Communication Association Convention, Chicago, IL, 2007.

Parry-Giles, Shawn J. "John F. Kerry: 'Vietnam Veterans Against the War,' 1971." National Communication Association Convention, Chicago, IL, 2007.

Parry-Giles, Shawn J. "The Teaching and Learning Resources and Curriculum Development Grant—The Voices of Democracy: The U.S. Oratory Project." National Communication Association Convention, Chicago, IL, 2007.

Parry-Giles, Shawn J. Participant, Roundtable Discussion: "Anticipating Madame President II: A Roundtable." National Communication Association Convention, Chicago, IL, 2007.

Parry-Giles, Shawn J. Participant, Panel Discussion: "The Role of Civic Engagement Centers in University Research and Education," National Communication Association Convention, San Antonio, TX, 2006.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Fahrenheit 9/11: Virtual Reality and the Limitations of Commodified Dissent." National Communication Association Convention, Boston, MA, 2005.

Parry-Giles, Shawn J. "Constituting Presidentiality and U.S. Citizenship in Campaign 2004." National Communication Association Convention, Boston, MA, 2005.

Parry-Giles, Shawn J. Participant, Panel Discussion: "The Current Health of the Longitudinal Case Study in Rhetorical Criticism." National Communication Association Convention, Boston, MA, 2005.

Parry-Giles, Shawn J. "Engendering Benevolent War and Imperial Peace: U.S. Nationalism and Presidential Constructions of War and Peace." National Communication Association Convention, Chicago, IL, 2004.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Of Eagles, Arrows, Olive Branches, and Presidents: Militarized Nationalism and The West Wing." Paper presented at the Tools for Social Justice: Research and Scholarship Day, Consortium on Race, Gender, & Ethnicity, University of Maryland, 2004.

Parry-Giles, Shawn J. Participant, Roundtable Discussion: "Teaching Presidential Rhetoric." National Communication Association Convention, Chicago, IL, 2004.

Parry-Giles, Shawn J., Participant, "Short Course on Grant Applications." National Communication Association Convention, Chicago, IL, 2004.

Parry-Giles, Shawn J. "Debates, Dialogue, and Citizen Engagement." Eastern Communication Association Convention, Washington, D.C., 2003.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Responding Therapeutically to 911: Presidential Constructions of American Nationalism in the Discourse of George W. Bush and The West Wing." Chesapeake American Studies Association Convention, College Park, Maryland, 2003.

Parry-Giles, Shawn J., and Diane M. Blair. "The Rise of the Rhetorical First Lady: Politics, Gender Ideology, and Women's Voice, 1789-2002." National Communication Association Convention, New Orleans, LA, 2002.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "A Cathartic Presidentiality: The West Wing and the Ideological Definition of Presidential Leadership." National Communication Association Convention, Atlanta, GA, 2001.

Parry-Giles, Shawn J. "Hillary Rodham Clinton and the Future of First Ladies." Eastern Communication Association Convention, Portland, ME, 2001.

Parry-Giles, Shawn J. "Mediating Hillary Rodham Clinton: Television News Practices and Image-Making in the Postmodern Age." National Communication Association Convention, Seattle, WA, 2000.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Primary Colors and the Satirical Authentication of Bill Clinton." Rhetoric Society of America Conference, Washington, DC, 2000.

Parry-Giles, Shawn J. "Recovering First Ladies Voices." Rhetoric Society of America Conference, Washington, DC, 2000.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "An Optimistic Reassessment of Political Communication in the United States." NCA Summer Conference—Communicating Politics: Engaging the Public in Campaign 2000 and Beyond, Washington, DC, 2000.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Collective Memory, Political Nostalgia, and the Rhetorical Presidency: Bill Clinton's Commemoration of the March on Washington, August 28, 1998." National Communication Association Convention, Chicago, IL, 1999.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Meta-Imaging and the Hyperreality of American Politics: The War Room and the 1992 Clinton Campaign." National Communication Association Convention, New York, NY, 1998. (Top Competitive Paper, Public Address Division).

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Meta-Imaging and the Hyperreality of American Politics: The War Room and the 1992 Clinton Campaign." Conference on Politics and the Media, University of Nebraska, Lincoln, NE, 1998.

Parry-Giles, Shawn J. "Autobiography as Propaganda: The 'Reluctant' Witnesses of the Campaign of Truth." Speech Communication Association Convention, San Diego, CA, 1996.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Political Scopophilia, Presidential Campaigning, and the Intimacy of American Politics." Speech Communication Association Convention, San Diego, CA, 1996.

Parry-Giles, Shawn J. "Legitimizing Peacetime Propaganda: The Relationship Between America's Propaganda Program and the Domestic News Media during the Truman and Eisenhower Presidencies." Speech Communication Association Convention, San Antonio, TX, 1995.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Intimacy and American Politics: Media Voyeurism in the Presidential Campaign Film." Speech Communication Association Convention, San Antonio, TX, 1995.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Hegemonic Masculinity and the Presidential Campaign Film: A Reassessment of the 'Feminine Style.'" Speech Communication Association Convention, New Orleans, LA, 1994 (Competitive Top Four, Public Address Division).

Parry-Giles, Shawn J. "The Rhetorical Tension Between 'Propaganda' and 'Democracy': Blending Competing Conceptions of Ideology and Theory." Speech Communication Association Convention, Miami, FL, 1993.

Parry-Giles, Shawn J. "Rhetorical Experimentation and the Cold War, 1947-1953: Fluctuations in Ideology." Central States Communication Association/Southern States Communication Association Joint Convention, Lexington, KY, 1993.

Parry-Giles, Shawn J. "Denouncing the 'Propaganda'-'Information' Dichotomy: The Eisenhower Administration's Conceptualization of the USIA." Speech Communication Association Convention, Chicago, IL, 1992.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "The Forgotten King: 'Equality,' Nonviolence, and Martin Luther King Jr.'s Opposition to the War in Vietnam." Speech Communication Association Convention, Chicago, IL, 1992.

Parry-Giles, Shawn J. "Congressional Deliberations and America's Cold War 'Propaganda': The Problem of Effect Revisited." Speech Communication Association Convention, Atlanta, GA, 1991 (Competitive Top Four, Public Address Division).

Parry-Giles, Shawn J. "Exporting America's Cold War Message: Congressional Justification for the 'War of Words' Against the Soviet Union." Speech Communication Association Convention, Atlanta, GA, 1991.

Parry-Giles, Shawn J. "A Reinterpretation of the 1927 Public Debate Over American Foreign Policy in Latin America." Central States Communication Association Convention, Chicago, IL, 1991.

Parry-Giles, Shawn J. "CBS's Coverage of the Nuclear Freeze Movement, 1981-1983: The Fluidity of News Media Bias." Speech Communication Association Convention, Chicago, IL, 1990 (Top Paper Award, Peace Communication Commission).

Parry-Giles, Shawn J. "The Rhetorical Management of the War Powers Resolution: Reagan, Congress, and the Deployment of U.S. Troops to Lebanon." Speech Communication Association Convention, Chicago, IL, 1990.

Panel Responses:

Panel Respondent, *Still a House Divided: Race and Politics In Obama's America*, by Desmond S. King and Rogers M. Smith, Rhetoric Society of America, Philadelphia, PA, 2012.

Panel Respondent. "Religion and Politics." National Communication Association Convention. San Francisco, CA, 2010.

Panel Respondent, "The Sins of Our Fathers: Discourses of the Bush Administration." National Communication Association Convention, San Diego, CA, 2008.

Panel Respondent, "Vietnam as Rhetorical Topos in Public Memory and Political Controversies: Commemoration and Deliberation Concerning War." National Communication Association Convention, Chicago, IL, 2007.

Panel Respondent, "Top Papers in Public Address." National Communication Association Convention, San Antonio, TX, 2006.

Panel Respondent, "Top Papers in Public Address." National Communication Association Convention, Boston, MA, 2005.

Panel Respondent, "(Re)Constituting Political Identity Through Collective Memory." National Communication Association Convention, Boston, MA, 2005.

Panel Respondent, "War Propaganda: What Is It Used For." National Communication Association Convention, Chicago, IL, 2004.

Panel Respondent, Panel on Kansas Governor's Race—2002. National Communication Association Convention, Miami, FL, 2003.

Panel Respondent, Paper Presented by Karlyn Kohrs Campbell, "The Pre-Rhetorical Presidency: President Polk's Presidential Administration." Center for Presidential Studies—George Bush Presidential Library, Texas A&M University, College Station, TX, 2002.

Panel Respondent, Paper Presented by Meena Bose and Fred I. Greenstein, "The Three-Tiered Rhetorical Leadership of President Eisenhower: Speeches, Press Conferences, Private Conversations." Center for Presidential Studies—George Bush Presidential Library, Texas A&M University, College Station, TX, 1999.

Panel Respondent, Debut Papers in Public Address. National Communication Association Convention, Chicago, IL, 1999.

Panel Respondent, Debut Papers in Rhetorical Theory and Criticism. Central States Communication Association Convention, 1994.

Grants and Financial Awards:

Center for Political Communication and Civic Leadership and Shawn J. Parry-Giles, *Voices of Democracy: The U.S. Oratory Project*, Recipient of the National Communication Association Initiative Funds Program (\$5,000), Washington, DC.

Center for Political Communication and Civic Leadership—Receipient of the NEH Teaching and Learning Resources and Curriculum Development Grant—Materials Development Grant (\$195,023), United States Government, 2005 (Shawn Parry-Giles—Principal Investigator; Co-Principial Investigators: J. Michael Hogan (PSU), Robert Gaines (UMD), Rosa Eberly (PSU), and Martin J. Medhurst (Baylor).

Center for Political Communication and Civic Leadership—Recipeint of Special Recognition in relation to the Departmental Award for Excellent and Innovation in Undergraduate Teaching (\$1,000), University of Maryland, 2004.

Graduate Record Board Summer Research Award (\$12,000), University of Maryland, College Park, MD, 2001.

Graduate Record Board Research Award (\$3,500), University of Maryland, College Park, MD, 1998.

Faculty and Instructional Development Grant, Monmouth College, Monmouth, IL, 1993, 1995, 1997 (\$400 each year).

Grant-in-Aid of Research, Indiana University, Bloomington, IN, 1990 (\$500).

Honors and Awards:

Research and Scholarship Award (RASA)—Semester Leave, Graduate School, University of Maryland, 2010 (taken in Fall of 2011).

Communication and Ethics Division Edited Volume Award (with Trevor Parry-Giles), Public Address and Moral Judgment: Critical Studies in Ethical Tensions, National Communication Association, 2010.

Everett Lee Hunt Award (with Trevor Parry-Giles), Constructing Clinton: Hyperreality and Presidential Image-Making in Postmodern Politics, Eastern Communication Association, 2003.

Choice Outstanding Academic Title, The Rhetorical Presidency, Propaganda, and the Cold War, 2003.

Parry, Giles, Trevor, and Shawn J. Parry-Giles. Wrage-Baskerville Award, Public Address Division, National Communication Association, Atlanta, GA, 2001.

Parry-Giles, Shawn J., and Trevor Parry-Giles. Top Paper Award, Public Address Division, National Communication Association, New York, NY, 1998.

Parry-Giles, Shawn J., and Trevor Parry-Giles. Competitive Top Four Papers, Public Address Division, Speech Communication Association, New Orleans, LA, 1994.

Parry-Giles, Shawn J. Competitive Top Four Papers, Public Address Division, Speech Communication Association, Atlanta, GA, 1991.

Parry-Giles, Shawn J. Top Paper Award, Peace Communication Commission, Speech Communication Association, Chicago, IL, 1990.

Robert G. Gunderson Achievement Award, Department of Speech Communication, Indiana University, Bloomington, IN, 1991.

Virginia Gunderson Outstanding Research Paper Award, Department of Speech Communication, Indiana University, Bloomington, IN, 1990.

Graduate School Fellowship, Indiana University, Bloomington, IN, 1987-1988.

Outstanding Graduate Student Teaching Award, International Communication Association, 1985.

Editorial Boards and Reviewing Activities:

Editorial Board Member, Michigan State University Press, Series in Public Affairs, 2003-present.

Editorial Board Member, Rhetoric and Public Affairs, 2001-present.

Editorial Board Member, Rhetoric Review, 2011-present.

Guest Reviewer, Texas A&M University Press, 2011.

Editorial Board Member, Quarterly Journal of Speech, 2000-2001, 2004-2010.

Associate Editor, Critical Studies in Media Communication, 2002-2010.

Guest Reviewer, Rhetoric Review, 2007-2011.

Guest Reviewer, Presidential Studies Quarterly, 2009, 2010, 2011.

Guest Reviewer, International Journal of Press and Politics, 2008.

Guest Reviewer, Politics and Policy, 2006.

Manuscript Reviewer, Houghton Mifflin, 2006.

Manuscript Reviewer, Roxbury Publishing Company, 2005, 2006.

Reader, Executive Advisor Board, Americana: The Journal of American Popular Culture, 1900-Present, 2004-2005.

Editorial Board Member, Communication Studies, 2003-2005.

Guest Reviewer, Journal of Cold War Studies, 2005.

Guest Reviewer, Special Issue on Presidential Debates, Argumentation and Advocacy, 2005.

Editorial Board Member, Argumentation & Advocacy, 2001-2003.

Associate Editor, Women's Studies in Communication, 1997-2000.

Proposal Reviewer, Strata Publishing, 2002, 2004.

Manuscript Reviewer, Feminist Media Studies, 2004.

Manuscript Reviewer, Texas A&M University Press, 2001.

Proposal Reviewer, Oxford University Press, 1999.

Proposal Reviewer, Rowman & Littlefield Publishers, 1999.

External Reviewer, Critical Studies and Media Communication, 2001, 2002.

Guest Reviewer, Western Journal of Communication, 2001, 2010.

External Reviewer, Quarterly Journal of Speech, 2010.

External Reviewer, Political Communication, 1999, 2000, 2002.

External Reviewer, Rhetoric and Public Affairs, 1998, 2000.

External Reviewer, Communication Studies, 1995-1997, 1999.

Courses Taught at the University of Maryland:

COMM 798: Intensive Writing in English: An graduate course is designed to strengthen writing skills targeting the professional translator. (Fall 2013; Enrollment – 3)

COMM768/498 (The 2000 Presidential Campaign): This combined graduate and undergraduate seminar in public address contextualizes the 2000 presidential campaign in the history of such campaigns, centering on presidential campaign discourse (e.g., speeches, advertisements, campaign films, debates, television news coverage) in the televisual presidential age. (Fall 2000; Enrollment - 38)

COMM768 (Seminar: Special Topics in Public Address - The Discourse of the President and First Lady): This seminar examines speeches, letters, and other discourse of Presidents and First Ladies from 1776-2000. (Spring 2000; Enrollment - 6) (Fall 2003; Enrollment 12) (Fall 2008; Enrollment 12)

COMM768 (Seminar: Voices in Public Leadership in the Twentieth Century: The Discourse of War, Civil Rights, and Citizenship): This course provides an general overview of U.S. public address in the twentieth century, with a focus on the discourse of war, civil rights, and citizenship. (Spring 2009; Enrollment 6)

COMM760 (Political Communication): This course emphasizes the blending of theory and practice in the analysis of politics and the media, utilizing rhetorical-critical perspectives. (Fall 1998; Enrollment - 6) (Spring 2004; Enrollment 8) (Fall 2006; Enrollment 10)

COMM748 (The Rhetoric of the Presidency—The Cold War): This course offers a study of presidential rhetoric from a public address perspective that intersects the examination of rhetoric and history during the Cold War. (Fall 2005; Enrollment – 11)

COMM748 (The Rhetoric of the Presidency—U.S. Nationalism, Citizenship, and War): This course offers a study of presidential and first lady discourse from the nation's beginning through the mid-twentieth century, with a focus on theories of nationalism and the discourse of citizenship and war (Fall 2008; Enrollment—11; Fall 2013 – 14)

COMM738 (Seminar in Mediated Communication: Visuality and the Media): This course examines visual theories and criticism pertaining to historical and contemporary media forms, including news coverage, documentaries, photography, television, and visual performance rhetorics. (Fall 2009; Enrollment – 11) (Spring 2012; Enrollment – 4).

COMM738 (Seminar in Mediated Communication: Media and Politics): This course situates the 2004 election in the theories of media and politics, focusing on such issues of political advertising, news coverage, and the role of visual discourse as well as the Internet on contemporary politics. (Fall 2004; Enrollment – 14)

COMM738 (Seminar in Mediated Communication: Women and Mediated Communication): This course applies qualitative and critical methodologies to the study of women and media (e.g., film, primetime television, advertising, news), emphasizing the examination of cultural studies and feminist approaches in relation to identity, health, politics, and reproduction. This course was team taught with Dr. Linda Aldoory. (Spring 2002; Enrollment – 9)

COMM712 (Advanced Historical/Critical Methods in Communication Research): This course examines a wide range of rhetorical perspectives and simultaneously serves to elevate students' abilities to write publishable essays in rhetorical criticism. (Spring 1999; Enrollment - 5) (Spring 2001; Enrollment - 6) (Spring 2007; Enrollment – 6) (Fall 2010; Enrollment - 9)

COMM711 (Historical/Critical Methods in Communication Research): This course introduces students to various rhetorical perspectives and the process of writing criticism. (Fall 1999; Enrollment - 4) (Fall 2000; Enrollment - 6) (Fall 2002; Enrollment – 10)

COMM652 (Contemporary Rhetorical Theory): This course studies various twentieth-century rhetorical theories and requires students to ask and answer research questions relevant to a theoretical examination of contemporary rhetoric. (Fall 1999; Enrollment - 5)

COMM461 (Voices of Public Leadership in the Twentieth Century): This course is a survey of U.S. public address, featuring the use of speaking and writing in the power struggles of the twentieth century. (Spring 2000; Enrollment 55) (Spring 2001; Enrollment 45) (Spring 2002; Enrollment 46) (Spring 2003; Enrollment 35) (Spring 2004; Enrollment 30) (Spring 2006; Enrollment 32) (Spring 2007; Enrollment 33) (Spring 2010; Enrollment 45)

COMM458 (Seminar in Political Communication: Presidential Campaign Discourse): This course situates contemporary presidential elections in the history of such campaigns, centering especially on presidential primaries. (Spring 2003; Enrollment 35) (Fall 2004; Enrollment 40) (Fall 2007; Enrollment 34)

COMM453 (The Power of Discourse in American Society—Media and Politics): This course assesses the power of discourse in U.S. political culture by examining media theories and mediated messages pertaining to historical and contemporary political rhetorics. (Fall 2005; Enrollment 35)

COMM401 (Strategic Discourse Analysis): This course is designed to enhance students' ability to analyze strategic discourse. Students are exposed to various perspectives of rhetorical criticism that are developed to interpret public texts. (Fall 1998; Enrollment - 60) (Spring 1999; Enrollment - 60) (Summer 1999; Enrollment - 11) (Summer 2000; Enrollment - 12) (Fall 2002; Enrollment - 42) (Fall 2003; Enrollment 40) (Spring 2006; Enrollment 37)

COMM200 (Advanced Public Speaking): This course offers students a forum in which to hone their public speaking skills in persuasive, ceremonial, and informative speaking contexts. (Summer 1999; Enrollment - 11)

Additional Courses Taught:

Senior Seminar: Presidential Campaign Rhetoric
Senior Seminar: Rhetorical Theory
Communication Criticism
Senior Seminar: Media Criticism
Senior Seminar: Freedom of Expression/Communication Ethics
Cultural Studies (Interdisciplinary/Team-Taught Course)
Fundamentals of Communication
Freshman Seminar
Interpersonal Communication
Advanced Public Speaking
Methods of Teaching Speech Communication and Theater Arts
Survey of African-American Rhetoric (Independent Study)
Film Studies (Independent Study)
Public Speaking
Business and Professional Communication
Persuasive Speaking

Research Direction:

Dissertations Directed:

- ◆ Lindsay Hayes, "Congressional Widowhood and Gubernatorial Surrogacy: A Rhetorical History of Women's Distinct Paths to Public Office," Department of Communication, University of Maryland, 2013.
- ◆ Alyssa Samek, "Crafting Queer Identity, Building Coalitions, and Envisioning Liberation at the Intersections: A Rhetorical Analysis of 1970s Lesbian-Feminist Discourse," Department of Communication, University of Maryland, 2012.
- ◆ Stephen Underhill. "J. Edgar Hoover and the Rhetorical Rise of the FBI: The Public Campaigns Against Vermin, the Fifth Column, and Red Fascism," Department of Communication, University of Maryland, 2012.
- ◆ Belinda Stillion Southard. "The National Woman's Party's Militant Campaign for Woman Suffrage, 1913-1920: Asserting Citizenship Rights Through Political Mimesis," Department of Communication, University of Maryland, 2008.
- ◆ Lisa M. Corrigan. "Reimagining Black Power: Prison Manifestos and the Strategies of Regeneration in the Rewriting of Black Identity, 1969-2002," Department of Communication, University of Maryland, 2006.

- ◆ Jason Edward Black. "U.S. National and Native Voices in the Nineteenth Century: Rhetoric in the Removal and Allotment of American Indians," Department of Communication, University of Maryland, 2006.
- ◆ Lisa M. Burns. "First Ladies as Political Women: Press Framing of Presidential Wives, 1900-2001," Department of Communication, University of Maryland, 2004. (Book: First Ladies and the Fourth Estate: Press Framing and Presidential Wives. Dekalb: Northern Illinois University Press, 2008)
- ◆ James J. Kimble. "Mobilizing the Home Front: War Bonds, Morale, and the U. S. Treasury's Domestic Propaganda Campaign," Department of Communication, University of Maryland, 2001. (*Recipient of the Gerald R. Miller Outstanding Doctoral Dissertation Award*, National Communication Association, 2003). (Book: Mobilizing the Home Front: War Bonds and Domestic Propaganda. College Station: Texas A&M University Press, 2006).
- ◆ Diane Blair. "Performing the First Lady: The Rhetoric of Eleanor Roosevelt," Department of Communication, University of Maryland, 2000. (co-chair)
- ◆ Lisa Gring-Pemble. "'Constructing Welfare as We Know It': A Rhetorical Analysis of the Welfare Reform Hearings and Debates Resulting in the 1996 Personal Responsibility and Work Opportunity Act," Department of Communication, University of Maryland, 2000. (co-chair) (Book: Grim Fairy Tales: The Rhetorical Construction of American Welfare Policy. Westport, CT: Greenwood Publishing, 2003)

M.A. Seminar Papers Directed:

- ◆ Rebecca Wise. "Watching and *The Wire*: Surveillance, Power, and Television," Department of English, University of Maryland, 2010.
- ◆ Elizabeth Gardner. "William Jennings Bryan's 1900 Address to the Democratic National Convention," Department of Communication, University of Maryland, 2009.
- ◆ Heather Brooke Adams. "Eleanor Roosevelt's Address to the Chicago Civil Liberties Committee," Department of Communication, University of Maryland, 2008.
- ◆ Adam McDaniel. "Politics of Equality, Identity Politics, and Barack Obama's 'The Audacity of Hope,'" Department of Communication, University of Maryland, 2007.

- ◆ Abbe Sentina Depretis. "Containment of the African American Voice: Bobby Seale and the Chicago Eight Trial," Department of Communication, University of Maryland, 2006.
- ◆ Ben Krueger. "A Rhetorical Analysis of John F. Kennedy's Commencement Address at American University," Department of Communication, University of Maryland, 2006.
- ◆ Belinda Stillion Southard. "Three Post-Feminist Quandaries and *Sex and the City*," Department of Communication, University of Maryland, 2004.
- ◆ Leslie Holoweiko. "Situating Racist Remarks: Trent Lott's Partial Fall From Grace," Department of Communication, University of Maryland, 2004.
- ◆ Richard Winston. "Metaphor, Collective Memory and Race: Bill Clinton's American 'Home,'" Department of Communication, University of Maryland, 2003.
- ◆ Lisa Corrigan. "Defining 'Woman' and Farrakhan's Prophetic Ethos," Department of Communication, University of Maryland, 2002.
- ◆ Lindsay Hayes. "The President and the Press: Rhetorical Constructions of the Press During the Kennedy Administration," Department of Communication, University of Maryland, 2001.

Undergraduate Faculty Mentor:

- ◆ 1 undergraduate student, co-advisor, Honors Humanities Program, College of Arts and Humanities, University of Maryland, 2013.
- ◆ 4 undergraduate students completed an Independent Study on the Rhetoric of the First Women Secretaries of State, Department of Communication, University of Maryland, 2010.
- ◆ 4 undergraduate students completed an Independent Study on Public Dialogue, and featured a Center for Political Communication and Civic Leadership's Public Event—"Teach-In: The U.S.-Iraq War," University of Maryland, 2008.
- ◆ 2 undergraduate students completed an Independent Study on the Voices of Democracy: The U.S. Oratory Project, Center for Political Communication and Civic Leadership, Textual Authentication and Accessing Government Documents, University of Maryland, 2008.
- ◆ 1 undergraduate student completed an Independent Study on the Voices of Democracy: The U.S. Oratory Project, Center for Political Communication and

Civic Leadership, Textual Authentication and Presidential Research, University of Maryland, 2007.

- ◆ 2 undergraduate students completed an Independent Study on the Voices of Democracy Project: The U.S. Oratory Project, Center for Political Communication and Civic Leadership, Textual Authentication, University of Maryland, 2006.
- ◆ 1 undergraduate student completed an Independent Study on Writing, University of Maryland, 2006.
- ◆ 4 undergraduate students completed an Independent Study on Youth and Civic Engagement, and featured a Center for Political Communication and Civic Leadership's Public Event—"Terrapin Town Hall: The 2004 Student Vote," University of Maryland, 2003.
- ◆ 3 undergraduate students completed an Independent Study, Center for Political Communication and Civic Leadership's Recovery Democracy Forum, University of Maryland, 2002.
- ◆ Selettra Sutherland, "Mary Church Terrell: Resurrecting African American Women Leaders," Summer Scholars Research Program, University of Maryland, College Park, MD, 2000.
- ◆ 8 undergraduate students completed an Independent Study in archival research methods (Library of Congress) and the discourse of first ladies, Department of Communication, University of Maryland, 2000.

Advisor, 6 Ph.D. Students, Department of Communication, University of Maryland, College Park, MD.

Committee Member, 6 Ph.D. Students (Communication, English, Women's Studies), University of Maryland, College Park, MD.

Public/Community Service:

Academic Advocate, Humanities Advocacy Day, United States Congress, Representative for the National Communication Association, 2004, 2005, 2006, 2007, 2008.

Academic Advocate, National Endowment for the Humanities, Representative for the National Communication Association, 2006-2009.

Academic Advisory Committee Member, U.S. Holocaust Memorial Museum's Exhibition on Propaganda, Washington, D.C., 2004.

Speaker, "Faith and the 2004 Presidential Election," Bradley Hills Presbyterian Church, Bethesda, Maryland, 2004.

Co-Host, U.S. State Department's International Visitor Program—5 journalists from Nepal, University of Maryland, 2004.

Professional Service:

Co-Editor with J. Michael Hogan, Voices of Democracy (on-line academic journal)—www.voicesofdemocracy.com, 2006- .

Seminar Co-Leader (with Dr. Vanessa Beasley), "The 2012 Presidential Campaign," Rhetorical Society of America Institute, Lawrence, Kansas, 2013.

Member, Benson-Campbell Dissertation Award Committee, Public Address Division, National Communication Association, 2013.

Search Committee, Executive Director, Rhetoric Society of America, 2011.

Interviewee, NCA Video on Grant Seeking—*Funding 101*, National Communication Association, 2010.

Co-convener with David S. Kaufer, Rhetoric Society of America—Summer Institute, Pennsylvania State University, University Park, PA, 2009.

Grant Reviewer, Charles A. Ryskamp Research Fellowships and Frederick Burkhardt Residential Fellowships, American Council of Learned Societies, 2008, 2009, 2010.

Organizer, Four Research Board Webinars Sponsored by the National Communication Association, 2008 Presidential Campaign, 2008.

Member, Research Board, National Communication Association, 2007-2010.

Editorial Board Member, Carrie Chapman Catt Center Speech Archive, Iowa State University, Ames, Iowa, 2007-.

Co-Project Director with J. Michael Hogan, Voices of Democracy: The U.S. Oratory Project, www.voicesofdemocracy.com, 2005-.

Conference Convener, Advisory Board Members—Voices of Democracy: The U.S. Oratory Project, College Park, Maryland, September 22-24, 2005.

Guest Editors (Shawn J. Parry-Giles and Trevor Parry-Giles), Special Issue on Campaign 2004, Rhetoric & Public Affairs 8 (2005).

Chair, Nominating Committee, Political Communication Division, National Communication Association, 2006.

Faculty Mentor, Doctoral Honor's Conference, University of Oklahoma, Norman, OK, 2005.

Chair, Gerald R. Miller Outstanding Doctoral Dissertation Award Committee, National Communication Association, 2005.

Chair, Marie Hochmuth Nichols Award Committee, National Communication Association, 2005.

Reviewer, Rhetoric and Public Address, Eastern Communication Association, 2005.

Tenure Review and Promotion Letters (17):

- Iowa State University (2013)
- University of Wisconsin—Milwaukee (2013)
- University of Pittsburgh (2011)
- Pennsylvania State University (2010)
- Boston College (2009)
- Texas Tech University (2009)
- University of New Hampshire (2009)
- George Mason University (2008)
- Purdue University (2008)
- University of Colorado (2008)
- Wabash College (2007)
- Old Dominion University (2006)
- University of Oklahoma (2005) (2006)
- Colorado State University (2005, 2013)
- Southern Methodist University (2004)

Immediate Past Chair, National Communication Association, 2004-2005.

Member, Gerald R. Miller Outstanding Doctoral Dissertation Award Committee, National Communication Association, 2004.

Member, Legislative Assembly, National Communication Association, 2004-2006.

Chair, Public Address Division, National Communication Association, 2004.

Member, Nominating Committee, Political Communication Division, National Communication Association, 2004.

Vice-Chair, Public Address Division, National Communication Association, 2003.

Member, Marie Hochmuth Nichols Award Committee, Public Address Division, National Communication Association, 1999-2000, 2010.

Manuscript Reviewer, Public Address Division, National Communication Association, 1994, 1995, 1997, 1999, 2000, 2001, 2002, 2004, 2005, 2006, 2007, 2010, 2011.

Manuscript Reviewer, Rhetorical Theory and Criticism Interest Group, Central States Communication Association, 1995, 1996.

Chair/Program Planner, Rhetorical Theory & Criticism Interest Group, Central States Communication Association, 1994-1995.

Departmental Service:

Member, Self-Study Committee, Department of Communication, University of Maryland, 2013.

Member, Initial Review Committee, APT Committee, Department of Communication, University of Maryland, 2013.

Chair, Assistant to the Director Search, Graduate Studies in Interpreting and Translation, Department of Communication, University of Maryland, 2013.

Co-Chair, Instructor Search, Graduate Studies in Interpreting and Translation, Department of Communication, University of Maryland, 2012-present.

Chair, Director Search, Graduate Studies in Interpreting and Translation, Department of Communication, University of Maryland, 2012-present.

Chair, Rhetoric and Political Culture Search Committee, Department of Communication, University of Maryland, 2012.

Member, Organizing Committee, Professional M.A. in Translation and Interpretation, Department of Communication/College of Arts and Humanities, University of Maryland, 2011-2012.

Member, Strategic Planning Committee, Department of Communication, University of Maryland, 2008-2010.

Member, Self-Study Committee, Department of Communication, University of Maryland, 2007-2008.

Director, Graduate Studies, Department of Communication, University of Maryland, 2007-2012.

Member, Administrative Committee, Department of Communication, University of Maryland, 2007-2012.

Member, Senior Appointment, Promotion, and Tenure Committee, Department of Communication, University of Maryland, 2007-.

Member, Appointment, Promotion, and Tenure Committee, Department of Communication, University of Maryland, 2003-.

Mentor, Assistant Professor (Kristy Maddox), Department of Communication, University of Maryland, 2007-2010.

Chair, Rhetoric and Political Culture Search Committee, Department of Communication, University of Maryland, 2006.

Member, Grades Appeal Committee, Department of Communication, University of Maryland, 2005-2006, 2006-2007.

Co-Director with Trevor Parry-Giles, Political Advertising Resource Center (PARC), Center for Political Communication and Civic Leadership, University of Maryland, College Park, MD, 2004-present.

Director, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, College Park, MD, 2001-.

Co-Planner, Public Address Conference, "Constituting Political Culture," Washington, DC, 2004.

Chair, Public Relations Search Committee, Department of Communication, University of Maryland, 2003.

Member, Faculty Advisory Committee, Department of Communication, University of Maryland, 1999-2000, 2000-2001.

Coordinator, DebateWatch 2000, Department of Communication, University of Maryland, College Park, MD, 2000.

Member, Graduate Studies Committee, Department of Communication, University of Maryland, College Park, MD, 1998-1999.

Member, Media Committee, Department of Communication, University of Maryland, College Park, MD, 1999.

Course Director, COMM 360—Rhetoric of Black America, Department of Communication, University of Maryland, 1999-2001.

Course Director, COMM 200—Advanced Public Speaking, Department of Communication, University of Maryland, 2000-2001.

Colloquium Coordinator, Department of Communication, University of Maryland, College Park, MD, 1998-1999.

Member/Recorder of Minutes, Public Relations Search Committee, Department of Communication, University of Maryland, College Park, MD, 1999.

Member/Recorder of Minutes, Associate Staff Search Committee, Department of Communication, University of Maryland, College Park, MD, 1998.

Member, Foundations Exam Committee, Department of Communication, University of Maryland, College Park, MD, 1998.

Member, Salary Committee, Department of Communication, University of Maryland, College Park, MD, 1999, 2004.

Recorder of Minutes, Departmental Assembly, Department of Communication, University of Maryland, College Park, MD, 1998-1999.

Coordinator, NCA Reception Committee, Department of Communication, University of Maryland, College Park, MD, 1998.

University Service:

Member, East Asian Studies Committee, University of Maryland, 2012-2013.

Member, Search Committee, Associate Dean for Academic Affairs and Associate Dean for Research and Development, College of Arts and Humanities, University of Maryland, 2012.

Member, McNair Fellowship Committee, Graduate School, University of Maryland, College Park, MD, 2012, 2013.

Member, Search Committee—Dean for the College of Arts and Humanities, University of Maryland, College Park, MD, 2010-2011.

Member, Graduate Council, Graduate School, University of Maryland, College Park, MD, 2010-2013.

Member, Committee to Review Dr. Charles Caramello, Associate Provost for Academic Affairs and Dean of the Graduate School, University of Maryland, College Park, MD, 2010.

Member, Academic Standards Committee, Graduate School, University of Maryland, College Park, MD, 2010-2011.

Member, Academic Planning Advisory Committee (APAC), College of Arts and Humanities, University of Maryland, College Park, MD, 2007-2008, 2010-2011, 2011-2012, 2012-2013.

Member, Fellowship Review Committee, College of Arts and Humanities, University of Maryland, College Park, MD, 2010.

Member, Focus Group on Graduate Program Assessment, Graduate School, University of Maryland, College Park, MD, 2010.

Member, Appointment, Promotion, and Tenure Committee (APT), College of Arts and Humanities, University of Maryland, College Park, MD, 2008-2010.

Evaluator, Dr. Mabel S. Spencer Award Committee, Graduate School, University of Maryland, College Park, MD, 2008, 2009, 2010.

Group Discussant, New Faculty Orientation—The Tenure Process, University of Maryland, College Park, MD, 2007.

External Member, Linguistic Departmental Review, College of Arts and Humanities, University of Maryland, College Park, MD, 2006.

Member, Task Force on Faculty Life and Professional Success, Office of the Senior Vice President for Academic Affairs and Provost, University of Maryland, College Park, MD, 2005-2008.

Member, Faculty Advisory Committee, Democracy Studies and Civic Practice Program of the Democracy Collaborative, University of Maryland, College Park, MD, 2004.

Member, Committee on Programs, Courses, and Curricula (PCC), College of Arts and Humanities, University of Maryland, College Park, MD, 2003-2004.

Member, Committee to Review Dr. Thomas Kunkel, Dean of the College of Journalism, University of Maryland, College Park, MD, 2003.

Senator, University Senate, University of Maryland, College Park, MD, 1999-2002.

Member, Nominations Committee, University Senate, University of Maryland, College Park, MD, 2002.

Member, ERG Committee, University of Maryland, College Park, MD, 2000-2002.

Member, Internal Review Committee for the Department of Communication, College of Arts and Humanities, University of Maryland, College Park, MD, 2000.

Member, Senate Executive Committee, College Park Senate, University of Maryland, College Park, MD, 1999-2000.

Senate Representative, Terrapin Day, Annapolis, MD, 2000.

Expert Political Commentator/Editorial Reviews:

Baltimore Sun, 2002, 2003, 2004, 2006, 2007, 2008, 2012.

MSNBC, On-Line, 2012.

WRPR—NPR-Baltimore, 2012.

Atlanta Journal Constitution, 2012.

Bloomberg Businessweek.com, 2012.

Washington Post, 2011.

Christian Science Monitor, 2011.

Politico, 2009, 2011.

The Daily Record, 2010.

What It Takes, Ether Films, 2008 (Documentary).

The Canadian Press, 2008.

Reuters, 2008.

WYPR—NPR-Baltimore, 2008.

The Sean Leslie Show, CKNW News Talk 980, Vancouver, Canada, 2008.

Voices of America—*Daybreak Africa*, 2008.

Sirius Left—Channel 146—*Make it Plain With Mark Thompson*, 2008.

Hollywood Reporters, 2008.

News 24 (South Africa), 2008.

LiveScience.com, 2008.

National Post, Toronto, Canada, 2007, 2008.

WMAL Radio, Washington, DC, 2007.

The Kristy Clark Show, CKNW Radio 980, Vancouver, Canada, 2007.

CQ Researcher, 2007.

Chicago Sun Times, 2007.

Nightline BC, CKNW News Talk 980, Vancouver, Canada, 2007

ABC News.com—*Be Seen, Be Heard*, 2006.

C-Span Television—*Washington Journal*, 2006.

WTTG-TV Fox 5, Washington, DC, 2006.

WTOP, Washington, DC, 2004, 2006.

WRC-TV NBC 4, Washington, D.C., 2006.

Sacramental Bee, 2006.

CBS News Radio, 2006.

Atlanta Journal-Constitution, 2006.

Dallas Morning News, 2006.

KQED—*Forum with Michael Kransy*—San Francisco, 2006.

C-Span Television—*Close Up Foundation*, 2005.
Washington Post, 2005.
Baltimore Magazine, 2005.
St. Petersburg Times, 2005.
Helsingborgs Dagblad Swedish Daily Press, 2005.
Le Devoir, 2005.
New York Times, 2004.
BBC Radio—Five Live, London, England, 2004.
WTOP, Washington, DC, 2004.
National Public Radio—Miami, 2004.
Boston Globe, 2004.
Miami Herald, 2004.
L.A. Times, 2004.
Capital News Service, 2004.
Pittsburgh-Post Gazette, 2004.
ABC WJLA TV, Washington, D.C., 2004.
UPI (story also reprinted in the *Washington Times*), 2003.
Associated Press, 2003.
Associated Press—Radio, 2003.
National Journal, 2003.
Voice of America, 2001.
Washington Post, 2000.
Review Atlas (Monmouth, IL), 1996.

 Signature (Shawn J. Parry-Giles)

 Date

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Education:

Ph.D., Communication, Indiana University, Bloomington, Ind., 1992.

M.A., Mass Communication/Speech Communication, University of New Mexico, Albuquerque, N.M., 1987.

B.A., Communication and Politics & Government, Ripon College, Ripon, Wisc., 1985.

Employment:

Associate Director for Academic & Professional Affairs, National Communication Association, Washington, D.C., 2012-present.

Responsibilities include:

- Develop and implement initiatives designed to support communication scholarship;
- Maintain opportunities for productive discussion among researchers;
- Enhance educational programming for communication scholars;
- Maintain appropriate outlets for sharing communication research with scholars;
- Develop and implement initiatives designed to support NCA members' broader academic and professional pursuits;
- Enhance career support for communication professionals;
- Increase support for communication administrators;
- Collaborate with relevant Boards in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline;
- Provide timely and relevant information to the Boards to facilitate their agenda development including trends in higher education and national policy;
- Support Board projects as appropriate;
- Collaborate with relevant committees and other volunteer leadership groups in the interest of supporting the full range of academic and professional pursuits of people in the communication discipline;
- Develop content ideas and write materials for NCA's internal communications;
- Develop external relationships for the purpose of disciplinary advocacy including advocacy for disciplinary research support;
- Foster external representation of the discipline to improve public understanding of communication scholarship and increase the translation of communication research for policy-

making purposes;

- Respond to a variety of relevant requests for assistance from NCA members;
- Foster and model civil discourse and open and ethical communication;
- Serve as a member of the association's senior leadership team and manage additional related responsibilities as assigned by the Executive Director

Professor, Department of Communication, University of Maryland, College Park, Md., 2010-2012 (on leave, 2012-present).

- Affiliated Scholar, Center for American Politics & Citizenship
- Affiliated Faculty Member, Center for Political Communication & Civic Leadership
- Affiliated Faculty, Department of African American Studies
- Affiliated Faculty Member, Graduate Field Committee in Film Studies

Associate Professor, Department of Communication, University of Maryland, College Park, Md., 2005-2010.

Assistant Professor, Department of Communication, University of Maryland, College Park, Md., 2001-2005.

Visiting Assistant Professor, Department of Communication, University of Maryland, College Park Md., 1999-2001.

Senior Writer, Campaign Performance Group, Washington D.C., 1998-1999.

- Served as a member of the Executive Staff of this full-service political consulting firm specializing in persuasion mail communications/ advertising. Responsible for concept design, plan and copywriting, and creative leadership of the advertising strategy for clients in political, corporate, and association markets.

Assistant Professor, Department of Communication, Western Illinois University, Macomb Ill., 1997-1998.

Assistant Professor, Department of Speech, Theater, and Mass Communication, St. Ambrose University, Davenport, Iowa, 1991-1997.

Publications:

Books:

Parry-Giles, Shawn J., and Trevor Parry-Giles, eds. *Public Address and Moral Judgment: Critical Studies in Ethical Tensions*. East Lansing: Michigan State University Press, 2009.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. *The Prime-Time Presidency: The West Wing and U.S. Nationalism*. Urbana: University of Illinois Press, 2006.

Parry-Giles, Trevor. *The Character of Justice: Rhetoric, Law, and Politics in the Supreme Court Confirmation Process*. East Lansing: Michigan State University Press, 2006.

Parry-Giles, Shawn J., and Trevor Parry-Giles. *Constructing Clinton: Hyperreality and Presidential Image-Making in Postmodern Politics*. New York: Peter Lang, 2002.

- Portions of Chapter Two reprinted in *The Political Communication Reader*, edited by Ralph Negrine and James Staneyer (London: Routledge, 2007), 250-255.

Articles:

Parry-Giles, Trevor. "The Chronotopic Clinton: Rhetorics of (a) Political Character in Popular Culture," *Popular Communication: The International Journal of Media and Culture* 10 (2012): 231-244, doi: 10.1080/15405702.2012.682937

Parry-Giles, Trevor. "Harry Potter and the Paradoxical Critique of Celebrity Culture," *Celebrity Studies* 2 (2011): 305-319, doi: 10.1080/19392397.2011.609338.

Parry-Giles, Trevor. "Resisting a 'Treacherous Piety': Issues, Images, and Public Policy Deliberation in Presidential Campaigns," *Rhetoric & Public Affairs* 13 (2010): 37-63, doi: 10.1353/rap.0.0138.

Parry-Giles, Trevor. "Fame, Celebrity, and the Legacy of John Adams," *Western Journal of Communication* 72 (2008): 83-101, doi: 10.1080/10570310701827596.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "The West Wing's Prime-Time Presidentiality: Mimesis and Catharsis in a Postmodern Romance." *Quarterly Journal of Speech* 88 (2002): 209-27, doi: 10.1080/00335630209384371.

- Reprinted in *Television: The Critical View*, 7th ed., edited by Horace Newcomb (New York: Oxford University Press, 2006), 292-314.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Collective Memory, Political Nostalgia, and the Rhetorical Presidency: Bill Clinton's Commemoration of the March on Washington, August 28, 1998." *Quarterly Journal of Speech* 86 (2000): 417-37, doi: 10.1080/00335630009384308.

Parry-Giles, Trevor. "For the Soul of the Supreme Court: Progressivism, Ethics, and 'Social Justice' in the 1916 'Trial' of Louis D. Brandeis." *Rhetoric & Public Affairs* 2 (1999): 83-106, doi: 10.1353/rap.2010.0039.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Meta-Imaging, *The War Room*, and the Hyperreality of U. S. Politics." *Journal of Communication* 49 (1999): 28-45, doi: 10.1111/j.1460-2466.1999.tb02780.x.

Hasian, Jr., Marouf A., and Trevor Parry-Giles. "'A Stranger to Its Laws': Freedom, Civil Rights, and the Legal Ambiguity of *Romer v. Evans* (1996)." *Argumentation & Advocacy* 34 (1997): 27-42.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Political Scopophilia, Presidential Campaigning, and the Intimacy of American Politics." *Communication Studies* 47 (1996): 191-205, doi: 10.1080/10510979609368475.

- Reprinted in *Readings on Political Communication*, edited by Theodore Sheckels, Janette Kenner Muir, Terry Robertson, and Lisa Gring-Pemble (State College, Penn.: Strata Publishing, 2007), 102-115.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Gendered Politics and Presidential Image Construction: A Reassessment of the 'Feminine Style.'" *Communication Monographs* 63 (1996): 337-53, doi: 10.1080/03637759609376398.

Parry-Giles, Trevor. "Character, the Constitution, and the Ideological Embodiment of 'Civil Rights' in the 1967 Nomination of Thurgood Marshall to the Supreme Court." *Quarterly Journal of Speech* 82 (1996): 364-82, doi: 10.1080/00335639609384163.

Parry-Giles, Trevor. "Ideology and Poetics in Public Issue Construction: Thatcherism, Civil Liberties, and 'Terrorism' in Northern Ireland." *Communication Quarterly* 43 (1995): 182-96, doi: 10.1080/01463379509369968.

Parry-Giles, Trevor. "Property Rights, Human Rights, and American Jurisprudence: The Rejection of John J. Parker's Nomination to the Supreme Court." *Southern Communication Journal* 60 (1994): 57-67, doi: 10.1080/10417949409372962.

Parry-Giles, Trevor. "Ideological Anxiety and the Censored Text: *Real Lives—At the Edge of the Union*." *Critical Studies in Mass Communication* 11 (1994): 54-72, doi: 10.1080/15295039409366885.

Parry-Giles, Trevor. "Parliament, Puritans, and Protesters: The Ideological Development of the British Commitment to 'Free Speech.'" *Free Speech Yearbook* 31 (1993): 16-41, doi: 10.1080/08997225.1993.10556152

Parry-Giles, Trevor. "Stemming the Red Tide: Free Speech and Immigration Policy in the Case of Margaret Randall." *Western Journal of Speech Communication* 52 (1988): 167-83, doi: 10.1080/10570318809389633.

Book Chapters & Encyclopedia Entries:

Parry-Giles, Trevor, & Sean D. Luechtefeld, "Political Campaign Communication & Campaign Outcomes." In *Introduction to Communication Studies: Translating Scholarship into Meaningful Practice*, edited by Alan Goodboy and Kara Schultz, 375-381. Dubuque, Iowa: Kendall-Hunt, 2012.

Parry-Giles, Trevor. "Speechwriting." In *The Manship School Guide to Political*

Communication, 2nd ed., edited by Robert Mann and David D. Perlmutter, 126-135. Baton Rouge: Louisiana State University Press, 2011.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Introduction: Ethical & Moral Judgment and the Power of Public Address," in *Public Address and Moral Judgment: Critical Studies in Ethical Tensions*, edited by Shawn J. Parry-Giles and Trevor Parry-Giles, xi-xxv. East Lansing: Michigan State University Press, 2009.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Conclusion: Public Address and Public Morality," in *Public Address and Moral Judgment: Critical Studies in Ethical Tensions*, edited by Shawn J. Parry-Giles and Trevor Parry-Giles, 249-255. East Lansing: Michigan State University Press, 2009.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Presidential Election of 1992," in *The Encyclopedia of U.S. Campaigns, Elections, and Electoral Behavior*, edited by Kenneth F. Warren. Thousand Oaks, Calif.: Sage, 2008.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Presidential Election of 1996," in *The Encyclopedia of U.S. Campaigns, Elections, and Electoral Behavior*, edited by Kenneth F. Warren. Thousand Oaks, Calif.: Sage, 2008.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "*Fahrenheit 9/11*: Virtual Realism and the Limits of Commodified Dissent." In *The Rhetoric of the New Political Documentary*, edited by Thomas W. Benson and Brian J. Snee, 24-53. Carbondale: Southern Illinois University Press, 2008.

Parry-Giles, Trevor. "*The West Wing*," in *The Encyclopedia of Political Communication*, edited by Lynda Lee Kaid and Christina Holtz-Bacha, 835-836. Thousand Oaks, Calif.: Sage, 2008.

Parry-Giles, Trevor. "To Produce a 'Judicious Choice': Presidential Responses to the Exercise of Advice and Consent by the U.S. Senate on Supreme Court Nominations," in *The Prospect of Presidential Rhetoric*, edited by James Arnt Aune and Martin J. Medhurst, 99-129. College Station: Texas A&M University Press, 2008.

Parry-Giles, Trevor, and Marouf A. Hasian, Jr. "Necessity or Nine Old Men: The Congressional Debate Over Franklin D. Roosevelt's 1937 Court-Packing Plan." In *American Rhetoric in the New Deal Era. Vol. 7, The Rhetorical History of the United States*, edited by Thomas W. Benson, 245-278. East Lansing: Michigan State University Press, 2006.

Parry-Giles, Trevor. "Celebritized Justice, Civil Rights, and the Clarence Thomas Nomination." In *Civil Rights Rhetoric and the American Presidency*, edited by James Arnt Aune and Enrique D. Rigsby, 268-300. College Station: Texas A & M University Press,

2005.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "An Optimistic Reassessment of Political Communication in the United States." In *Communicating Politics: Engaging the Public in Democratic Life*, edited by Mitchell S. McKinney, Lynda Lee Kaid, Dianne G. Bystrom, and Diana B. Carlin, 65-91. New York: Peter Lang, 2005.

Parry-Giles, Trevor. "Speechwriting." In *The Manship School Guide to Political Communication*, edited by David Perlmutter, 209-16. Baton Rouge: Louisiana State University Press, 1999.

Parry-Giles, Trevor, and Paul J. Traudt. "The Depiction of Television Courtroom Drama: A Dialogic Criticism of *L. A. Law*." In *Television Criticism*, edited by Leah R. VandeBerg and Lawrence Wenner, 143-59. White Plains, N.Y.: Longman, 1991.

Giles, Trevor. "Sheathing the Silent Knife." In *Winning Orations*, edited by Larry Schnoor, 92-94. Mankato, Minn.: Interstate Oratorical Association, 1986. Reprinted in *Contemporary American Speeches*, 6th ed., edited by Richard L. Johannesen, R.R. Allen, and Wil A. Linkugel, 276-279. Dubuque, Iowa: Kendall-Hunt, 1988.

Commissioned Essays, Forum Articles, Book Reviews, and Blog Postings:

Kidd, Nancy, and Trevor Parry-Giles. "Another View on Communication Scholarship." *Insider Higher Ed* (<http://www.insidehighered.com/views/2013/08/13/essay-defends-state-communications-scholarship>.) August 13, 2013.

Parry-Giles, Trevor. "Obama's Empathy Gap." [Weblog entry.] *Encyclopedia Britannica Blog*. (<http://www.britannica.com/blogs/2010/12/obamas-empathy-gap/>.) December 13, 2010.

Parry-Giles, Trevor. "The Character of Criticism: Reflections on the Critical Inquiry of Political and Legal Rhetoric," [commissioned essay]. *The Review of Communication* 10 (2010): 84-95, doi: 10.1080/15358590903248785.

Parry-Giles, Trevor. Review of *Judging the Supreme Court: Constructions of Motives in Bush v. Gore*, by Clarke Rountree. *Southern Communication Journal* 74 (2009): 226-227, doi: 10.1080/10417940902805954.

Parry-Giles, Trevor. Review of *The Constitution on the Campaign Trail: The Surprising Political Career of America's Founding Document*, by Andrew E. Busch. *Law & Politics Book Review* 18.5 (2008): 401-3 [online journal].

Parry-Giles, Trevor. Review of *Advise & Consent*, by Allen Drury. *Law & Politics Book Review* 18.4 (2008): 317-20 [online journal; special issue on Legal Fictions].

Parry-Giles, Trevor. Review of *Comparative Legal Linguistics*, by Heikki E.S. Mattila. *Law & Politics Book Review* 17.6 (2007): 488-90 [online journal].

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Campaign 2004: Searching for Ideological Certainty in a Period of National Anxiety," [editor's introduction]. *Rhetoric & Public Affairs* 8 (2005): 543-548, doi: 10.1353/rap.2006.0013.

Parry-Giles, Trevor. Review of *Images, Scandal, and Communication Strategies of the Clinton Presidency*, edited by Robert E. Denton and Rachel L. Holloway. *Presidential Studies Quarterly* 34 (2004): 472-74, doi: 10.1111/j.0360-4918.2004.056_9.x.

Parry-Giles, Trevor. Review of *Presidential Speechwriting: From the New Deal to the Reagan Revolution and Beyond*, edited by Kurt Ritter and Martin J. Medhurst. *Rhetoric & Public Affairs* 7 (2004): 232-35, doi: 10.1353/rap.2004.0046.

Parry-Giles, Trevor. Review of *Governing from Center Stage: White House Communication Strategies during the Television Age of Politics*, by Linda Cox Han. *Rhetoric & Public Affairs* 5 (2002): 763-5, doi: 10.1353/rap.2003.0012.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Embracing the Mess: Reflections on Campaign 2000" [review essay]. *Rhetoric & Public Affairs* 4 (2001): 717-37, doi: 10.1353/rap.2001.0071.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Reassessing the State of Political Communication in the United States." [Forum essay]. *Argumentation & Advocacy* 37 (2001): 158-70.

- Reprinted in *Readings on Political Communication*, edited by Theodore Sheckels, Janette Kenner Muir, Terry Robertson, and Lisa Gring-Pemble (State College, Penn.: Strata Publishing, 2007), 53-64.

Hasian, Jr., Marouf A., and Trevor Parry-Giles. Review of *Law's Stories: Narrative and Rhetoric in the Law*, edited by Peter Brooks and Paul Gerwitz. *Quarterly Journal of Speech* 83 (1997): 478-479, doi: 10.1080/00335639709384198.

Parry-Giles, Trevor. Review of *Blasphemy: Verbal Offense Against the Sacred, from Moses to Salman Rushdie*, by Leonard W. Levy. *Quarterly Journal of Speech* 82 (1996): 304-306, doi: 10.1080/00335639609384158.

Parry-Giles, Trevor. Review of *Censorship in Russia, 1865-1905*, by Daniel Balmuth. *Free Speech Yearbook* 25 (1986): 180-182.

Competitively Selected Convention and Public Presentations:

Steudeman, Michael, and Trevor Parry-Giles. "Straying from a Broken Path: John McCain at CPAC, February 7, 2008." A presentation scheduled for the annual convention of the National Communication Association, Washington, D.C., November, 2013.

Steudeman, Michael, and Trevor Parry-Giles. "John McCain at Prescott: Constructing Conservative Identity in the Maverick West." A presentation scheduled at the biannual NCA/AFA Summer Conference on Argumentation, Alta, Utah, August, 2013.

Parry-Giles, Trevor, and William H. Lawson. "Social Equality, Boosterism, and Race in the New South: Warren G. Harding's 1921 Oratory in Birmingham, Alabama." A presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April, 2013.

Parry-Giles, Trevor. "The Shifting Geopolitics of the Hollywood Remake: Changing Visions of Homeland Invasion in *Red Dawn* (1984) and *Red Dawn* (2012)." A paper presentation at the annual convention of the Popular Culture Association/American Culture Association, Washington, D.C., March, 2013.

Parry-Giles, Trevor. "What Would David Palmer Do? The Ambivalent Presidentialism of Fox's 24." A paper presentation at the annual convention of the Eastern Communication Association, Cambridge, Mass., April, 2012.

Parry-Giles, Trevor. "Harry Potter and the Paradoxical Critique of Celebrity Culture." A paper presentation at the annual convention of the Eastern Communication Association, Arlington, Virg., April, 2011.

Parry-Giles, Trevor. "The Chronotopic Clinton: Rhetorics of (a) Political Character in Popular Culture." A paper presentation at the annual convention of the Southern States Communication Association, Little Rock, Ark., March, 2011.

Parry-Giles, Trevor. "Thurgood Marshall's Legacy: Supreme Court Confirmations and the 'Marshall' Precedents." A paper presentation at the annual convention of the Eastern Communication Association, Baltimore, Md., April, 2010.

Parry-Giles, Trevor. "From Reaching to the Future to Grappling with the Present: Governor Martin O'Malley's Shifting Rhetorical Management of State Government." A paper presentation at the annual convention of the Eastern Communication Association, Baltimore, Md., April, 2010.

Parry-Giles, Trevor. "Issues, Images, and Public Policy Deliberation in the 2008 Presidential Campaign." A paper presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2009.

Parry-Giles, Trevor. "'TR's Last Triumph/Bryan's Last Stand: The 1908 Presidential

Election.” A paper presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2009.

Parry-Giles, Trevor. “Making a Difference: Forensics Becomes Consulting and the Study of Political Advertising.” A paper presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., May, 2008.

Parry-Giles, Trevor. “Intersecting Therapeutic Rhetorics of Mimesis and Methexis: Bill Clinton and the Oklahoma City Bombing.” A paper presentation at the annual convention of the Eastern Communication Association, Providence, R.I., April, 2007. (Top Paper, Rhetoric & Public Address Interest Group)

Parry-Giles, Trevor. “Seeing Red in a Deep Blue State: Republican Candidates, George W. Bush, and the 2006 Maryland Gubernatorial and Senatorial Election Campaign.” A paper presentation at the annual convention of the Eastern Communication Association, Providence, R.I., April, 2007.

Parry-Giles, Trevor. “Law, Politics, Cultural Studies, Media Studies, Philosophy—Isn’t It All Just Rhetoric Anyway?” A paper presentation at the annual convention of the Eastern Communication Association, Providence, R.I., April, 2007.

Parry-Giles, Trevor. “The End of the ‘Salutary Check’: George W. Bush and the Evolving Nature of the Supreme Court Confirmation Process.” A paper presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2006.

Parry-Giles, Trevor. “A Return to Relevance: Bill Clinton’s Responses to the Oklahoma City Bombing.” A paper presentation at the 11th Presidential Conference: William Jefferson Clinton, Hofstra University Cultural Center, Hempstead, N.Y., November, 2005.

Parry-Giles, Shawn J., and Trevor Parry-Giles. “Popularized Conservatism, Commodified Liberalism: *Fahrenheit 9/11* in the War on Terrorism.” A paper presentation at the annual convention of the National Communication Association, Boston, Mass., November, 2005.

Parry-Giles, Trevor. “The Future of Supreme Court Confirmations: Beyond Bork.” A paper presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April, 2005. (Top Three Paper, Political Communication Interest Group)

Parry-Giles, Shawn J., and Trevor Parry-Giles. “Of Eagles, Arrows, Olive Branches, and Presidents: Militarized Nationalism and *The West Wing*.” A paper presentation at the Tools for Social Justice: Research and Scholarship Day, Consortium on Race, Gender, & Ethnicity, University of Maryland, College Park, Md., September 22, 2004.

Parry-Giles, Trevor. "Fame, Celebrity, and the Political Theories of John Adams." A paper presentation at the annual convention of the National Communication Association, Miami, Fla., November, 2003.

Parry-Giles, Trevor. "'Bork's America': Legal Apocalypticism, Political Spectacle, and the Supreme Court Confirmation Process." A paper presentation at the annual convention of the National Communication Association, Miami, Fla., November, 2003.

Parry-Giles, Trevor. "The Politicized Past and Future of Judicial Confirmations." A paper presentation at the annual convention of the Eastern Communication Association, Washington, D.C., April, 2003.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Responding Therapeutically to 9/11: Presidential Constructions of American Nationalism in the Discourse of George W. Bush and *The West Wing*." A paper presentation at the Chesapeake American Studies Association Conference, College Park, Md., April, 2003.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Presidential Therapies and the Events of September 11: Mimesis, Methexis, and Nationalism in the Rhetorics of George W. Bush and *The West Wing*." A paper presentation at the 8th Biennial Public Address Conference, Athens, Ga., October, 2002.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Constructing Presidency: *The West Wing* and the Ideological Definition of Presidential Leadership." A paper presentation at the annual convention of the National Communication Association, Atlanta, Ga., November, 2001. (Top Paper, Public Address Division)

Parry-Giles, Trevor. "Nixon's Southern Strategy and the Ideological Definition of 'Civil Rights' in the Haynsworth/Carswell Nominations." A paper presentation at the annual convention of the National Communication Association, Atlanta, Ga., November, 2001.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "An Optimistic Reassessment of Political Communication in the United States." A paper included in the Proceedings of the NCA Summer Conference ("Communicating Politics: Engaging the Public in Campaign 2000 and Beyond"), Washington, D.C., June, 2000.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "*Primary Colors* and the Satirical Authentication of Bill Clinton." A paper presentation at the bi-annual conference of the Rhetoric Society of America, Washington, D.C., May, 2000.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Collective Memory, Political Nostalgia, and the Rhetorical Presidency: Bill Clinton's Commemoration of the March on Washington, August 28, 1998." A paper presentation at the annual convention of the National Communication Association, Chicago, Ill., November, 1999.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Meta-Imaging and the Hyperreality of American Politics: *The War Room* and the 1992 Clinton Campaign." A paper presentation at the Conference on Politics and the Media, University of Nebraska-Lincoln, April, 1998 and at the annual convention of the National Communication Association, New York, N.Y., November, 1998. (Top Paper, Public Address Division)

Parry-Giles, Trevor. "For the Soul of the Supreme Court: Progressivism, Ethics, and 'Social Justice' in the 1916 Nomination of Louis D. Brandeis." A paper presentation at the annual convention of the National Communication Association, Chicago, Ill., November, 1997. (Top Three Paper, Communication and Law Commission)

Parry-Giles, Trevor, and Marouf A. Hasian, Jr. "Necessity or Nine Old Men: The Congressional Debate Over Franklin D. Roosevelt's 1937 Court-Packing Plan." A paper presentation at the annual convention of the National Communication Association, Chicago, Ill., November, 1997.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Political Scopophilia, Presidential Campaigning, and the Intimacy of American Politics." A paper presentation at the annual convention of the Speech Communication Association, San Diego, Calif., November, 1996.

Parry-Giles, Trevor. "Character, the Constitution, and the Ideological Embodiment of 'Civil Rights' in the 1967 Nomination of Thurgood Marshall to the Supreme Court." A paper presentation at the annual convention of the Speech Communication Association, San Antonio, Tex., November, 1995.

Parry-Giles, Trevor. "The British Press and the 1985 Censorship Controversy over *Real Lives—At the Edge of the Union*." A paper presentation at the annual convention of the Speech Communication Association, San Antonio, Tex., November, 1995. (Top Five Paper, Commission on Freedom of Expression)

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "Intimacy and American Politics: Media Voyeurism in the Presidential Campaign Film." A media forum presentation at the annual convention of the Speech Communication Association, San Antonio, Tex., November, 1995.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Hegemonic Masculinity and the Presidential Campaign Film: A Reassessment of the 'Feminine Style.'" A paper presentation at the annual convention of the Speech Communication Association, New Orleans, La., November, 1994. (Top Four Paper, Public Address Division)

Parry-Giles, Trevor. "Censorship at the BBC: The 1985 Case of *Real Lives – At the Edge of the Union*." A paper presentation at the joint convention of the Central States

Communication Association and the Southern States Communication Association, Lexington, Ky., April, 1993.

Parry-Giles, Trevor. "Parliament, Puritans, and Protesters: The Diachronic Development of the Commitment to 'Free Speech' in Britain." A paper presentation at the annual convention of the Speech Communication Association, Chicago, Ill., November, 1992.

Parry-Giles, Trevor, and Shawn J. Parry-Giles. "The Forgotten King: 'Equality,' Nonviolence, and Martin Luther King Jr.'s. Opposition to the War in Vietnam." A paper presentation at the annual convention of the Speech Communication Association, Chicago, Ill., November, 1992.

Parry-Giles, Trevor. "The Rhetorical Paradox of Thatcherism." A paper presentation at the annual convention of the Speech Communication Association, Atlanta, Ga., November, 1991.

Parry-Giles, Trevor. "'There is a History in All Men's Lives': The Text of 'Henry V' in Evolving British Contexts." A paper presentation at the annual convention of the Speech Communication Association, Atlanta, Ga., November, 1991.

Parry-Giles, Trevor. "The Rhetorical Construction of Public Issues: Margaret Thatcher's Framing of 'Terrorism' in Northern Ireland." A paper presentation at the annual convention of the Speech Communication Association, Chicago, Ill., November, 1990.

Parry-Giles, Trevor, and Paul J. Traudt. "The Depiction of Television Courtroom Drama: A Dialogic and Situational Analysis of *L. A. Law*." A paper presentation at the annual convention of the Speech Communication Association, New Orleans, La., November, 1988.

Parry-Giles, Trevor. "Stemming the Red Tide: Free Speech and Immigration Policy in the Case of Margaret Randall." A paper presentation at the annual convention of the Western Speech Communication Association, Salt Lake City, Utah, February, 1987.

Panel Chair, Respondent, or Roundtable Participant:

Participant, "Connecting CSPAN Archives with Communications Initiative." A presentation scheduled for the annual convention of the National Communication Association, Washington, D.C., November, 2013.

Chair, "Making Connections and Meeting Challenges for Communication Administrators in Contemporary Higher Education." A presentation scheduled for the annual convention of the National Communication Association, Washington, D.C., November, 2013.

Respondent, "Seminar: Situated Discourses of Citizenship." A presentation scheduled for the annual convention of the National Communication Association, Washington, D.C., November, 2013.

Respondent, "Top Competitive Papers in Rhetoric and Public Address." A panel at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April, 2013.

Participant, "Assessing the Arguments in the 2012 Presidential Debates." A panel at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April, 2013.

Participant, "Imaging the Possible for Political Communication Research." A panel discussion at the annual convention of the Central States Communication Association, Kansas City, Mo., April, 2013.

Participant, "Celebrating the Career of James W. Chesebro." A panel discussion at the annual convention of the Central States Communication Association, Kansas City, Mo., April, 2013.

Panelist, "Reflections on Election 2012: What Does it Mean for U.S. Leadership and Civic Action?" A panel discussion for the Beyond the Classroom Living & Learning Program at the University of Maryland, College Park, Md., November 2012.

Participant, "Advancing the Communication Discipline: Professional Development in Doctoral Education." A panel discussion at the annual convention of the National Communication Association, Orlando, Fla., November, 2012.

Participant, "Plenary Session II: Emerging Trends and Issues in Communication Research." A panel discussion at the National Communication Association Doctoral Honors Seminar, University of Southern California, Los Angeles, Calif., July, 2012.

Respondent, "Top Competitive Papers in Rhetoric and Public Address." A panel discussion at the annual convention of the Eastern Communication Association, Cambridge, Mass., April, 2012.

Respondent, "Remembering and Re-creating the Great Debate of September 25, 1960: The Kennedy and Nixon Libraries as Sites for Historical Argumentation." A panel discussion at the annual convention of the Eastern Communication Association, Cambridge, Mass., April, 2012.

Chair, "Transitions & Journey: Navigating the Academic Life in the 21st Century." A panel discussion at the annual convention of the Eastern Communication Association, Cambridge, Mass., April, 2012.

Chair, "Competitive Graduate Poster Session I and II." A poster session at the annual convention of the Eastern Communication Association, Cambridge, Mass., April, 2012.

Respondent, "Top Papers in Political Communication." A panel discussion at the annual convention of the Central States Communication Association, Cleveland, Ohio, March, 2012.

Panelist, "The Rhetoric of President Barack Obama." A panel discussion at the annual convention of the Central States Communication Association, Cleveland, Ohio, March, 2012.

Panelist, "Short Course #5: Engaging the Student as Citizen: Teaching the Political Communication Course in a Presidential Campaign Season." A panel discussion at the annual convention of the Central States Communication Association, Cleveland, Ohio, March, 2012.

Panelist, "Analyzing the 2012 Presidential Election: Reflections on the Primaries and Predictions for the General Election." A panel discussion at the annual convention of the Central States Communication Association, Cleveland, Ohio, March, 2012.

Respondent, "Research in Progress." A panel at the Accessing Civility: The Arizona Forum on Civil Communication, Tempe, Ariz., February, 2012.

Respondent, "Top Papers in Rhetoric & Public Address." A panel discussion at the annual convention of the Eastern Communication Association, Arlington, Virg., April, 2011.

Panelist, "Politics in the Potomac Region." A panel discussion at the annual convention of the Eastern Communication Association, Arlington, Virg., April, 2011.

Discussant, "Left Behind? Conservative Ideology and Diversity." A panel discussion in the Provost's Conversations on Diversity, Democracy, and Higher Education. University of Maryland, College Park, Md., November 2010.

Panelist, "Professional Development Workshop: Conference Participation." A panel presentation to the Department of Communication, University of Maryland, College Park, Md., October 2010.

Panelist, "Is Money Free Speech? Free Speech and Campaign Finance Reform." A teleconference sponsored by the National Communication Association for Free Speech Week, Washington, DC, October 19, 2010.

Panelist, "Colloquium Series on Emerging Research Areas: Media Studies." A panel presentation to the Department of Communication, University of Maryland, College Park, Md., April 2010.

Panelist. "Focus on the Future: What Future Path Holds the Greatest Promise for the Study of Political Communication?" A panel presentation at the annual convention of the Eastern Communication Association, Baltimore, Md., April, 2010.

Respondent. "Top Competitive Papers in Political Communication." A panel presentation at the annual convention of the Eastern Communication Association, Baltimore, Md., April, 2010.

Panelist. "President Obama Speaks to a Joint Session of Congress on Health Care Reform." A Webinar sponsored by the National Communication Association Research Board, September 10, 2009.

Chair. "*Communication Quarterly: A History of Publishing Excellence.*" A panel presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2009.

Panelist. "Political Advertising in the 2008 Presidential Campaign." A Webinar sponsored by the National Communication Association Research Board, October 6, 2008.

Panelist. "Representing the Republic in the 2008 Campaign." A panel presentation at the 11th Biennial Public Address Conference, Madison, Wisc., September, 2008.

Participant. "Making a Difference in the Next Four Years: A Roundtable Discussion of the 2008 Election." A panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., May, 2008.

Respondent. "Spotlight on Scholarship: Trevor Parry-Giles." A panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., May, 2008.

Respondent. "Making a Difference at Home and Abroad: A Collection of Rhetorical Analyses." A panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., May, 2008.

Participant. "Spotlight on Scholarship: Mari Boor Tonn." A panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., May, 2008.

Respondent. "Top Papers in Rhetoric & Public Address." A panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., May, 2008.

Participant/Honoree. "The Marie Hochmuth Nichols Award Spotlight on Scholarship." A panel presented at the annual convention of the National Communication Association, Chicago, Ill., November, 2007.

Chair. "At the Intersections of Political Communication: The University of Maryland's Political Advertising Resource Center & the Maryland 2006 Project." A panel presented at the annual convention of the Eastern Communication Association, Providence, R.I., April, 2007.

Chair. "Rhetorical Occasions: Conventions, Campaigns, & Keynotes." A panel presented at the annual convention of the Eastern Communication Association, Providence, R.I., April, 2007.

Respondent. "Top Papers in American Studies." A panel presentation at the annual convention of the National Communication Association, San Antonio, Tex., November, 2006.

Respondent. "Basic Matters of Democracy." A panel presentation at the annual convention of the National Communication Association, San Antonio, Tex., November, 2006.

Participant. "Feminist and Women's Studies Division Book Fair." A panel discussion at the annual convention of the National Communication Association, San Antonio, Tex., November, 2006.

Chair, "Top Papers in Rhetoric and Public Address." A panel presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2006.

Chair, "Transforming Early America: Spotlighting Lester Olson's *Benjamin Franklin's Vision of American Community: A Study in Rhetorical Iconology*." A panel presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2006.

Participant, "Honors Lecture Series: Panel on the Roberts Confirmation Hearings." A panel discussion sponsored by the University Honors Program, University of Maryland, College Park, Md., September, 2005.

Participant, "Spotlight Panel: Building a Center for Political Communication from the Ground Up: Discussion by Directors of University and College Centers of Institutes for Political Communication." A panel presentation at the annual convention of the Eastern

Communication Association, Pittsburgh, Penn., April, 2005.

Chair, "Frames of Formation: Constituting Expectations in Politics." A panel presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April, 2005.

Chair & Respondent, "Communicating Greater Expectations in Rhetorical History." A panel at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April 2005.

Chair, "The Supreme Court, Politics, and *Bush v. Gore*." A panel presentation at the annual convention of the National Communication Association, Miami, Fla., November, 2003.

Participant, "A Discussion of Textbook Essentials for Courses in Communication & Law." A panel presentation at the annual convention of the National Communication Association, Miami, Fla., November, 2003.

Participant, "Film and Pedagogy: An Interdisciplinary Discussion on Using Film for Critical Engagement in Undergraduate Courses." A panel presentation to the Consortium on Race, Gender, and Ethnicity Graduate Colloquium Series, College Park, Md., October 16, 2003.

Chair, "The Primary Contributions of Kathleen E. Kendall to Political Communication—Spotlight on Scholarship." A panel presentation at the annual convention of the Eastern Communication Association, Washington, D.C., April, 2003.

Chair, "Gendered Politics, Partisanship, and the 2002 Kansas Governor's Campaign." A panel presentation at the annual convention of the Eastern Communication Association, Washington, D.C., April, 2003.

Chair, "Political Speechwriting: A Washington Roundtable." A panel presentation at the annual convention of the Eastern Communication Association, Washington, D.C., April, 2003.

Respondent, "Communicating with the Public: Speechwriting and Debates." A panel presentation at the annual convention of the Eastern Communication Association, Washington, D.C., April, 2003.

Participant—Scholar's Roundtable, "Rhetorical Criticism and the Political Uses of the Internet." A panel presentation at the Eighth Presidential Rhetoric Conference ("Presidential Campaign Rhetoric in the Internet Age: The 2000 Election and Beyond"), George Bush Presidential Library and Museum/Texas A&M University, College Station, Tex., February-March, 2003.

Session Chair, 4th Biennial Public Address Conference, Indiana University, Bloomington, Ind., 1994.

Public Presentations—Invited:

Parry-Giles, Trevor. "The Gift that Keeps on Giving: Analyzing the Political Rhetoric of Bill Clinton." A presentation at the annual convention of the Eastern Communication Association, Pittsburgh, Penn., April, 2013.

Parry-Giles, Trevor. "Forward vs. Believe in America: Interpretive Dominance in the 2012 Presidential Election." A presentation at the annual convention of the Central States Communication Association, Kansas City, Mo., April, 2013.

Parry-Giles, Trevor. "Of Cults, Confusion, and Catholics: Reflections on the Faith Factor in Campaign 2012." A presentation to the Adult Continuing Education Program, Bradley Hills Presbyterian Church, Bethesda, Md., October, 2012.

Parry-Giles, Trevor. "The Hope and Promise of Political Communication in the 2012 Campaign." A presentation to the Lambda Pi Eta Speaker Series, Department of Communication, Christopher Newport University, Newport News, Va., October, 2012.

Parry-Giles, Trevor. "Political Advertising and the 2012 Campaign." A presentation to the Media, Self, & Society Program, College Park Scholars, University of Maryland, College Park, Md., October, 2012.

Parry-Giles, Trevor. "Teaching Tips for Typical Courses in Communication: Political Communication." An interview for the Virtual Faculty Lounge, National Communication Association, Washington, D.C., September, 2011.

Parry-Giles, Trevor. "The Hope and Promise of Political Communication in the 21st Century." A keynote address to the National Communication Association Faculty Development Institute "Hope" Conference, Randolph-Macon College, Ashland, Virg., July, 2011.

Parry-Giles, Trevor. "Political Ads, American Democracy, & Campaign '10." A presentation to the Media, Self, & Society Program, College Park Scholars, University of Maryland, College Park, Md., February, 2011.

Parry-Giles, Trevor. "The Chronotopic Clinton: Rhetorics of (a) Political Character in Popular Culture." A presentation for the Department of Communication Colloquium Series, University of Maryland, College Park, Penn., October 8, 2010.

Parry-Giles, Trevor. "Popular Culture Politics in Campaign '08." A presentation for the

Portz Scholars Summer Program, University Honors Program, University of Maryland, College Park, Md., June 24, 2009.

Ofulue, Nneka Ifeoma and Trevor Parry-Giles. "Rhetoric and Public Address in ECA's First 100 Years." A presentation at the annual convention of the Eastern Communication Association, Philadelphia, Penn., April, 2009.

Parry-Giles, Trevor. "Resisting a 'Tremendous Piety': The Role of Character and Personality in Presidential Campaigns." A presentation to the Adult Continuing Education Program, Bradley Hills Presbyterian Church, Bethesda, Md., October, 2008.

Parry-Giles, Trevor. "Political Ads, Popular Culture, and Campaign '08." A presentation for the Portz Scholars Summer Program, University Honors Program, University of Maryland, College Park, Md., June 24, 2008, and for the College Park Scholars Program, October 7, 2008.

Parry-Giles, Trevor. "Rethinking the Political Image: Toward a Rhetorical Politics for the 21st Century." A presentation for the Department of Communication Studies, University of Nebraska, Lincoln, Neb., March 25, 2008.

Parry-Giles, Trevor. "Campaign 2008 and the Political Image: Toward a Political Grammar for 21st Century American Politics." A presentation for the American Democracy Project, State University of New York-Brockport, Brockport, N.Y., October 3, 2007.

Parry-Giles, Trevor. "Political Campaign Communication: Current Issues-Future Directions." A presentation as a substitute seminar leader for the National Communication Association Institute for Faculty Development ("Hope" Conference), Randolph-Macon College, Ashland, Va., July 24, 2007.

Parry-Giles, Trevor. "High/Low Culture and the Politics of Pornographic Adaptations of Shakespeare." A presentation for the panel entitled "Shakespeare Undressed," of the Shakespeare in Washington Festival, University of Maryland, College Park, Md., April 25, 2007.

Parry-Giles, Shawn J. and Trevor Parry-Giles. "Critical Conversations on Civic Issues—Faculty & Film Series." A presentation for the Beyond the Classroom: Living & Learning Program at the University of Maryland, College Park, Md., November 6, 2006.

Parry-Giles, Trevor and Shawn J. Parry-Giles. "Speaking of Books...Conversations with Campus Authors." A presentation for the University of Maryland Libraries, College Park, Md., November 2, 2006.

Parry-Giles, Trevor and Shawn J. Parry-Giles. "How *The West Wing* Reshaped the American Presidency." A presentation for the University of Maryland Family Weekend, College Park, Md., October 13, 2006.

Parry-Giles, Trevor. "The Unfortunate Evolution of Advice & Consent: Deliberation's Demise in the Roberts and Alito Supreme Court Confirmation Hearings." The 2006 Cody Davis Lecture, Department of Communication Studies, Vanderbilt University, Nashville, Tenn., April, 2006.

Parry-Giles, Trevor. "The Unfortunate Evolution of Advice & Consent: Deliberation's Demise in the Roberts and Alito Supreme Court Confirmation Hearings." A presentation to the Dean's Student Advisory Committee, College of Arts & Humanities, University of Maryland, College Park, Md., March, 2006.

Parry-Giles, Trevor. "The Unfortunate Evolution of Advice & Consent: Deliberation's End and the Limits of Metaphor in the Roberts' Confirmation Hearings." A presentation to the Department of Communication Arts & Sciences, The Pennsylvania State University, State College, Penn., February, 2006.

Parry-Giles, Trevor. "The Character of Justice: Rhetoric, Law, and Politics in the Supreme Court Confirmation Process." A presentation to the OASIS Program, Gaithersburg, Md., December, 2005.

Parry-Giles, Trevor. "The Character of Justice: Rhetoric, Law, and Politics in the Supreme Court Confirmation Process." A presentation for Center on Aging/Legacy Leadership Maryland, University of Maryland, College Park, Md., September, 2005.

Parry-Giles, Trevor. "Popular Culture and Campaign 2004: An Assessment." A presentation at the "Campaign 2004 Presidential Election Debriefing," sponsored by the New Politics Forum of the Annette Strauss Institute for Civic Participation, University of Texas, Austin, Tex., November, 2004.

Parry-Giles, Shawn J., and Trevor Parry-Giles. "Faith and the 2004 Presidential Election." A presentation to the Adult Continuing Education Program, Bradley Hills Presbyterian Church, Bethesda, Md., October, 2004.

Parry-Giles, Trevor. "To Promote a 'Judicious Choice': Presidential Responses to the Exercise of Advice and Consent by the U.S. Senate on Supreme Court Nominations." A presentation to the Ninth Presidential Rhetoric Conference ("The Prospects of Presidential Rhetoric"), George Bush Presidential Library and Museum/Texas A&M University, College Station, Tex., March, 2004.

Parry-Giles, Trevor. "Political Speechwriting." A presentation to the Washington Program, Miami University of Ohio, Washington, D.C., June 9, 2003.

Parry-Giles, Trevor. "Reflections on Campaign 2002." A presentation to the Center on Aging/Legacy Leadership Maryland, University of Maryland, College Park, Md., November 1, 2002.

Parry-Giles, Trevor. "Succeeding in Graduate School: Professional Involvement and Development from a Faculty Perspective." A presentation to a Career Center Symposium entitled "Professional Activity as a Graduate Student: Succeeding in Graduate School," University of Maryland, College Park, Md., September 20, 2002.

Parry-Giles, Trevor. "The Critical Patriot in Times of Crisis." A presentation at a forum entitled "Rhetorical Leadership in Times of Crisis," University of Maryland, College Park, Md., September 19, 2001.

Parry-Giles, Trevor. "The Supreme Court Confirmation Process and American Civil Liberties: The Character of Rights Jurisprudence." A McDougal Fund Lecture at Ripon College, Ripon, Wisc., April, 2001.

Parry-Giles, Trevor. "Shaping Justice: Clarence Thomas, Civil Rights, and the Celebritization of the Supreme Court Confirmation Process." A presentation to the Sixth Presidential Rhetoric Conference ("The White House and Civil Rights Policy"), George Bush Presidential Library and Museum/Texas A & M University, College Station, Tex., March, 2000.

Parry-Giles, Trevor. "The State of Contemporary Political Communication: An Optimistic Reassessment." A presentation to the Forum on Political Communication, School of Speech Communication, James Madison University, Harrisonburg, Va., December, 1999.

Parry-Giles, Trevor. "Lessons from the Field: Ethics and Political Communication." A presentation to the Public Relations Society of America Educators' Academy International, Interdisciplinary Public Relations Research Conference, University of Maryland, College Park, Md., June, 1999.

Parry-Giles, Trevor. "Hate Speech, Free Speech, Responsible Speech." A lecture/discussion presented to the Coalition for Women's Awareness, Monmouth College, Monmouth, IL, 1997 and the Monmouth College International Club, Monmouth, Ill., 1998.

Parry-Giles, Trevor. "Of Bridges and Character: The Uses of History in Presidential Image Constructions, 1996." A presentation to the University Seminar Series, St. Ambrose University, Davenport, Iowa, October, 1996.

Parry-Giles, Trevor. "Gendered Politics and Presidential Campaigning." A presentation to the Women's Studies Program, St. Ambrose University, Davenport, Iowa, October, 1994.

Parry-Giles, Trevor. "Myth, Martyrdom, and Martin Luther King, Jr." A presentation to the St. Ambrose Philosophical Society, Davenport, Iowa, March, 1992.

Teaching & Advising:

Courses Taught:

Political Campaign Communication Management (School of Public Affairs)
 The Rhetoric of the Presidency—Pivotal Election Campaigns (undergraduate & graduate)
 Introduction to Graduate Study in Communication (graduate)
 Seminar in Mediated Communication—Image & Authenticity (graduate)
 The Rhetoric of Political Institutions—Popular Culture and U.S. Politics (graduate)
 The Rhetoric of Political Institutions—The Supreme Court (graduate)
 Seminar in Rhetorical Theory: The Political Image (graduate)
 Historical/Critical Methods in Communication Research (graduate)
 Advanced Historical/Critical Methods in Communication Research (graduate)
 Seminar in Political Communication (undergraduate & graduate)
 Political Campaign Communication
 Seminar in Public Address: The Rhetoric of Law and Constitutions (graduate)
 Communication Colloquium
 The Power of Discourse in American Life
 Senior Seminar – The Mass Media and American Politics
 Interpreting Strategic Discourse
 Senior Seminar – Political Communication
 Rhetorical History and Theory (graduate)
 Classical and Medieval Rhetorical Theory
 Rhetorical Criticism
 Public Speaking
 Speechwriting
 Gender and Communication
 Fundamentals of Communication
 Interpersonal Communication
 Business and Professional Communication
 Organizational Communication
 Freedom of Speech
 Argumentation and Debate
 Advanced Public Speaking
 Parliamentary Procedure

M.A. Plan of Study and Examination Committees (bold face=completed degree):

Advisor/Chair:

Timothy Barney (chair)

- Seminar Paper: "Adlai E. Stevenson's 'A New America': The Acceptance Address at the 1956 Democratic National Convention" (2007)

Erica Lamm (chair)

- Seminar Paper: "Coming Out of the Rhetorical Closet: Privacy in *Bowers* and *Lawrence*" (2004)

James Marconi (chair)

- Seminar Paper: "Navigating the Expectations Gap: The Rhetorical Presidency, Barack Obama, and the Health Care Debate" (2011)

Elizabeth Marvin (chair) [did not graduate]

- Seminar Paper: "A Self-Fulfilling Prophecy?: Media Coverage of the Dean for America Campaign and the 'Dean Scream'" (2005)

Meghan O'Shaughnessy (chair)

- Seminar Paper: "Margaret Sanger and the American Birth Control Movement: Navigating the Public and Private Spheres of Washington, D.C." (2004)

Marisa Pauly (chair)

- Seminar Paper: "Mediating Hispanics in Political Advertising: A Case Analysis of the New Democrat Network" (2005)

Committee Member:

Anne Boyle
Jill Cornelius
Lisa Corrigan
Abbe Depretis
Terri Donofrio
Christine Hanson
Lindsay Hayes
Leslie Holoweiko
Katie Irwin
Amber Joiner
Margaret Kane
Benjamin Krueger
Adam McDaniel
Jade Olson
Richard Winston

Ph.D. Plan of Study, Examination, and/or Dissertation Committees:

Advisor/Chair:

Timothy Barney

- Dissertation: "(Re)Placing America: Cold War Mapping and the Mediation of American Space," 2011.
 - Recipient, Lynda Lee Kaid Outstanding Dissertation Award, Political

- Communication Division, National Communication Association, 2012.
- Recipient, Outstanding Dissertation Award, American Society for the History of Rhetoric, 2012.
- Recipient, Outstanding Dissertation Award, Critical & Cultural Studies Division, National Communication Association, 2012.
- Recipient, Gerald R. Miller Outstanding Doctoral Dissertation Award, National Communication Association, 2013.
- Assistant Professor, Department of Rhetoric and Communication Studies, University of Richmond, Richmond, Virg.

Jaclyn Bissell

Martha Kelly Carr

- Dissertation: "Rhetorical Contingency and Affirmative Action: The Paths to Diversity in *Regents of University of California v. Bakke*," 2010.
- Assistant Professor, School of Communications Design, University of Baltimore, Baltimore, Md.

James G. Gilmore

- Dissertation: "The Story of Christian America: Narrative Reinforcement, Ideology, and the Christian Right," prospectus defended, 2012.

N. Winnie Okafor

Michael Steudeman

Jill Cornelius Underhill

- Dissertation: "Examining the Effects of Hope and Fear Appeals on Cognitive Processing," 2012.
- Assistant Professor, Department of Communication Studies, Marshall University, Huntington, WV.

Committee Member:

Julio Bermejo

Jason Black

Lisa Burns

Lisa Corrigan

Abbe Depretis

Terri Donofrio

Lindsey Fox

Elizabeth Gardner

Lindsay Hayes

Sean Luechtefeld

Tiffany Lewis

Jade Olson

Alyssa Samek

Yvonne Slosarski

Belinda Stillion Southard

Artesha Taylor

Stephen Underhill

Richard Winston

Dean's Representative on Ph.D. Dissertation Committees:

Wendy Clupper (Theatre & Performance Studies)

Melissa Anne Ebbers (Philosophy)

Ashley Glacel (American Studies)

Karen Koner (Music Education)

Allison Brovey Warner (English)

Curriculum Development:

Participant, Online Course Development Project, College of Arts & Humanities, University of Maryland, 2011.

Participant, Summer Institute on Teaching with New(er) Technologies, Center for Teaching Excellence, University of Maryland, 2010.

Participant, Chesapeake Project, Office of Sustainability, University of Maryland, 2009.

Departmental, College, and University Service:

University Service:

Member, Search Committee, Dean of the Philip Merrill College of Journalism, University of Maryland, 2011-2012.

Member, Academic Planning Advisory Committee, University of Maryland, 2010-2012.

Member, University Medal Selection Committee, University of Maryland, 2009.

Member, First Year Book Selection Committee, University of Maryland, 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.

Faculty Representative to Honor Code Hearings, Office of Student Conduct, University of Maryland, 2006-2007, 2007-2008, 2008-2009, 2009-2010.

Member, Technology Facilities Committee, University of Maryland, 2003-2004.

Coordinator, Speaking-Across-the-Curriculum Assessment and Development, St. Ambrose University, 1995-1997.

Member, College of Human Services Curriculum Committee, St. Ambrose University, 1993-1997.

Chair, Board of Student Publications, St. Ambrose University, 1993-1996.

Member, Academic Support Committee, St. Ambrose University, 1993-1995.

Parliamentarian, Faculty Assembly, St. Ambrose University, 1992-1993.

College Service:

Member, Dean's Task Force on Diversity, College of Arts & Humanities, University of Maryland, 2011-2012.

Faculty Representative, Department of Communication Chair's Review Committee, College of Arts & Humanities, University of Maryland, 2011.

Member, MITH (Maryland Institute for Technology in the Humanities) Director Search Committee, College of Arts & Humanities, University of Maryland, 2005.

Member, Committee on New Technologies, College of Arts & Humanities, University of Maryland, 2004-2006.

Member, Collegiate Council, College of Arts & Humanities, University of Maryland, 2002-2006. Vice-Chair, 2004-2005; Chair, 2005-2006; Council Representative to the Academic Planning and Advisory Committee, 2005-2006; Council Representative to the Administrative Council, 2005-2006.

Departmental Service:

Member, Faculty Advisory Committee, Department of Communication, University of Maryland, 2004-2005, 2006-2007, 2007-2008, 2010-2011, 2011-2012. Secretary, 2004-2005. Chair, 2006-2007, 2010-2011, 2011-2012.

Member, Appointment, Promotion, and Tenure Committee, 2005-present. Senior Appointment, Promotion, & Tenure Committee, 2010-present. Chair, 2013-2014.

Faculty Mentor, Department of Communication, University of Maryland, 2008-2009, 2009-2010, 2010-2011, 2011-2012.

Member, Strategic Plan Committee, Department of Communication, University of Maryland, 2008-2009.

Member, Self-Study Committee, Department of Communication, University of Maryland, 2007.

Web Site Content Manager, Department of Communication, University of Maryland, 2003-2005; 2007-present.

Co-Coordinator, 9th Biennial Public Address Conference, Department of Communication, University of Maryland, 2003-2004.

Co-Director and Webmaster, Political Advertising Resource Center, Center for Political Communication and Civic Leadership, University of Maryland, 2004-present.

Director of Departmental Advancement, Department of Communication, University of Maryland, 2003-2005.

Member, Steering Committee, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, 2001-present.

Webmaster, Center for Political Communication and Civic Leadership, Department of Communication, University of Maryland, 2001-present.

Member, Faculty Search Committee, Department of Communication, University of Maryland, 2003, 2004, 2007, 2008, 2011.

Member, Salary Committee, Department of Communication, University of Maryland, 2001, 2006.

Library Liaison, Department of Communication, University of Maryland, 2001-2003.

Chair, Colloquium Committee, Department of Communication, University of Maryland, 2001-2003.

Awards Committee, Department of Communication, University of Maryland, 2001.

Member, Centennial Committee, Department of Communication, University of Maryland, 2000-2001.

Divisional Representative, Curriculum Committee, Department of Communication, Western Illinois University, 1997-1998.

Member, Testing and Outreach Graduate Committees, Department of Communication, Western Illinois University, 1997-1998.

Secretary, Division of Public Communication and Human Resources, Department of Communication, Western Illinois University, 1997-1998.

Editorial Service—Journals:

Editor, *Communication Quarterly*, Volumes 58-60, 2010-2012.

Co-Guest Editor, Special Issue: Campaign 2004, *Rhetoric & Public Affairs*, 2005.

Editorial Board Member for the following:

- *Argumentation & Advocacy*, 2001-2003 (Dale Herbeck, ed.)
- *Communication Quarterly*, 2007-2009; 2013-2015 (Janette Kenner Muir, Benjamin Bates, eds.)
- *Communication Studies*, 2007-present (William Benoit; Kimberly Powell, Robert Littlefield, eds.)
- *Critical Studies in Media Communication*, 2001-2010 (Celeste Michelle Condit/Bonnie Dow; Linda Steiner; Eric King Watts, eds.)
- *Free Speech Yearbook*, 2006-2007 (James Arnt Aune, ed.)
- *Iowa Journal of Communication*, 1997-1998 (Kimberly Powell, ed.)
- *Qualitative Research Reports in Communication*, 2012-2014 (Janie Harden Fritz, ed.)
- *Quarterly Journal of Speech*, 2000-2001; 2008-2010; 2014-2016 (Andrew King; John Louis Lucaites, Barbara Biesecker, eds.)
- *Rhetoric & Public Affairs*, 2007-present (Martin J. Medhurst, ed.)
- *Southern Communication Journal*, 2008-present (Mary Stuckey; J.D. Ragsdale, eds.)
- *Western Journal of Communication*, 2012 (William Eadie, ed.)

Manuscript Reviewer for the following:

- *Argumentation & Advocacy*, 2005, 2008, 2009
- *Communication & Critical/Cultural Studies*, 2007, 2008
- *Communication, Culture, & Critique*, 2009, 2010
- *Communication Studies*, 1995-1997
- *Communication Yearbook*, 2006
- *Journal of Public Relations Research*, 2007, 2008
- *Journal of Sociolinguistics*, 2005
- *Political Communication*, 1999-2001, 2005
- *Politics & Policy*, 2007, 2009, 2010, 2013
- *Quarterly Journal of Speech*, 2006
- *Rhetoric & Public Affairs*, 2004, 2006
- *Western Journal of Communication*, 2004, 2007, 2008, 2011

Editorial Service—Books:

Book Manuscript Reviewer, University of South Carolina Press, 2011, 2012.

Book Manuscript Reviewer, The Pennsylvania State University Press, 2011.

Book Manuscript Reviewer, Routledge, 2010.

Book Manuscript Reviewer, University of Alabama Press, 2009.

Book Manuscript Reviewer, Palgrave/Macmillan, 2008.

Book Manuscript Reviewer, Rowman & Littlefield, 2008.

Proposal Reviewer, Oxford University Press, 2007.

Proposal Reviewer, Allyn & Bacon/Pearson/Longman, 2007.

Proposal Reviewer, Strata Publishing, 2003.

Book Manuscript Reviewer, Texas A&M University Press, 2003.

Textbook Reviewer, Houghton Mifflin, 2000-2001.

Textbook Reviewer, Wadsworth Publishing Company, 1999.

Professional Service:

Associate Convention Planner/Graduate Poster Session Coordinator, Eastern Communication Association Convention, Cambridge, Mass., 2012.

Seminar Leader, "The More Things Change...The More They Stay the Same: Emerging Questions about Political Communication in the 21st Century," National Communication Association Institute for Faculty Development, "Hope" Conference. Randolph-Macon College, Ashland, Virg., 2011.

Chair, James A. Winans - Herbert A. Wichelns Memorial Award for Distinguished Scholarship in Rhetoric and Public Address Committee, National Communication Association, 2010.

Executive Council Representative, Political Communication Interest Group, Eastern Communication Association, 2008-2010.

Faculty Promotion/Tenure Reviewer, University of Alabama-Huntsville, 2006; University of Rhode Island, 2007, 2013; Colorado State University, 2008, 2013; Ohio University, 2008; Texas Tech University, 2009; SUNY-New Paltz, 2011; Indiana University-Kokomo, 2011; The Pennsylvania State University, 2011; University of Missouri, 2013.

Chair, Dissertation Award Committee, Political Communication Division, National Communication Association, 2007.

Member, James A. Winans - Herbert A. Wichelns Memorial Award for Distinguished Scholarship in Rhetoric and Public Address Committee, National Communication Association, 2005-2007.

Webspinner, Public Address Division, National Communication Association, 2003-present.

Officer, Rhetoric & Public Address Interest Group, Eastern Communication Association (Vice Chair, 2004-2005; Chair, 2005-2006).

Chair, Nominating Committee, Political Communication Division, National Communication Association, 2001-2002.

Chair, Nominating Committee, Public Address Division, National Communication Association, 1998.

Nominating Committee Member, Public Address Division, National Communication Association, 1997.

Officer, Freedom & Responsibilities of Speech Interest Group, Central States Communication Association (Vice-Chair, 1994-1995; Chair, 1995-1996).

Paper/Panel Reviewer for the following:

- Latino/a Communication Studies Division/La Raza Caucus, 2007
- Political Communication Division, National Communication Association, 2001, 2004, 2006, 2012
- Political Communication Interest Group, Eastern Communication Association, 2004, 2007, 2008, 2009, 2010, 2011, 2012, 2013
- Public Address Division, National Communication Association, 1994, 2003, 2007, 2008, 2011
- Rhetorical and Communication Theory Division, National Communication Association, 1999
- Rhetorical Theory and Criticism Interest Group, Central States Communication Association, 1993, 1994, 1996
- Rhetoric & Public Address Interest Group, Eastern Communication Association, 2004, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013

Grants and Fellowships:

Research and Scholarship Award, University of Maryland, 2011-2012.

- A semester's teaching release in support of a research project entitled "Peitho's President: Rhetoric, Deliberation, and Power during the Clinton Presidency."

General Research Board Award, University of Maryland, 2004.

- \$10,250 in support of a research project entitled "A Return to Relevance: Bill Clinton's Response to the Oklahoma City Bombing."

General Research Board Award, University of Maryland, 2001.

- \$2,250 in support of a research project entitled "The Rhetorical Presidency of Bill Clinton." The Department of Communication added \$250 to the GRB Award for a total grant of \$2,500.

Summer Stipend, Western Illinois University, 1998.

- \$2,000 in support of a research project entitled "Trapped in Hyperreality: The Clintons and Postmodern Presidential Politics." (I was awarded the stipend in January 1998. I relinquished the stipend upon resignation of my contract.)

Faculty Development Grant, St. Ambrose University, 1995.

- \$1,500 in support of research investigating presidential image construction in the 1992 campaign.

Federation Prize, Central States Communication Association, 1995.

- \$3,000 award in support of a research project entitled "Demarcating Justice: Rhetoric, Politics, and the Law in the Supreme Court Nomination Process, 1916-1991."

Faculty Development Grant, St. Ambrose University, 1993.

- \$1,500 in support of research investigating the ideological influence of the Supreme Court nomination and appointment process on American jurisprudence and politics.

Grant-in-Aid of Research, Indiana University, 1990.

- \$750 in support of dissertation research.

Graduate Minority Fellowship, Indiana University, 1989.

- \$1,500 award given by the Indiana University Graduate School to deserving minority graduate students.

Honors and Awards:

Distinguished Research Fellow, Eastern Communication Association, 2012.

Communication Ethics Division Edited Volume Award, 2010. National Communication Association. For *Public Address and Moral Judgment: Critical Studies in Ethical Tensions*.

Bruce E. Gronbeck Political Communication Research Award, Carl Couch Center, 2008.

As contributor to *The Rhetoric of the New Political Documentary*, edited by Thomas W. Benson and Brian J. Snee.

Spotlight on Scholarship Panel, 2008. Eastern Communication Association, Pittsburgh, Penn.

Kohrs-Campbell Prize in Rhetorical Criticism, National Communication Association, 2007. For *The Character of Justice: Rhetoric, Law, and Politics in the Supreme Court Confirmation Process*.

Diamond Anniversary Book Award, National Communication Association, 2007. For *The Character of Justice: Rhetoric, Law, and Politics in the Supreme Court Confirmation Process*.

The Marie Hochmuth Nichols Award, Public Address Division, National Communication Association, 2007. For *The Character of Justice: Rhetoric, Law, and Politics in the Supreme Court Confirmation Process*.

Past Presidents/Officers Club Award, Eastern Communication Association, 2007. Awarded to "an outstanding ECA member" who "has contributed a significant body of research to the communication discipline and...[who] possesses a significant record of continuing service to ECA."

Top Contributed Paper, Rhetoric & Public Address Interest Group, Eastern Communication Association, 2007. For "Intersecting Therapeutic Rhetorics of Mimesis and Methexis: Bill Clinton and the Oklahoma City Bombing."

Top Three Paper, Political Communication Interest Group, Eastern Communication Association, 2005. For "The Future of Supreme Court Confirmations: Beyond Bork."

Everett Lee Hunt Award for Outstanding Scholarship, Eastern Communication Association, 2003. For *Constructing Clinton: Hyperreality and Presidential Image-Making in Postmodern Politics* (with Shawn J. Parry-Giles).

Nominee, Parents' Association Outstanding Faculty Member of the Year Award, University of Maryland, 2001, 2002.

Wrage-Baskerville Award, Public Address Division, National Communication Association, 2001. Given for "Constructing Presidency: *The West Wing* and the Ideological Definition of Presidential Leadership" (with Shawn J. Parry-Giles).

Pollie Awards (12), American Association of Political Consultants, Washington, DC, 1999-2005. Presented for advertising conceptualized and/or written primarily by me as senior writer or freelance creative consultant.

Top Contributed Paper, Public Address Division, National Communication Association, 1998. Given for “Meta-Imaging and the Hyperreality of American Politics: *The War Room* and the 1992 Clinton Campaign” (with Shawn J. Parry-Giles).

Top Three Paper, Communication & Law Division, National Communication Association, 1997. For “For the Soul of the Supreme Court: Progressivism, Ethics, and ‘Social Justice’ in the 1916 Nomination of Louis D. Brandeis.”

Top Five Paper, Commission on Freedom of Expression, National Communication Association, 1995. For “The British Press and the 1985 Censorship Controversy over *Real Lives – At the Edge of the Union*.”

Top Four Paper, Public Address Division, National Communication Association, 1994. For “Hegemonic Masculinity and the Presidential Campaign Film: A Reassessment of the ‘Feminine Style’” (with Shawn J. Parry-Giles).

Robert G. Gunderson Achievement Award (Outstanding Graduate Student), Department of Speech Communication, Indiana University, 1989.

Indiana Tradition Award for Excellence in Teaching Public Speaking, Department of Speech Communication, Indiana University, 1988.

Outstanding Teaching Assistant Award, International Communication Association, 1987.

Winner, 112th Contest of the Interstate Oratorical Association, Peoria, Ill., 1985.

Community Service:

Treasurer, Blair Band and Orchestra Parents Association, Montgomery Blair High School, Silver Spring, Md., 2012-present.

Volunteer Coordinator, Blair Band and Orchestra Parents Association, Montgomery Blair High School, Silver Spring, Md., 2010-present.

Board of Directors, Mabuhay, Inc., Prince Georges’ County, Md., 2012.

Treasurer, Camp Mabuhay Summer Camp, Columbia, Md., 2002-2010.

Moderator, Mayoral and City Council Candidates’ Forum, Rockville Chamber of Commerce and Community Ministries Outreach, Rockville, Md., 2001.

Treasurer, Center for Young Children, Parent-Teacher Association, University of Maryland, College Park, Md., 1999-2002.

Vice-President, Center for Young Children, Parent-Teacher Association, University of Maryland, College Park, Md., 1998-1999.

Discussion Leader, Money+Politics Phase II, Illinois 17th Congressional District, Macomb, Ill., 1997. Moderated and led a series of focus group discussions about the relationship between money and politics and the possibility of campaign finance reform with citizens and the local member of Congress. This project was sponsored by a partnership of the League of Women Voters Education Fund and The Harwood Group.

Moderator, Mayoral and City Clerk Debates, Monmouth, Ill., 1997. Served as moderator and questioner for public municipal debates sponsored by WMOI/WRAM radio and the *Monmouth Review-Atlas*.

Moderator, Leaders of Western Illinois Panel Discussion, "Politics and Local Media," Monmouth, Ill., 1995.

Media Consultation, Commentary & Analysis

Interviewed by/Quoted In:

Newspapers, Magazines, Web Sites

Albuquerque Journal

Atlanta Journal-Constitution

Baltimore Sun

Boston Herald

Buffalo News

Carroll County Times (Westminster, Md.)

Christian Science Monitor

CNN Radio

Corridor, Inc.

Dagsavisen (Norway)

The Daily Oklahoman

The Daily Record (Annapolis, Md.)

Detroit News

The Diamondback (College Park, Md.)

El Mercurio (Chile)

The Examiner (Washington, D.C.)

Foxnews.com

The Gazette (Maryland)

Helsingborgs Dagblad (Sweden)

The Hill

Houston Chronicle

Howard County (Md.) Gazette

La Presse (Montreal/Quebec, Canada)
Men's Health
National Post/Ottawa Citizen (Canada)
The New York Times
The News Journal (Wilmington, Dela.)
The News-Observer (Raleigh, N.C.)
Newsday
The Observer (U.K.)
Politico
Potomac Almanac
Quad-City Times
Rock Island Argus-Dispatch
San Diego Union-Tribune
The San Francisco Chronicle
The Times (London, U.K.)
The Times Colonist (Victoria, British Columbia, Canada)
USA Today
U.S. News & World Report
View Magazine (Canada)
The Wall Street Journal
The Washington Post
The Washington Times
Wisconsin Daily Cardinal

Wire Services, Radio, Television & Film

Agence France-Presse (AFP)
 Al Jazeera (English)
 Associated Press (AP)
 EFE (Spain)
 Ether Films—*Mile High: What It Take to Win...and Lose...the White House*
 Gannett News Service
 Ispot.com
 Japan Broadcasting
 Kyodo News Service (Japan)
 Les Films d'Ici—*Mr President*
 McClatchy News Service
NBC Nightly News
 Newhouse News Service
 Reuters
 The Swedish Press News Service
 United Press International (UPI)
 Bloomberg Radio Network—*Simply Put*
 BBC—*Four Corners*

China Central Television (CCTV—China)
 CJOB NewsRadio (Winnipeg, Canada)
 C-SPAN—*Washington Journal*
 Federal News Radio (Washington, D.C.)—*The Daily Debrief Show*
 KPCC (Pasadena, CA—NPR Affiliate)—*The Patt Morrison Show*
 Maryland Public Television—*Direct Connections*
 New Hampshire Public Radio—*The Exchange*
 Nippon Hoso Kyokai—Japan Broadcasting Association—*World's Largest Election: U.S. Presidential Election*
 Spiegel TV (Germany)
 UMTV (College Park, Md.)
 Utah Public Radio—*Midday Utah*
 Voice of America
 WAMU (Washington, D.C.—NPR Affiliate)—*The Kojo Nnamdi Show*
 WJLA (Washington, D.C.—ABC Affiliate)
 WMDT (Salisbury, Md.—ABC Affiliate)
 WNYC (New York, N.Y.—NPR Affiliate)—*The Leonard Lopate Show*
 WQAD—Newchannel 8 (Moline, Ill.—ABC Affiliate)
 WQPT (Rock Island, Ill.—PBS Affiliate)
 WRC (Washington, D.C.—NBC Affiliate)
 WTOP (Washington, D.C.)
 WTTG (Washington, D.C.—Fox Affiliate)
 WUSA (Washington, D.C.—CBS Affiliate)
 WYPR (Baltimore, Md.—NPR Affiliate)—*The Marc Steiner Show, Midday with Dan Rodricks, Maryland Morning with Sheilah Kast*
 XM Satellite Radio—POTUS '08
 Community Television of Prince George's Channels 76 & 70

Curriculum Vitae
Anita Atwell Seate, Ph.D.

Notarization: I have read the following and certify that this curriculum vitae is current and an accurate statement of my professional record.

Signature: _____

Date: _____

1. Personal Information

Department: Communication

Rank: Assistant Professor

Year of University Appointment to Current Rank: 2012

Education

Ph.D., Communication, University of Arizona, Tucson, AZ, 2012

Dissertation Title: "Understanding the Role of Emotions in Mediated Intergroup Threat: A Cultivation and Appraisal Theory Approach"

M.A., Communication, Georgia State University, Atlanta, GA, 2009

Thesis Title: "The Effect of Gay Visual Exemplars on Issue Perception in Newspaper Reports"

B.A., Speech (Major) and Psychology (Minor), Georgia State University, 2004

Employment

Assistant Professor, Department of Communication, University of Maryland, August 2012-present

2. Research, Scholarly, and Creative Activities

a. Chapters in Referred Books

b. Invited Chapters in Books

Mastro, D. & Atwell Seate, A. (2012). Group membership in race-related media processes and effects. In H. Giles (Ed.), *The Handbook of Intergroup Communication* (pp. 357-369). New York: Routledge. (Second author contributed 30% to the chapter)

c. Articles in Refereed Journals

Mastro, D., Atwell Seate, A., Blecha, E., & Gallegos, M. (2012). The wide world of sports commentary: The effects of gender and race-based expectations in sports on the evaluations of sports analyst. *Journalism & Mass Communication Quarterly*, 89, 458-474. doi: 10.1177/1077699012447922 (Second author contributed 40% to the article)

Atwell Seate, A., Cohen, E., Fujioka, Y., & Hoffner, C. (2012). Exploring gun ownership as a social identity to understanding the perceived influence of the Virginia Tech news coverage on

attitudes toward gun policy. *Communication Research Reports*, 29, 130-139. doi: 10.1080/08824096.2012.667773 (First author contributed 65% to the article)

Mastro, D., Blecha, E., & Atwell Seate, A. (2011). Characterizations of criminal athletes: A systematic analysis of sports news depictions of race and crime. *Journal of Broadcasting & Electronic Media*, 55, 526-542. doi: 10.1080/08838151.2011.620664. (Third author contributed 30% to the article)

Atwell Seate, A., Harwood, J., & Blecha, E. (2010). "He was framed!" Framing criminal behavior in sports news. *Communication Research Reports*, 27, 343-354. doi: 10.1080/08824096.2010.518917. (First author contributed 60% to the article)

d. Book Reviews, Other Articles, and Notes

e. Talks, Abstracts, and Other Professional Papers Presented

i. *Invited Talks*

ii. *Refereed Conference Papers*

Atwell Seate, A. & Mastro, D. (2013). Understanding the media's role in immigration attitudes: An experimental test of intergroup threat theory. To be presented at the International Communication Association's annual meeting, London, UK.

Atwell Seate, A. & Hill Zuganelli, D. (2012). Neighborhood diversity, interpersonal contact, and intergroup emotions: Understanding the factors of prejudice towards Latinos. Presented at the National Communication Association's annual meeting, Orlando, FL, USA.

Atwell Seate, A., Joyce, N., & Harwood, J. (2011). Necessary and sufficient conditions of interpersonal contact: An FS/QCA approach to understanding intergroup attitudes. Presented at the National Communication Association's annual meeting, New Orleans, LA, USA.

Mastro, D., Blecha, E., & Atwell Seate, A. (2011). Characterizations of criminal athletes: A systematic analysis of sports news depictions of race and crime. Presented at the International Communication Association's annual meeting, Boston, MA, USA.

Atwell Seate, A. & Fahmy, S. (2011). Level of expertise, webpage type, and internet credibility: Understanding Internet journalism in the context of the Iran revolution. Presented at the International Communication Association's annual meeting, Boston, MA, USA.

Atwell Seate, A. (2010, November). The role of social identity in interpersonal perception formation. Presented at the National Communication Association's annual meeting, San Francisco, CA, USA.

Atwell Seate, A. & Kenski, K. (2010, November). Media use and political behavior: An empirical test of the O-S-R-O-R model. Presented at the National Communication Association's annual meeting, San Francisco, CA, USA.

- Atwell Seate, A. (2009, November). The effect of gay visual exemplars on social estimate perceptions. Presented at the National Communication Association's annual meeting, Chicago, IL, USA.
- Atwell Seate, A., Cohen, E., Fujioka, Y., & Hoffner, C. (2009, August). Perceived influence of the Virginia Tech news coverage on self and others' attitudes toward gun policy. Paper presented at the Association for Education in Journalism & Mass Communication's annual conference, Boston, MA, USA.
- Atwell Seate, A. (2008, November). Let's talk about sex baby: Gay males' use of the Internet to broaden their sexual networks. Paper presented at the National Communication Association annual conference, San Diego, CA, USA.
- Fujioka, Y., Hoffner, C., Atwell Seate, A. & Cohen, E. (2008, August). The influence of news coverage of the Virginia Tech Shootings on perceived threat, stereotypes of South Korean immigrants, and avoidance of intergroup interaction. Paper presented at the Association for Education in Journalism & Mass Communication's conference, Chicago, IL, USA.
- Hoffner, C., Fujioka, Y., Cohen, E., & Atwell Seate, A. (2008, May). Perceived media influence, mental illness stereotyping, and responses to news coverage of the Virginia Tech shootings. Paper presented at the International Communication Association annual conference, Montreal, QC, Canada.
- Atwell Seate, A., Moncreift, A., Williams, A., Fujioka, Y. & Vanman, E. J. (2007, October). Race ethnicity and the TV news: Facial EMG activity can index audience responses. Presented at the Society for Psychophysiological Research annual meeting, Savannah, Georgia, USA

f. Contracts and Grants

Graduate and Professional Student Association Travel Grant, \$500.00, August 2011

Graduate and Professional Student Association Travel Grant, \$500.00, May 2011

g. Fellowships, Prizes, and Awards

University of Arizona, Dept. of Communication, Dissertation Award, \$1,100.00, August 2011

Communication Graduate Teaching Associate of the Year, \$750.00, August 2010

Black Graduate Student Member of the Year, May 2010

Communication Graduate Teaching Associate of the Year, \$750.00, August 2009

University of Arizona Graduate Student Fellowship, \$1,000.00, August 2008

h. Editorial Boards and Reviewing Activities for Journals

Editorial Boards of Refereed Journals

Refereed Journals Reviewing

Cyberpsychology, Behavior, and Social Networking, April 2011

Media Psychology, April 2011

Mass Communication and Society, October 2012-present

International Journal of Public Opinion Research, May 2012

Refereed Conference Reviewing

Mass Communication Division, National Communication Association, 2009-present

Political Communication Division, National Communication Association, 2010 and 2011

Mass Communication Division, International Communication Association, 2010

j. Professional Development

Attended Workshop: Writing Successful Grants: University of Maryland (November 8, 2012)

3. Teaching, Mentoring, and Advising

University of Maryland

Research Methods in Communication, COMM 400: Fall 2012 ($N \approx 135$), Spring 2013 ($N \approx 130$)

Communication Colloquium, COMM 478: Fall 2012 ($N \approx 7$), Spring 2013 ($N \approx 5$)

Seminar in Mediated Communication: Marginalized Social Groups in the Media, COMM 468M, Spring 2013 ($N \approx 35$)

University of Arizona

Mass Communication Theory, COMM 409: Fall 2011 ($N \approx 20$), Spring 2012 ($N \approx 20$)

Introduction to Communication Theory, COMM 300: Summer 2011 ($N \approx 25$), Summer 12 ($N \approx 30$)

Media, Race, and Communication, COMM 339: Winter 2008 ($N \approx 35$), Fall 2009 ($N \approx 25$), Spring 2010 ($N \approx 25$), Fall 2010 ($N \approx 25$), Spring 2011 ($N \approx 25$)

Introduction to Research Methods and Statistics, COMM 228: Fall 2008 T.A. (Under the Direction of Dr. Joseph Bonito, $N \approx 80$), Standalone: Spring 2009 ($N \approx 25$), Summer 2009 ($N \approx 35$), Summer 2009 ($N \approx 35$), Summer 2010 ($N \approx 35$)

Communication and New Technology, COMM 209. Winter 2009, T. A. (Under the Direction of Dr. Steven Rains, $N \approx 120$)

Northern Arizona University

Business and Professional Speaking: CST 315, Spring 2012 ($N \approx 8$)

Organization and Professional Communication: SPCH 416, Spring 2011 ($N \approx 8$)

Gender and Communication, SPCH 424: Fall 2010 ($N \approx 20$)

Georgia State University

Media, Culture, and Society, COMM 2050: T.A. (Under the Direction of Dr. Joe Bellon $N \approx 150$) Fall 2007 (two sections), Spring 2008 T.A. (two sections)

b. Advising: Other than Research Direction

c. Advising: Research Direction

i. *Ph.D. Students*

University of Maryland Department of Communication Chaired Committees

University of Maryland of Communication Other Committees

Kelly Madden (in progress, Comprehensive Exam Committee).

Rachel Elrom (in progress)

d. Professional Development: Teaching

Attended Workshop: The Center for Teaching Excellence, University of Maryland: Infusing a Multicultural Perspective in Every Class

Attended Workshop: National Communication Association Annual Conference (Orlando, FL): Teaching Interracial Communication

4. Service

a. Professional

b. University of Maryland Campus

i. *Departmental*

Faculty Expert in the Center for Health and Risk Communication: Fall 2012 – present

Member of the Undergraduate Advisory Committee: Fall 2012- present

Member of the Colloquia Committee: Fall 2012-present

Member of the Assistant Professor (tenure-track) Search Committee: Fall 2012-Spring 2013

Member of the Academic Advisor Search Committee: Fall 2012-Spring 2013

Member of the Graduate Student Recruitment Subcommittee Fall 2012-present

ii. *University*

c. University of Arizona

i. *Departmental*

Association for Graduate Students in Communication (AGSC), Secretary/Treasurer: Fall 2008- Spring 2012

ii. *University*

Travel Grant Reviewer: Graduate and Professional Student Association: Fall 2011-Spring 2012

Sankofa Committee Member: Black Graduate Student Association: Fall 2010- Spring 2011

Curriculum Vitae

ERICH J. SOMMERFELDT, Ph.D.

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature_____ Date_____

1. Personal Information

Department: Communication

Rank: Assistant Professor

Year of University Appointment to Current Rank: 2012

Education

Ph.D. in Mass Communication, University of Oklahoma, August 2011

Dissertation: *Social capital networks of media NGOs in Peru: A public relations approach to explicating relationships in civil society*

M.A. in Communication, Western Michigan University, August 2007

Thesis: *Activism, public relations, and the Internet: A case study of MoveOn.org*

B.F.A. in Musical Theatre Performance, Western Michigan University, May 2003

Employment

Assistant Professor, Department of Communication, University of Maryland, August 2012

Assistant Professor, Department of Mass Communication and Communication Studies, Towson University, August 2011–August 2012

2. Research, Scholarly, and Creative Activities

* = co-authored with University of Maryland Department of Communication graduate students

a. Articles in Refereed Journals

Buehner, T., & Sommerfeldt, E. J. (accepted, forthcoming). Visual communication in the public sphere. *American Communication Journal*. (Second author contributed 10% to article)

Sommerfeldt, E. J. (in press). The civility of social capital: Public relations in the public sphere, civil society, and democracy. *Public Relations Review*. doi: 10.1016/j.pubrev.2012.12.004

Sommerfeldt, E. J. (2013). Online power resource management: Activist resource mobilization, communication strategy, and organizational structure. *Journal of Public Relations Research*, 25, 347–367. doi: 10.1080/1062726X.2013.806871

Saffer, A., Sommerfeldt, E. J., & Taylor, M. (2013). The effects of organizational Twitter interactivity on organization-public relationships. *Public Relations Review*, 39, 213–215. doi: 10.1016/j.pubrev.2013.02.005 (Second author contributed 30% to article)

Sommerfeldt, E. J. (2013). Networks of social capital: Extending a public relations model of civil society in Peru. *Public Relations Review*, 39, 1–12. doi: 10.1016/j.pubrev.2012.08.005 (Lead article)

Sommerfeldt, E. J. (2012). The dynamics of activist power relationships: A structurationist exploration of the segmentation of activist publics. *International Journal of Strategic Communication*, 6, 269–286. doi: 10.1080/1553118X.2012.686256 (Lead article)

Cited in: Sisco, H. F., Pressgrove, G., & Collins, E. L. (2013). Paralleling the practice: An analysis of the scholarly literature in nonprofit public relations. *Journal of Public Relations Research*, 25, 282–306.

Sommerfeldt, E. J., Kent, M. L., & Taylor, M. (2012). Activist practitioner perspectives of website public relations: Why aren't activist websites fulfilling the dialogic promise? *Public Relations Review*, 38, 303–312. doi: 10.1016/j.pubrev.2012.01.001 (Lead article, first author contributed 60% to article)

Cited in: (1) Sisco, H. F., Pressgrove, G., & Collins, E. L. (2013). Paralleling the practice: An analysis of the scholarly literature in nonprofit public relations. *Journal of Public Relations Research*, 25, 282–306.; (2) Rudvall, J., & Westin, J. (2013). Må era själar ruttna i helvetet!!!: En fallstudie om aktiva publics på Facebook. Unpublished doctoral dissertation, Mid Sweden University.; (3) Šahinpašić, A. (2013). Javni radio-televizijski sistem u Bosni i Hercegovini: online komunikacija, sadržaj i participacija. *Medijska istraživanja*, 19(1), 105–135.; (4) Johansson, J., & Fant, R. (2013). En social uppsats: En studie i kampanjskapande på Facebook utifrån projektledare och publik. Unpublished doctoral dissertation, Mid Sweden University.; (5) Ciszek, E. (2013). Advocacy and amplification: Nonprofit outreach and empowerment through participatory media. *Public Relations Journal*, 7, 187–213.

Sommerfeldt, E. J., & Taylor, M. (2011). A social capital approach to improving public relations' efficacy: Diagnosing internal constraints on external communication. *Public Relations Review*, 37, 197–206. doi: 10.1016/j.pubrev.2011.03.007 (First author contributed 60% to article)

Cited in: (1) Buchholz, U., & Knorre, S. (2012). *Interne Unternehmenskommunikation in resilienten Organisationen*. Springer DE.; (2) Dodd, M. D. (2012). *A social capital model of public relations: Development and validation of a social capital measure*. Unpublished doctoral dissertation, Miami University.

Sommerfeldt, E. J. (2011). Activist online resource mobilization: Relationship building features that fulfill resource dependencies. *Public Relations Review*, 37, 429–431. doi: 10.1016/j.pubrev.2011.03.003

Sommerfeldt, E. J. (2011). Activist e-mail action alerts and identification: Rhetorical relationship building strategies in collective action. *Public Relations Review*, 37, 87–89. doi: 10.1016/j.pubrev.2010.10.003

Cited in: Condor, S., Tileagă, C., & Billig, M. (forthcoming). Political rhetoric. In L. Huddy (Ed.), *Oxford handbook of political psychology*. Oxford, UK: Oxford University Press

b. Other Articles, Encyclopedia Entries

Sommerfeldt, E. J. (forthcoming). Catalytic issues management. In R. L. Heath (Ed.), *Encyclopedia of public relations* (2nd ed.). Thousand Oaks, CA: Sage.

Sommerfeldt, E. J. (forthcoming). Resource dependency theory. In R. L. Heath (Ed.), *Encyclopedia of public relations* (2nd ed.). Thousand Oaks, CA: Sage.

Sommerfeldt, E. J. (2012). *Content analysis: Can shared indicators improve monitoring and evaluation?* Washington, D.C.: Center for International Media Assistance, National Endowment for Democracy.

Mandel, J., & Sommerfeldt, E. J. (2012). *Closing the loop: Responding to people's information needs from crisis response to recovery to development: A case study of post-earthquake Haiti*. Washington, D.C.: Internews Network.

Sommerfeldt, E. J. (2011). *Peruvian media development sector network analysis and factors influencing media development*. Washington, D.C.: Internews Network.

c. Talks, Abstracts, and Other Professional Papers Presented

i. Invited talks

“An introduction to monitoring and evaluation techniques” (2012, April). Earth Journalism Network, Washington, D.C.

“Research in public affairs: A framework for effective communication planning and assessment” (2013: March; June; 2012: February, April, May, July, November). Department of Defense, United States Defense Information School (DINFOS), Ft. Meade, MD.

“Applications of social network analysis for international development programs” (2011, December). QED Group, Washington, D.C.

“An introduction to social network analysis as a tool for monitoring and evaluation” (2011, October). Internews Network, Washington, D.C.

ii. Refereed conference proceedings

Sommerfeldt, E. J., & Mandel, J. (2013, August). *Media credibility and disaster: The moderating role of information satisfaction in post-earthquake Haiti*. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication, Washington, D.C. (Mass communication and society division).

Sommerfeldt, E. J., *Paquette, M., *Janoske, M., Saffer, A., & *Ma, L. (2013, August). *Identifying communities in public relations theory networks: The structure of research paradigms*. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication, Washington, D.C. (Public relations division).

- Sommerfeldt, E. J. (2013, June). *The civility of social capital: Public relations in the public sphere, civil society, and democracy*. Paper accepted for presentation at the annual conference of the International Communication Association, London. (Public relations division).
- Sommerfeldt, E. J. (2013, June). *Social media silos and civil society: A role for public relations in contemporary development communication efforts*. Paper accepted for presentation at the annual conference of the International Communication Association, London. (Public relations division).
- Sommerfeldt, E. J. (2012, November). *Networks of social capital: Extending a public relations model of civil society*. Paper presented at the annual conference of the National Communication Association, Orlando, FL. (Public relations division).
- Sommerfeldt, E. J., *Paquette, M. C., *Janoske, M., Saffer, A., & *Ma, L. (2012, November). *Network COMMunities of public relations scholarship: The evolving structure of public relations theory*. Presented at the annual conference of the National Communication Association, Orlando, FL. (Public relations division).
- Sommerfeldt, E. J., & Kent, M. L. (2012, May). *A network approach to measuring organization–public relationships*. Research directions for public relations using social network analysis. Paper presented at the annual conference of the International Communication Association, Phoenix, AZ. (Top five faculty papers panel, public relations division).
- Sommerfeldt, E. J. (2011, November). *The dynamics of activist power relationships: A structurationist exploration of the segmentation of activist publics*. Paper presented at the annual conference of the National Communication Association, New Orleans, LA. (Public relations division).
- Klyueva, A., & Sommerfeldt, E. J. (2011, November). *Voices from across the Atlantic: Reflections on U.S. and European public relations scholarship*. Paper presented at the annual conference of the National Communication Association, New Orleans, LA. (Public relations division).
- Saffer, A., Sommerfeldt, E. J., & Taylor, M. (2011, November). *Social media as a relationship-building function: What does the evidence tell us?* Presented at the annual meeting of the National Communication Association, New Orleans, LA. (Public relations division).
- Sommerfeldt, E. J., Kent, M. L., & Taylor, M. (2011, May). *Why aren't activist websites fulfilling the dialogic promise? Activist practitioner perspectives of website public relations*. Paper presented at the annual conference of the International Communication Association, Boston, MA. (Public relations division).
- Sommerfeldt, E. J. (2011, March). *What do we really know about building relationships through the Web and social media?* Presented at the Mid-Winter Conference of the Association for Education in Journalism and Mass Communication (AEJMC), Norman, OK.
- Sommerfeldt, E. J. (2010, November). *Teaching specialized public relations courses: A graduate student perspective*. Competitive paper panel: Public relations education: Do we teach what we practice? Presented at the annual conference of the National Communication Association, San Francisco, CA. (Public relations division).

- Sommerfeldt, E. J. (2010, November). *Building bridges between public relations and the public sphere*. Competitively chosen panel discussion presented at the 2010 meeting of the National Communication Association, San Francisco, CA. (Panel organizer, chosen as NCA theme panel).
- Sommerfeldt, E. J. (2010, November). *Rethinking activism in public relations: An introduction to resource mobilization theory*. Paper presented at the annual conference of the National Communication Association, San Francisco, CA. (Top three student papers panel, public relations division).
- Sommerfeldt, E. J. (2010, November). *Building bridges between public relations and the public sphere: Understanding public relations as rhetorical advocacy and agency*. Paper presented at the annual conference of the National Communication Association, San Francisco, CA. (Top four student papers panel, rhetoric and communication theory division).
- Sommerfeldt, E. J. (2010, August). *The role of social capital in public relations' efficacy: How internal networks influence external practice*. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (AEJMC), Denver, CO. (Public relations division).
- Sommerfeldt, E. J. (2010, August). *Legitimation in activist issues management: Congressional testimony of the AIDS Coalition to Unleash Power (ACT UP)*. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (AEJMC), Denver, CO. (Public relations division).
- Sommerfeldt, E. J. (2010, June). *Activist public relations: Activist practitioners' perceptions of publics, the Internet, and media*. Paper presented at the annual conference of the International Communication Association, Singapore. (Public relations division).
- Sommerfeldt, E. J., Wolfe, K., & Johnson, C. (2010, June). *Activist online resource mobilization and tactics: Relationships between resource-dependencies and tactical behavior*. Paper presented at the annual conference of the International Communication Association, Singapore. (Public relations division).
- Sommerfeldt, E. J. (2010, March). *Legitimation in issues management: Activist congressional testimony on issues of AIDS policy*. Paper presented at the Mid-Winter Conference of the Association for Education in Journalism and Mass Communication (AEJMC), Norman, OK. (Graduate student division).
- Sommerfeldt, E. J. (2009, November). *Activism, information subsidies, and the Internet: A case study of MoveOn.org*. Paper presented at the annual conference of the National Communication Association, Chicago, IL. (Public relations division).
- Sommerfeldt, E. J. (2009, August). *Beyond activist publics: Toward a public relations typology of activist groups*. Paper presented at the annual conference of the Association for Education in Journalism and Mass Communication (AEJMC), Boston, MA. (Public relations division).
- Sommerfeldt, E. J. (2009, May). *Activist group relationships and power: Toward a typology of activist publics*. Presented at the annual meeting of the International Communication Association, Chicago, IL. (Panel organizer, chosen as ICA theme panel).

Sommerfeldt, E. J. (2008, November). *Activism, relationship building, and the Internet: A case study of MoveOn.org*. Paper presented at the annual conference of the National Communication Association, San Diego, CA. (Public relations division).

Sommerfeldt, E. J. (2008, May). *Money and people change the world: Internet resource mobilization in activist public relations*. Paper presented at the annual conference of the International Communication Association, Montreal, Canada. (Public relations division).

Cited in: Hobler, M. R. (2012). *Situating organizational participation, discourse, and development at two key global maternal health conferences: A critical-cultural analysis*. Unpublished doctoral dissertation. University of Maryland.

Sommerfeldt, E. J. (2007, November). *Workgroups, diversity, and homosexuality: (Dis)connections in the conflict management literature*. Paper presented at the annual conference of the National Communication Association, Chicago, IL. (GLBTQ Studies division).

Sommerfeldt, E. J. (2007, May). *Building a social movement through public relations: An analysis of Christian Right efforts to foster constituent identification via e-mail*. Paper presented at the annual conference of the International Communication Association, San Francisco, CA. (Public relations division).

Cited in: (1) Stokes, A. Q. (2013). You are what you eat: Slow food USA's constitutive public relations. *Journal of Public Relations Research*, 25(1), 68–90; (2) Terry, A. J. (2009). *The new and improved, 100% genuine Jesus: Reimagining and redefining Christian politics*. Unpublished doctoral dissertation, California State University, Sacramento.

Sommerfeldt, E. J. (2006, April). *Politics and the pulpit: Correlations between Christian media consumption and dissemination of political ideology by ecclesiastics*. Paper presented at the annual conference of the Central States Communication Association, Indianapolis, IN.

e. Contracts and Grants

Co-Investigator, “Training the Teacher: Diversity & Inclusion Training for the Oral Communication Program (OCP).” Grant from the University of Maryland’s Office of Diversity and Inclusion, \$15,000, September 2013–January 2014.

f. Fellowships, Prizes, and Awards

2012: James E. Grunig and Larissa A. Grunig Outstanding Doctoral Dissertation Award, public relations division of the International Communication Association

2012: Top five faculty paper panel, public relations division, ICA conference

2011: NCA Public Relations Division PRIDE Award for Best Article of the Year

2011: Robberson Research & Creative Endeavors Grant, University of Oklahoma, \$800

2010: First place for visual presentation in a refereed poster session, AEJMC public relations division

2009–11: Foundation Fellow, University of Oklahoma

2010: Top student papers, public relations (top three) and rhetoric and communication theory (top four) divisions, NCA conference

2010: Gaylord Family Scholarship. Gaylord College of Journalism and Mass Communication, \$500

2010: Recipient of the T. H. Lee Williams International Travel Scholarship, University of Oklahoma, \$1,500

2007: Recipient of the Western Michigan University-All University Graduate Research and Creative Scholar Award

2007: Recipient of the Western Michigan University-School of Communication Graduate Research and Creative Scholar Award

g. Editorial Boards and Reviewing Activities for Journals

Refereed Journals Reviewing (Ad hoc)

Public Relations Review: 11 manuscripts since June 2011

Human Communication Research: 2 manuscripts since January 2011

International Journal of Strategic Communication: 2 manuscripts since January 2011

Journal of Applied Communication Research: 1 manuscript since November 2012

New Media & Society: 1 manuscript since August 2012

Asian Journal of Communication: 1 manuscript since June 2012

Refereed Conference Reviewing

Public Relations Division, Association for Education in Journalism and Mass Communication, 2013

Public Relations Division, International Communication Association 2009–present

Public Relations Division, National Communication Association, 2009–present

3. Teaching, Mentoring, and Advising

a. Courses taught

University of Maryland

Public Relations Theory (COMM 350): Spring 2013

Seminar in Global Public Relations (COMM 633): Spring 2013

Public Relations Techniques (COMM 351): Fall 2012, Fall 2013

Seminar in Public Relations Publics (COMM 631): Fall 2013

Towson University

Public Relations Writing (MCOM 357): Fall 2011, Spring 2012

Practice of Public Relations and Organizational Communication (MCOM 606): Spring 2012

Mass Media Graphics (MCOM 415): Spring 2012

University of Oklahoma

Public Relations Publications (JMC 3433): Fall 2009, Spring 2010, Fall 2010

Public Relations Writing (JMC 3423): Spring 2010, Fall 2010

Typography & Design (JMC 3813): Mini-semester 2010

Advertising Copy & Layout (JMC 3353): Fall 2010

b. Advising: Research Direction

i. Ph.D. Students

University of Maryland Department of Communication Committees

Ling Na (in progress)

Melissa Janoske (in progress)

Amanda Kennedy (in progress)

Timothy Penn (in progress)

Julia Fraustino (in progress)

c. Textbooks, Manuals, Notes, Software Web Pages and Other Contributions to Teaching

Kent, M. L., & Sommerfeldt, E. J. (2011). *Public relations writing: A rhetorical approach. Instructor's Manual*. Boston: Allyn and Bacon. (Second author contributed 30% to book)

4. Service

a. Professional

i. Offices and committee memberships held in professional organization

NCA public relations division PRIDE committee member, 2011–2012

NCA public relations division subcommittee on reviewing guidelines, 2011

b. University of Maryland Campus

i. Departmental

Chair, Department of Communication Colloquium Committee, August 2012–present

Undergraduate curriculum revision task force, August 2012–present

Graduate Studies Recruitment Subcommittee, January 2013–present

Faculty Senate Representative, May 2013–present

Department IRB Coordinator, May 2013–present

Curriculum Vitae
Elizabeth Lance Toth, Ph.D.
Professor and Chair, Department of Communication
Affiliate Professor, Women's Studies
University of Maryland

1. Personal Information

Department of Communication
The University of Maryland, College Park
2130 Skinner Building
College Park, Maryland 20742-7635
301-405-8077 eltoth@umd.edu

Education

Ph.D. in Communication, Purdue University, West Lafayette, Indiana, 1975
M.A. in Communication, Purdue University, West Lafayette, Indiana, 1969
B.S. in Speech, Northwestern University, Evanston, Illinois, 1966

Employment Background

2007 to present	<i>Professor and Chair</i> , Department of Communication University of Maryland, College Park
2004 to 2007	<i>Full Professor</i> , Department of Communication The University of Maryland, College Park
1990 to 2004	<i>Associate Dean for Academic Affairs and</i> <i>Full Professor of Public Relations, PR Department Chair</i> S.I. Newhouse School of Public Communications Syracuse University, Tenured, 1990; Promoted, 1995
1984 to 1990	<i>Assistant Professor of Public Relations</i> Center for Communication Arts Southern Methodist University
1981 to 1984	<i>Assistant Professor</i> Department of Speech Communication Southern Illinois University at Carbondale
1977 to 1981	<i>Information and Communication Specialist III</i> Office of Coastal Management State of North Carolina Department of Natural Resources and Community Development, Raleigh, North Carolina
1973 to 1977	<i>Administrative Officer</i>

Charlotte-Mecklenburg Community Relations Committee
City of Charlotte, North Carolina

- 1970 to 1973 *Research Consultant*
State of North Carolina Department of Youth Development and the
University of North Carolina at Charlotte, Charlotte, North Carolina
- 1969 to 1981 *College Instructor, part-time*
Winthrop College, Rock Hill, South Carolina, 1969. Queens College,
Charlotte, North Carolina, 1970. Central Piedmont Community College,
Charlotte, 1971, 1972. North Carolina State, University, Raleigh, 1979, 1980,
1981.

2. Research, Scholarly, and Creative Activities

a. Books.

i. Books Authored.

- Lattimore, D., Baskin, O., Heiman, S. T., & **Toth, E. L.** (2011).
Public relations: The profession and the practice (4rd ed.). New York: McGraw Hill.
- Lattimore, D., Baskin, O., Heiman, S. T., & **Toth, E. L.** (2009).
Public relations: The profession and the practice (3rd ed.). New York: McGraw Hill.
- Lattimore, D., Baskin, O., Heiman, S. T., & **Toth, E. L.** (2007).
Public relations: The profession and the practice (2nd ed.). New York: McGraw Hill.
- Lattimore, D., Baskin, O., Heiman, S. T., **Toth, E. L.**, & Van Leuven, J. K. (2004).
Public relations: The profession and the practice. New York: McGraw Hill.
- Grunig, L. A., **Toth, E. L.**, & Hon, L. C. (2001), *Women and public relations: How gender influences practice*. New York: Guilford Press.

ii. Books Edited.

- Heath, R. L., **Toth, E. L.** & Waymer D. (Eds.). (2009). *Rhetorical and critical approaches to public relations II*. New York, NY: Taylor & Francis.
- Toth, E. L. (Ed.) (2007). *Excellence in public relations and communication management: Challenges for the next generation*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Toth, E. L. (Invited Ed.) (2006). Public relations and communication management: Challenges for the next generation (Special issue). *Journal of Public Relations Research*, 18.
- Toth, E. L. and Aldoori, L. (Eds.) (2001). *The gender challenge to media: Voices from the*

field. Cresskill, NJ: Hampton Press.

Toth, E. L., and Heath, R. L. (Eds.) (1992), *Rhetorical and Critical Approaches to Public Relations*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

ii. Chapters in Books (Not Refereed)

Toth, E. L. (2010). Reflections on the field. In Heath, R. L. (Ed), *The Sage handbook of public relations*, (711-22). Thousand Oaks, CA: Sage.

Toth, E. L. (2010). Gestao da comunicacao em funcao da diversidade nas organizacoes. In Kunsch, M.M. K. (Ed.), *A comunicacao como fator de humanizacao das organizacoes* (pp. 125-134). Santa Paula, Brazil: Difusao Editora.

Toth, E. L. (2009). The case for pluralistic studies of public relations: Rhetorical, critical, and excellence perspectives. In Heath, R. L., Toth, E. L. & Waymer D. (Eds.). (2009). *Rhetorical and critical approaches to public relations II*. New York, NY: Taylor & Francis.

Toth, E. L. and Cline, C. G. (2007). Women in public relations: Success linked to organizational and societal cultures. P.J. Creedon & J. Cramer (Eds.) *Women in mass communication*, (3rd ed.), (pp. 85-96). Thousand Oaks, CA: Sage.

Grunig, L. A. & **Toth, E. L.** (2006). The ethics of communicating with and about difference in a changing society, (pp. 39-52). In K. Fitzpatrick & C. Bronstein (Eds.), *Perspectives on ethics in public relations: Responsible advocacy*. Sage: Thousand Oaks, CA.

Toth, E. L. (2006). Building public affairs theory. In V. Hazelton & C. Botan (Eds.), *Public relations theory II* (pp. 499-522). Mahwah, NJ: Lawrence Erlbaum Publishers, Inc.

Toth, E. L. (2001). How feminist theory advanced the practice of public relations. In R. L. Heath (Ed.), *The handbook of public relations* (pp.237-246). Thousand Oaks, CA: Sage.

Toth, E. L. (2000). From personal to interpersonal influence: A model for relationship management. In J. A. Ledingham and S. D. Bruning (Ed.), *Public relations as relationship management: A relational approach to the study and practice of public relations* (pp 205-219). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Toth, E. L. (2000). Public relations rhetoric: History, concepts, future. In D. Mass, D. Vercic and G. Warnaby (Eds.) *Perspectives on public relations research* (pp. 121-144). London: Routledge.

Toth, E. L. (1994). The normative nature of public affairs: A rhetorical analysis. In W. Armbrrecht & U. Zabel (Eds.), *Normative aspekte der public relations* (pp. 51-67). Germany: Westdeutscher Verlag.

Cline, C. G. & **Toth, E. L.** (1993). Re-visioning women in public relations: Practitioner and feminist perspectives. In P.J. Creedon (Ed.), *Women in mass communication* (pp. 183-198). 2nd ed. Newbury Park, CA: Sage, 183-198.

Toth, E. L. (1992). The case for pluralistic studies of public relations: Rhetorical, critical, and systems perspectives. In E.L. Toth and R. L. Heath (Eds.) *Rhetorical and critical approaches to public relations* (pp. 3-15). Hillsdale, NJ: Lawrence Erlbaum and Associates.

iii. **Chapters in Books (refereed)**

Aldoory, L. and **Toth, E. L.** (2000). The complexities of feminism in communication scholarship today. W. Gudykunst (Ed.), *Communication Yearbook 24*, (pp.345-361). Thousand Oaks, CA: Sage.

b. **Articles in Refereed Journals**

Toth, E. L. & Briones, R. L. (2013). 'It Depends on the Degree:' Exploring Employers' Perceptions of Public Relations Master's Degrees, *Public Relations Journal*, 7 (electronic journal at www.prsa.org).

Shen, H. & **Toth, E. L.** (Accepted for publication). Public Relations Master's Education Deliverables: How Practitioners and Educators View Strategic Practice Curriculum. *Public Relations Review*.

Briones, R. L. & **Toth, E. L.** (2013). The State of PR graduate curriculum as we know it: A longitudinal analysis. *Journalism and Mass Communication Educator*, 68, 119-133.

Austin, L. L. & **Toth, E. L.** (2011). Exploring ethics education in global public relations curricula: Analysis of international curricula descriptions and interviews with public relations educators. *Public Relations Review*, 37, 506-12.
2012 Pride Award as part of the special Education issue

Martinelli, D. & **Toth, E. L.** (2010, Winter). Lessons on the big idea and public relations: Reflections on the 50-year career of Charlotte Klein. *Public Relations Journal*, 4 (electronic journal at www.prsa.org).

Khamis, S. & **Toth, E. L.** (2009). International public relations: An American perspective. *Tripodos*, 1, 31-40.

Yun, H. & **Toth, E. L.** (2009). Future sociological diplomacy and the role of public relations: Evolution of public diplomacy. *American Behavioral Scientist*, 53, 493-503.

- Lee, S., **Toth, E. L.** & Shin, H. (2008). Categorization and routes of national reputation formation. The US opinion leaders' views on South Korea. *Place Branding and Public Diplomacy*, 4, 272-286).
- Aldoory, L., Reber, B. H., Berger, B. K. & **Toth, E. L.** (2008). Provocations in public relations: A study of gendered ideologies of power-influence in practice. *Journalism and Mass Communication Quarterly*, 85, 735-50.
- Aldoory, L., Jiang, H., **Toth, E. L.** & Sha, B-L. (2008). Is it still just a women's issue?
A study of work-life balance among men and women in public relations. *Public Relations Journal*, 2. (electronic journal at www.prsa.org).
- Shen, H. & **Toth, E. L.** (2008). An ideal public relations master's curriculum: Expectations and status quo. (Research in Brief). *Public Relations Review*. 30, 309-311.
- Sha, B. L. & **Toth, E. L.** (2005). Future professionals' perceptions of work, life, and gender issues in public relations. *Public Relations Review*, 3, 93-100.
- Aldoory, L. & **Toth, E. L.** (2004). Leadership and gender in public relations: Perceived effectiveness of transformational and transactional leadership styles. *Journal of Public Relations Research*, 16, 157-184.
- Aldoory, L. & **Toth, E. L.** (2002). Gender discrepancies in a gendered profession: A developing theory for public relations. *Journal of Public Relations Research*, 14, 85-102.
- Toth, E.L. (2002). Postmodernism for modernist public relations: The cash value and application of critical research in public relations. *Public Relations Review*, 28, 243-250.
- Aldoory, L. & **Toth, E. L.** (2000). An exploratory look at graduate public relations curricula. *Public Relations Review*, 26, 115-125.
- Grunig, L. A., **Toth, E. L.** & Hon, L. C., (2000). Feminist values in public relations. *Journal of Public Relations Research*, 12, 49-68.
- Toth, E. L., (1999). Models for instruction and curriculum. *Public Relations Review*, 25, 45-54.
- Serini, S. A., **Toth, E. L.**, Wright, D. K., & Emig, A. (1998). Power, gender, and public relations: Sexual harassment as a threat to the practice. *Journal of Public Relations Research*, 10, 193-218.
- Toth, E. L., Serini, S. A., Wright, D. K., & Ernig, A. (1998). Trends in public relations roles: 1990-1995. *Public Relations Review*, 24 (2), 145-163.

- Serini, S., **Toth, E. L.**, Wright, D. K., & Emig, A. (1997). Women, men and job satisfaction in public relations: A preliminary analysis. *Journal of Public Relations Research*, 9, 99-118.
- Toth, E. L. & Grunig, L.A. (1993). The missing story of women in public relations. *Journal of Public Relations Research*. 5, 153-176.
- Toth, E. L. & Cline, C. G. (1991). Public relations practitioner attitudes toward gender issues: A benchmark study. *Public Relations Review*, 17, 161-174.
- Toth, E. L. (1989). Whose freedom and equity in public relations? - The gender balance argument. *Mass Comm Review*, 16:1 & 2, 70-76.
- Toth, E. L. (1988). Making peace with gender issues in public relations. *Public Relations Review*, 14, 36-47.
- Toth, E. L. & Trujillo, N. (1987). Reinventing corporate communications. *Public Relations Review*, 13, 42-53.
- Trujillo, N. and **Toth, E.L.** (1987). Organizational paradigms for public relations research and practice. *Management Communication Quarterly*, 1, 199-231.
- Toth, E. L. (1986). Broadening research in public affairs. *Public Relations Review*, 12, 27-36.
- Lance, E. P. (1985). Survey finds that few women are teaching in PR programs. *Journalism Educator*, 40 (4), 7-8, 48.
- Lance, E. P. (1984). Buckley, D. C., & Deetz, S. F. Speech communication faculty careers: A status report. *Communication Quarterly*, 32, 271-6.
- Lance, E. P. (1982). A case study of government public hearings: What is communicated? *The Journal of the Illinois Speech and Theater Association*, 36(1), 71-80.

c. Monographs, Reports, and Extension Publications.

- Toth, E. L. & Aldoory, L. (2010, March). A first look: An in-depth analysis of global public relations education. Public relations curriculum and instructors from 20 countries. New York: PRSA Foundation, www.commpred.org/firstlook/.
- Toth, E. L. and Aldoory, L. (2001). *Year 2000 gender study report of the Committee on Work Life, and Gender Issues to the Public Relations Society of America*. Report to the Board of Directors, Public Relations Society of America, New York.
- Wright, D. K., Grunig, L.A., Springston, J. and **Toth, E. L.** (1991). *Under the glass*

ceiling: An analysis of gender issues in American public relations. New York City: Public Relations Society of America Foundation.

Toth, E. L., and Cline, C. G. (1989). *Beyond the velvet ghetto*. San Francisco: IABC Foundation.

Cline, C. G., **Toth, E. L.**, Turk, J. V., Walters, L. M., Johnson, N., and Smith, H. (1986). *The velvet ghetto: The increasing percentage of women in public relations and business communication*. San Francisco: IABC Foundation.

d. Book Reviews, Other Articles, and Notes.

Book Reviews

Toth, E. L. (2007). The sage handbook of gender and communication. *Public Relations Review*, 33, 240-241.

Toth, E. L. (2002). Strategic planning for public relations and the public relations handbook. *Journalism and Mass Communication Educator*, 57, 82-283.

Toth, E.L. (1989) Women and men in management. *Public Relations Review*, 15, 99.

Toth, E. L. (1988). Public relations cases. *Public Relations Review*, 14, 53-4.

Lance, E. P. (1984). The white house conferences of Eleanor Roosevelt. *Public Relations Review*, 10, 75-6.

Other Articles

Toth, E L. (Forthcoming). Women public relations pathfinders. In R. L. Heath, (Ed.), *Encyclopedia of Public Relations*. Thousand Oaks, CA: Sage.

Sha, B-L. & **Toth, E. L.** (2010, Oct.). Why work, life & gender is a diversity issue. *Tactics*, p. 18.

Toth, E. L. (2009, Oct.). Global graduates: Examining PR education around the world. *Tactics*, p. 21.

Toth, E. L. (2009). Diversity and public relations practice. An essay for the Institute for Public Relations Essential Knowledge Project, www.instituteforpr.org/topics/diversity-and-pr-practice/.

Notes

Toth, E. L. (2006). On the challenge of practice informed by theory, *Journal of Communication Management*, 10, 110-111.

Toth, E. L. (1993). Women in media industries: The issues. In T. Hunt and B. Ruben

(Eds.), *Mass communication: The production and consumption of information* (pp. 361-2). New York: HarperCollins, 1993.

e. **Talks, Abstracts, and Other Professional Papers Presented.**

Conference Papers

Toth, E. L. & Briones, R. L. (2013). Exploring public relations employers' perceptions of public relations master's degrees: Impact on education. Paper presented to the 16th Annual International Research Conference, Miami.

Briones, R. L. & **Toth, E. L.** (2012). The state of PR curriculum as we know it: A longitudinal analysis. Paper presented at the AEJMC national conference, Chicago. **Top 3 paper winner**

Shen, H. & **Toth, E. L.** (2012, March). Public relations graduate education deliverables: How practitioners and educators view strategic practice curriculum. Paper presented at the 15th Annual International Public Relations Research Conference, Miami, FL.

Toth, E. L., Bassi, A. & Ren, Y. (2011). What undergraduates know about social Media: Baseline information and teaching recommendations. Paper Presented at the PRSA International Conference, Orlando, FL.

Toth, E. L. & Sison, M. (2011). A first look at the delivery of multi-country public relations global curricula. Paper presented at the PRSA International Conference, Orlando, FL.

Austin, L. L. & **Toth, E. L.** (2010). An exploratory search for how ethics is developing in a global curricula: Analysis of curricula descriptions and interviews with public relations educators. 13th Annual International Public Relations Research Conference, Miami.

Martinelli, D. K. & **Toth, E. L.** (2009). Lessons on the big idea and public relations: Reflections on the 50-year career of Charlotte Klein. 12th Annual International Public Relations Research Conference, Miami.

Aldoory, L., Reber, B. H., Berger, B. K. & **Toth, E. L.** (2008). Provocations in public relations: A study of gendered ideologies of power-influence in practice. Presented to the 11th Annual International Public Relations Research Conference, Miami.

Aldoory, L., Jiang, H., **Toth, E. L.** & Sha, B-L. (2007). Work-family discourse and the development of a work-personal continuum for gender theory in public relations. Paper presented to the Association for Education in Journalism and Mass Communication, Washington, D.C.

- Sha, B-L., Dozier, D. M., **Toth, E.** & Aldoory A. (2007). Are we there yet? An analysis of gender inequities in public relations, from baby boomers to generation X. Paper presented to the Association for Education in Journalism and Mass Communication, Washington, D.C.
- Shen, H. & **Toth, E. L.** (2007). Toward an ideal master's curriculum in the 21st century. Paper presented to the Association for Education in Journalism and Mass Communication, Washington, D.C.
- Aldoory, L. & **Toth, E. L.** (2003). A (Re) conceived feminist paradigm for public relations and its application to the theory of organization-public relationships. Paper presented to the AEJMC national conference, Kansas City.
- Aldoory, L. and **Toth, E. L.** (2002). Leadership and gender in public relations: Perceived effectiveness of transformational and transactional leadership styles. Paper presented at the Association for Education in Journalism and Mass Communication conference, Miami Beach.
- Quoyerser, C. and **Toth, E. L.** (2002). New partnerships for the poor: A case study advancing relationship theory. Paper presented at the AEJMC national conference, Miami Beach.
- Aldoory, L. & **Toth, E. L.** (2001). Gender discrepancies in a gendered profession: A developing theory for public relations. Paper presented to the Association for Education in Journalism and Mass Communication, Washington, D.C.
Top Three Paper winner.
- Toth, E.L., Serini, S.A., Wright, D.K., & Emig, A. (1997). Trends in public relations roles: 1990-1995. Paper presented at the International Communication Association Conference, Montreal.
- Serini, S., Toth, E.L., Wright, D.K., & Emig, A. (1996). Women, men and job satisfaction in public relations: A preliminary analysis. Paper presented at the Association for Education in Journalism and Mass Communication convention, Anaheim. ***Top Three Paper Winner***
- Toth, E. L. (1995). Public relations and rhetoric: History: Concepts, contributions. Paper presented to the Second International Public Relations Research Symposium, Lake Bled, Slovenia.
- Toth, E. L. (1995). Contributions of organizational and interpersonal communication research to the study of public relations. Paper presented to the Speech Communication Association, San Antonio.
- Toth, E. L. (1994). The battle of the PR salary statistics: Missing the forest for the trees. Paper presented to the International Communication Association, Sydney, Australia.

- Toth, E. L. (1994). Gender issues and public relations: The unfinished agenda. Paper presented to the International Communication Association, Sydney, Australia.
- Toth, E. L. (1993). The normative nature of public affairs: A rhetorical analysis. Paper presented to the Conference of the Herbert Quandt Foundation, Munich.
- Toth, E. L. (1992). A case for pluralistic studies of public relations: Rhetorical, critical and systems perspectives. Paper presented to the Association for Education in Journalism and Mass Communication, Boston.
- Toth, E. L. (1992). From personal influence to interpersonal influence: An extension of the personal influence model of public relations. Paper presented to the Association for the Advancement of Policy, Research, and Development in the Third World. Orlando, FL.
- Turk, J. V. and **Toth, E. L.** (1992). Public affairs, public policy. Old ideas in new labels. Paper presented to the International Communication Association, Miami.
- Toth, E. L. and Grunig, L. A. (1992). The missing story of women in public relations. Paper presented to the Association for Education in Journalism and Mass Communication, Montreal.
- Toth, E. L., and Grunig, L. A. (1991). Determinants of the perceptions of gender and public relations: Focus group results. Paper presented to the International Communication Association, Chicago.
- Grunig, L. A. and **Toth, E. L.** (1991). Theoretical expectations: What the literature tells us about gender and public relations. Paper presented to the International Communication Association, Chicago.
- Toth, E. L. and Cline, C. G. (1990). Public relations practitioner attitudes toward gender issues: A benchmark study. Paper presented to the Association for Education in Journalism and Mass Communication, Minneapolis.
- Toth, E. L. (1990). Feminist communication perspectives for gender issues in public relations. Paper presented to the Association for Education in Journalism and Mass Communication, Minneapolis.
- Toth, E. L. (1990). Betting on all the horses: The case for pluralistic studies in public relations. Paper presented to The Association for the Advancement of Policy, Research and Development in the Third World. Mexico City.
- Toth, E. L. (1989). Whose freedom and equity in public relations? The gender balance argument. Paper presented to the Association for Education in

Journalism and Mass Communication, Washington, D.C. ***Top Three Paper Winner***

- Toth, E. L.(1989). The crisis: When interpersonal communication theory explains public relations behavior. Paper presented to the Speech Communication Association, San Francisco.
- Toth, E. L. (1988). Can we make peace with the gender issue in public relations? Paper presented to the International Communication Association, New Orleans.
- Toth, E. L.(1988). Debunking the detractors: Oliver North's public relations victory? Paper presented to the Speech Communication Association, New Orleans.
- Toth, E. L. (1988). How corporations choose external public relations - An interpretative perspective. Paper presented to the Speech Communication Association, New Orleans.
- Toth, E. L. (1987). Measuring the methods in public affairs/issues management research. Paper presented to the Speech Communication Association National Working Paper Seminar, Boston.
- Toth, E. L. and Trujillo, N. (1987). Post survey use with a public information campaign. Paper presented to the Association for Education in Journalism and Mass Communication, San Antonio.
- Toth, E. L., and Trujillo, N. (1987). Reinventing corporate communications. Paper presented to the International Communication Association, Montreal.
- Trujillo, N. and **Toth, E. L.** (1986). Organizational paradigms for public relations research and practice. Paper presented to the Association for Education in Journalism and Mass Communication, Norman, OK.
- Toth, E. L. (1986). Identifying ethical communication issues in the PRSA code of ethics. Paper presented to the Southern Speech Association, Houston.
- Toth, E. L. (1985). Career tracks to success and what happens to drop-outs. Paper presented to the International Communication Association, Chicago.
- Toth, E. L. (1985). Communication processes in human relations actions: Environmental uncertainty and constraints. Paper presented to the International Communication Association, Honolulu.
- Toth, E. L. (1985). State of the art in public relations: Public affairs. Paper presented to the International Communication Association, Honolulu.
- Lance, E. P. (1984). Recruiting women and minorities into public relations faculty

careers: A survey report. Paper presented to the Association for Education in Journalism and Mass Communication Gainesville, FL.

Lance, E. P. (1984). What's it all about? Two suggestions for studying lobbying communication processes from a public relations perspective. Paper presented to the International Communication Association, San Francisco.

Lance, E. P. (1983). A case study: Government public hearings: What is communicated? Paper presented to the Speech Communication Association, Washington, D.C.

Lance, E. P. (1983). Public relations and interpersonal communication. Paper presented to the Central States Speech Association, Lincoln, Nebraska.

Lance, E. P. (1982). Communication theories and public relations: The relationships. Paper presented to the Eighth International Colloquium, Copenhagen.

Bullard, J. L., **Lance, E.**, Stith, R. J. and Bowden, J. W. (1976). Classification for local government human relations work. Paper presented to the National Association for Human Rights Workers, Atlanta.

Lance, E. P. and Lease, J. (1969). Student teacher verbal responses to positive reinforcing and punishing classroom audience verbal and nonverbal behavior. Paper presented to the Speech Communication Association, New Orleans.

Lance, E.P. (1968). Familiar and unfamiliar sentences with missing words on three physiological measures. Paper presented to the Speech Communication Association, Chicago.

Invited Talks, etc.

2011

Our history is our strength. Presentation to the U. S. Department of Veterans Affairs, March 17. Washington, D.C.

2009

Diversity and public relations practice. Keynote Presentation, 3rd Brazilian Scientific Congress on Organizational Communications and Public Relations. Sao Paulo, Brazil.

2008.

Crisis communication: The public first organization last paradox. Keynote Presentation to the International Forum on Public Relations – Crisis Management and Integrated Strategic Communication. Hong Kong, Dec. 6.

2006

Emerging trends: 24/7 PR mixes work and life. Presentation to the Public Relations Society of America, Salt Lake City, Nov. 14.

Public relations students' perceptions of gender and their future careers. Presentation to the Public Relations Student Society of America, Salt Lake City, 2006, Nov. 12.

Operating in the buffer zone: Community relations through the lens of interpersonal communication. Presentation to the University of International Relations, Beijing, China, July 14.

Operating in the buffer zone: Community relations through the lens of interpersonal communication. Presentation to the Hong Kong Police Academy, Hong Kong. July 12.

Towards a new global public relations practice model: From theory to practice. New York City. Sponsored by NYC and PRSA, June 1.

1999

Career tracks in public relations. IABC-Austin Chapter, Austin, Texas, 1999.

The relationship between public relations and communication theories.
University of Maryland, Department of Communication Lecture Series.
College Park.

1993

The challenging role of women in public relations. PRSA Seattle Chapter Speaker, 1993.

1992

The future of public relations: Gender and rhetorical issues: On the occasion of the celebration of Edward L. Bernay's 100th birthday. Association for Education in Journalism and Mass Communication, Montreal.

1989.

Beyond the velvet ghetto. IABC Chapter Program Speaker, Columbus, Ohio and School of Journalism Program Speaker, Ohio State University.

Relationships between public relations and communication research. Colloquium speaker, University of Maryland, 1999.

1987

The Response to the velvet ghetto. IABC National Convention, Kansas City.
Seminar on Teaching PR management. AEJMC Mid-Winter Meeting, San Antonio.

Internships. International Association for Business Communicators,
Ft. Worth Chapter Career Day.

TPRA survey results. Texas Public Relations Association Summer Conference,
Houston.

Viewpoint session. National School Public Relations Association national seminar,
San Antonio.

Research. North Texas PRSA Chapter Professional Development Seminar, Dallas.

1983

The public relations curriculum in higher education. Visiting Lecturer.
Universität des Saarlandes and Erziehungswissenschaftliche
Hochschule, Rheinland-Pfalz, Germany.

Selected Panels

2013

Crisis and Strategic Management Perspectives: Contributions of Excellence
Theory, Relationship Cultivation, Contingency Theory, and Complexity and
Chaos Theories to Crisis Communication. Invited Paper to be presented at
the National Communication Association conference, Washington, DC.

Learning to Teach and Why? Panel for the PRSA Mid-Atlantic District Chesapeake
Conference, Columbia, MD

2012

Commission on Public Relations Education Report: Educating for Complexity:
Standards for Graduate Education in Public Relations invited panel. National
Communication Association conference, Orlando, FL.

2010

Policy advisory or chief communication officer? Deciding PR's fate.
Association for Education in Journalism and Mass Communication
National conference, Denver.

2006

The future of excellence in public relations and communication
management; Challenges for the next generation. Panelist for
International Communication Association conference, Dresden.

2002

Interpreting a changed world of work: How to lead your organization's work-life
programs. PRSA International Conference, San Francisco.

2001

Postmodernism for modernist public relations: The cash value and application for
critical research in public relations. Invited paper for AEJMC - Washington,
D.C. national conference.

1991

What is the best house for our public relations programs: Pure and hybrid
departments. Eastern Communication Association conference.

1989-92

Gender issues in public relations. Working paper seminar for Association for
Education in Journalism and Mass Communication National Convention.

1988

Women, men, media breakthroughs and backlash. University of Southern California
national conference.

1987

Reinventing corporate communications. International Communication Association, Montreal.

1986

Vision of the 90's. IABC District 5 Regional Conference, Dallas.

The feminization of Professional Communication: What Will It Mean? Association for Education in Journalism and Mass Communication, Norman, OK.

Systems theory into public relations. International Communication Association, Chicago.

White paper: Developing relationships between public relations departments and schools of business. Public Relations Society of America, Washington, D.C.

ii. Refereed Conference Proceedings.

iii. Un-refereed Conference Proceedings.

Lance, E.P. (1983). Public relations and communication theories. *Proceedings of the 8th International Colloquium, University of Copenhagen, Denmark.*

f. Films, Tapes, Photographs, etc.

g. Exhibits, Performances, Demonstrations, and Other Creative Activities

h. Original Designs, Plans, Inventions, Software, and/or Patents.

i. Contracts and Grants.

Principal Investigator: Public Relations Society of American Foundation \$21,000
Analysis of Graduate Public Relations/Communication Management
Education, 2010

Principal Investigator: Public Relations Society of America \$20,000
Analysis of Global Educational Institutions, 2009

Senior Field Researcher: South Korean Government \$60,000 National
Reputation Study. 2006

Principal Investigator: PRSA Foundation \$10,000 Work, Life, and
Gender Issues, 2005

Principal Investigator: PRSA Foundation \$2,500 PR Leader Perceptions of
Trends and Education, 2005

Principal Investigator: PRSA \$3,000 to conduct PRSSA survey of gender perceptions,
2002

Principal Investigator: PRSA \$10,000 to conduct membership audit, 2000.

Principal Investigator: PRSA Foundation \$6,000 to conduct membership audit, 1994.

Research Team member: PRSA Foundation \$10,000 to conduct membership audit, 1990.

Research Team member: IABC Foundation \$3,000 grant for “Beyond the Velvet Ghetto,” 1988

Research Team member: IABC Foundation \$1,500 grant for “The Velvet Ghetto,” 1985.

j. Fellowships, Prizes, and Awards.

2007 PRSA National Capital Chapter Diversity Champion Award

2000 \$1,000 Jackson, Jackson, & Wagner Behavioral Science Prize, Public Relations Society of America

1998 \$2,000 Pathfinder Award, Institute for Public Relations

k. Editorships, Editorial Boards, and Reviewing Activities for Journals and Other Learned Publications.

Associate Editor, *Journalism Studies*, 2000 to 2011

Editorial team member for international journal published six times a year, London, Routledge.

Editor, *Journal of Public Relations Research*, 1994-96, Re-elected, 1997-99

Responsible for editorial content of academic journal published four times a year. Work with a 50-person editorial review board. Lawrence Erlbaum Associates, Publisher.

Editorial board member, *Journal of Communication*, 2006 to present

Editorial board member, *Public Relations Journal*, 2007 to present

Editorial board member, *Public Relations Review*, 1986 to present.

Editorial board member, *Journal of Public Relations Research*, 1988 to 1993, 2001 to present

Invited reviewer, *Journalism and Mass Communication Educator*, reviewer, 1988, 2008, 2011

Editorial board member, *Teaching Public Relations Series*, 1988 to present

Editorial board member, *Journalism Studies*, 2011 to present

Invited Reviewer, *Communication Studies*, 2007 to present

Editorial Board Member, *Encyclopedia of Public Relations*, 1st ed., 2nd ed.

l. Other.

2010 Named to the College of Fellows, Public Relations Society of America

2009, top most downloaded article from the *Journal of Public Relations Research*: Aldoory, L. and **Toth, E. L.** (2002). Leadership and gender in public relations: Perceived effectiveness of transformational and transactional leadership styles. Source: Routledge.

Highest ranking, from 1999 to 2008, with regard to top convention paper productivity in Public Relations Division of the Association for Education in Journalism and Mass Communication and ranked #22 of the top 35 individual rankings in conference paper productivity. Source: Musambira, G. W. & Nesta, C. (2010, Spring). Analysis of refereed AEJMC convention paper productivity in journalism and mass communication. *Journalism and Mass Communicator*, 56-73.

1986 APR, successful completion of the Public Relations Society of America accreditation examination

3. Teaching, Mentoring, and Advising

a. Courses taught in the last five years.

i. General.

Courses Taught

1999

PRL 605 Organizational Public Relations	17 students
ISDP PRL 605 Organizational Public Relations (distance format)	22 students
PRL 315 Public Relations Research	17 students

2000

COM 107 Communication and Society	62 students
PRL 605 Organizational Public Relations	14 students
ISDP PRL 605 Organizational Public Relations	19 students

2001

PRL 315 Public Relations Research	12 students
PRL 605 Organizational Public Relations	20 students
ISDP PRL 605 Organizational Public Relations (distance format)	15 students

2002

PRL 345/600 The Ethics of Advocacy	12 students
PRL 605 Organizational Public Relations	20 students
ISDP PRL 605 Organizational Public Relations (distance format)	25 students

2003

PRL 605 Organizational Public Relations	22 students
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ISDP PRL 605 Organizational Public Relations (distance format)	24 students
PRL 345/600 Ethics of Advocacy	32 students
ISDP PRL 600 Capstone/Thesis Preparation Course	12 students

2004

PRL 345 The Ethics of Advocacy	22 students
ISDP PRL 605 Organizational Public Relations	23 students
COMM 350 Public Relations Theory -	28 students
COMM 370 Mediated Communication	38 students

2005

COMM 350 Public Relations Theory	37 students
COMM 631 Publics	2 students
COMM 633 Global Public Relations	4 students
COMM 370 Mediated Communication	43 students

2006

COMM 631 Seminar Public Relations Publics	8 students
COMM 715 Advanced Qualitative Methods	8 students
COMM 483 Senior Seminar in Public Relations	6 students
COMM 630 Seminar in Public Relations Management	6 students

2007

COMM 630 Seminar in Public Relations Management	8 students
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2008

COMM 631 Seminar in Public Relations Publics	10 students
COMM 630 Seminar in Public Relations Management	11 students

2009

COMM 631 Seminar in Public Relations Publics	12 students
COMM 630 Seminar in Public Relations Management	8 students

2010

COMM 631 Seminar in Public Relations Publics	6 students
COMM 714 Qualitative Research Methods	18 students

2011

COMM 354 Public Relations Programs	25 students
COMM 630 Seminar in Public Relations Management	6 students

2012

COMM 631 Seminar in Public Relations Publics	5 students
COMM 714 Qualitative Research Methods	

2013

COMM 630 Seminar in Public Relations Management

4 students

- ii. **Specialized.**
- iii. **University Honors, and other special programs.**
- iv. **Independent Study, Tutorial, Internship Supervision.**
- b. **Course or Curriculum Development.**
- c. **Manuals, Notes, Software, Web pages, and Other Contributions to Teaching.**
- d. **Teaching Awards and Other Special Recognition.**
 - 1994 Public Relations Society of America (national) Outstanding Educator Award.
 - 1993 Golden Key National Honor Society, Honorary Member.
 - 1991 PRSA Certificate of Recognition for Educator's Section Leadership.
 - 1983 Public Relations Student Society of America (national) Outstanding Faculty Advisor.
 - 1981, 82, 83 Southern Illinois University PRSSA Outstanding Faculty Member.
- e. **Advising: Other than Research Direction.**
 - i. **Undergraduate.**

Syracuse University, 1990 - 2004, approximately 65 undergraduate advisees each year. Advisor for Three COM 100 groups of 15 entering Newhouse first-year students.
 - ii. **Graduate.**

Syracuse University, 1990 -2004, on average, 15 new master's students each year.

University of Maryland: 2004 to present: Advisor for

Susan Allen, Ph.D. Student,
Liang Ma, Ph.D. Student
Hyunhee Lee, ABD
Ning Xie, Ph.D. Student
Timothy Penn, Ph.D. Student
Lauren Wint, Ph.D. Student
Amanda Kennedy, Ph.D. Student
- ii. **Other advising activities**

2009, Rowena Briones, Arthur Page Society Case Study Competition 3rd Place
\$300 Prize Winner

2012, Liang Ma, Arthur Page Society Case Study Competition, 2nd Place:
I'd like my life back; PR's response to its 2012 oil spill disaster.

Debbie Searcy, School of Business Dissertation Advisory Committee
Xiaoyan Pan, Merrill School of Journalism Dissertation Advisory Committee

f. Advising: Research Direction.

i. Undergraduate.

ii. Master's.

1996

Mara Hynes Huberlie, Syracuse University
Women in public relations: A study of career paths

Risa Sherman, Syracuse University
Advancing the professionalism of public relations; CEO perceptions of their organization's communicators

1997

Anant Prichavudhi, Syracuse University
A communication audit of twelve schools of Saint Gabriel's Foundation, Thailand

Fran Gregory, Syracuse University
Managers as communicators: Some assembly required

1998

Patricia Swann, Associate Professor, Utica College
Correlates of role specialization in the New York School Public Relations Association (NYSPRA)

Christiane M. Page
Understanding corporate reputation: A public relations perspective

1999

Ruth Ann Edgett, Syracuse University
Toward an ethic of advocacy in public relations: An exploratory study

Peter Alan Eschbach, Syracuse University
Nested internal communication with a singular public

2000

Richard David Waters, Assistant Professor, North Carolina State University
Social distance and the third-person effect's impact on the perception of fund-raising communication

2001

Heather Black, Syracuse University
Delightful or dysfunctional? Perceptions of actional legitimacy and effect on relationship outcomes: A quantitative case study of two managed care organizations' long-term relationships with physicians

Patti Jordan, Syracuse University
The role of the public relations professional in change management

2003

Hsiang-Hui Wang, Syracuse University
The role of symmetrical and asymmetrical communication in organization- public relationships: From the perspective of the public

2006

Hongmei Shen, University of Maryland
Public relations and MNCs' corporate social responsibility: From a developing country's perspective

2007

Lindsay E. Becker, University of Maryland
There is nothing so practical as a good theory, or is there? Public relations practitioners' perspectives on public relations scholarship and its usefulness

Eric Halvorson, University of Maryland
How active publics understand the effects of the internet

2009

Michael Patterson, University of Maryland
Public meetings and communication excellence: Exploring the intersection of public affairs and public involvement.

2011

Stephanie L. Madden, University of Maryland
Utilizing narrative to understand activism: A case study of Invisible Children

Janna Raudenbush, University of Maryland

*An exploration of publics understanding of corporate social responsibility,
Shared values, and the Pepsi refresh campaign*

David J. Connor, University of Maryland

Complexity in disasters: A case study of the Haitian earthquake response.

iii. Doctoral.

1998

Linda Aldoory, Endowed Director, Herschel S. Horowitz Center
for Health Literacy and Associate Professor, Department of
Behavioral & Community Health, School of Public Health,
University of Maryland, College Park

*The need for meaningful health communications: Female audience interpretation analysis
of mass media health messages*

1999

Carol Eaton, Public Relations Director, School Direct, Littleton, Colorado

*The structure of social science revolutions: The unrealized potential of feminist scholarship
in the field of mass communications*

1999

Brenda Wrigley, Associate Professor, Emerson College

*The ceiling's made of structural steel, not glass: Barriers to advancement of women in
public relations and communications management*

2004

Terry Flynn, Assistant Professor, McMaster University, Canada

*Moving beyond the "how to" in crisis management and testing a theory of
organizational crisis public relations management: A survey of public relations
practitioners in Canada and the United States*

2009

Yi Luo, Assistant Professor, Montclair State University,

*Public relations and sensemaking during organizational change in
Multinational organizations in China*

Hongmei Shen, Associate Professor, San Diego State University

Organization-employee relationships model: A two-sided story

Brian Smith, Assistant Professor, Purdue University

*Integrating strategic relationship management:
Evaluating public relations as relationship management in
integrated communication*

Ai Zhang, Assistant Professor, John Stockton College of New Jersey
*Understanding Chinese public relations education: A
Critical and cultural perspective*

2010

Katie Place, Assistant Professor, St. Louis University
A qualitative examination of gender and power in public relations

2012

Ahnlee Jang
*Exploration of communicative social capital, civic and political engagement
of Korean diaspora*

2013

Leysan Khakimova, Assistant Professor, Zayed University, U.A. E.
*Cultivating relationships in public diplomacy networks: An exploratory
study*

g. Extension Activities.

4. Service

a. Professional.

i. Offices and committee memberships held in professional organizations.

Arthur W. Page Society (elected member, 2005)

Association for Education in Journalism and Mass Communication:
1982 to present.

National Vice President, 2012-13

National Board member, 2004-5

National Publications Committee Chair.

Council of Division Advisory Board Member, 1986-8.

Standing Committee on Research, two terms, chair (2004-5).

PR Division Delegate-at-Large, 1984-5 (Women and Minorities Task Force).

PR Division Research Papers Judge, 1985, 1987, and 1992.

PR Division Delegate-at-Large, 1985-6 (Newsletter Editor).

PR Division Vice-Head, 1986-7 (National Convention Program Chair).

PR Division Head, 1987-8 (Chair, 360-member division).

PR Division Nominating Committee, 1989-90.

PR Division Status of Women Commission delegate, 1990-91.

PR Division Professional Freedom and Responsibility Chair, 1991-92.

Commission on Public Relations Education, member, 2010 to present

Council of Communication Associations, vice-chair, 2013-14

Institute for Public Relations Research and Education

Board of Trustees Member, 1991-93.

Educators' Advisory Committee 1985 to 1990

Advisory Committee Chair-Elect, 1989-91; Chair, 1990.

Master's Thesis Competition Judge, 1986, 1990.

Pathfinder Award judge, 1990.

International Communication Association: 1969 to present.

Public Relations Division and Feminist Division members, 1988 to present.

Public Relations Division: nominating committee member and chair, 1992-94. 1988

Paper reader, Vice-Head, 1989-90, Head, 1990-92, of 200+-member group.

B. Aubrey Fisher Mentorship Award Committee, 2006-7

National Communication Association, 1968 to present

NCA Task Force on Public Affairs, Marketing and Promotion, 2006-7

Public Relations Society of America: 1981 to present.

St. Louis Chapter: Education Committee member.

North Texas Chapter: Board member responsible for professional development seminars and accreditation examination, 1987-9; Board Secretary, 1988; Assembly Delegate, 1989-90.

National Officer: Educators Section Board Member 1986-87; Sec./Treasurer 1988; Chair-Elect, 1989; Chair, 1990; Past-Chair, 1991.

National Body of Knowledge Task Force member, 1987-8, 1993 to 1996 Chair, 1995-96 Abstracting Team Member, 1989, Subcommittee member, 1989-90.

National Academic Advisor, 1985-7, Public Relations Student Society of America.

National Educational Affairs Committee member, 1987-8, 1990, 1992 to 1995

National Honors and Awards Committee, 1992.

National Continuing Education Board Member, 1988-90.

National Convention Professional Development Seminar Leader and Speaker, 1989-91.

Silver Anvil Judge, 1991-92, 1994, 1998, 2000, 2003-08

National Research Committee Member, 1991-92, 1994.

National Women in Public Relations Committee, (New Committee on Work, Life, and Gender Issues) 1990 to 2006, Chair,

ii. Reviewing activities for agencies.

Utah State University, 2006

University of Georgia, 2006

Colorado State University, 2006

University of Southern California, 2007

Boston University, 2009

Louisiana State University, 2010

Salisbury State University, 2010
University of North Carolina, Charlotte, 2011
University of Florida, 2011
University of Oklahoma, 2011

- iii. **Other unpaid services to local, state, and federal agencies.**
- iv. **Other non-University committees, commissions, panels, etc.**
- v. **International activities not listed above.**

Visiting professor for Master of Science in Communication Management, Università della Svizzera Italiana, Lugano Switzerland, 2001, 2002. Taught "Public Relations Theories and Future Prospects."

Accreditation Site Team Member, 2005, Hong Kong Baptist University, Hong Kong

vi. **Paid consultancies.**

Manning, Selvage and Lee Southwest Public Relations, Netherlands account research consultant, 1985.

William C. Brown Company textbook reviewer, 1986 & 1987.

The Upjohn Company, "Public Relations to Public Results: Theorist Seminar" panelist, 1987.

Liz Oliphant & Associates, created client survey instrument, 1987.

Bloom Public Relations, produced marketing survey instrument, 1987.

Harper & Row Publishers, Inc. textbook reviewer, 1988.

Scott Foresman and Company textbook reviewer, 1989.

Institute for Public Relations Research and Education Professional Development Seminars, 1993.

Department of Communication, SUNY-Fredonia, curriculum review, 1994.

Site Team Member, Accrediting Council on Education in Journalism and Mass Communication, 1997, 1998, 1999.

U.S. Forest Service Seminar Presentation, St. Louis, 1997.

Outside Reviewer, State Required Re-accreditation, Department of Communication, University of Maryland, College Park, 2001.

Accreditation Team Member, 2005, Hong Kong Baptist University

The Management School of London, 2005, 2006

Educational Accreditation Consultant, Abu Dhabi University, UAE, 2006

Educational Accreditation Consultant, University of Wollongong, Dubai, UAE 2010

External Reviewer for Department of Public Relations, Quinnipiac University

b. **Campus.**

i. **Departmental.**

Public Relations Department Chair, 1992-94, 2001-3. Syracuse University

Department of Communication, Chair, 2007-12, University of Maryland

Department of Communication, University of Maryland

2004-5 Assembly Secretary; Faculty Advisory Committee, 2004-5,
2006-7; Search Committees, 2004,
2005, 2006; Senior APT Committee, 2004 and to present;
Salary Advisory Committee, 2004-5, 2007; Graduate Program
Committee, 2005-6. Department Mentor, 2006-7.

ii. College.

Syracuse University, S. I. Newhouse School of Public Communications

1993 Freedom Forum Leadership Institute, Columbia University, June.
1993-1997 Faculty Teaching Mentors Seminar, Minnowbrook Conference Center,
Syracuse Chair, Newhouse Curriculum Committee, 1991-1994, Ex-Officio, 1996-
2004.
Member, Newhouse Tenure Committee, 1991-95, 2003-5.
Member, Teaching Standards, 1994-5.
Member, Executive Committee, 1992-94.
Elected to Promotions Committee, 1996-98.

University of Maryland, College Park, College of Arts and Humanities

Member, Philosophy Department Chair Review Committee, 2005
Member, ARHU APT Committee, 2005-7
Member, Department of Communication Chair Review Committee, 2006
Member, ARHU Communication Director Search Committee, 2008
Chair, History Department Chair Review Committee, 2009
Member, Digital Humanities Search Committee
Member, College VPAC

iii. University.

Syracuse University
1996-97 SU Undergraduate Students' Experience Study Group for the University's
Decennial Self Study, Chancellor's Self-Study Committee.
1997-2004 University Curriculum Committee.
1998-1999 All University Assessment Committee.
1999-to 1993 Institutional Review Board.
2000-2004 University Faculty Senate, Elected Member.
2002-4 University Senate Curriculum Committee Chair.

University of Maryland

2005-7 University of Maryland, College Park Faculty Senator
Senate APAS Committee

- iv. **Special administrative assignments.**
- v. **Other.**

c. Community, State, National

Secretary/Vice President, Summerwoods Condo Association

d. Service Awards and Honors.

1990 Service to the Meadows School of the Arts, Southern Methodist University
award.

2012 Bruce Berger Educator Mentor Award, Plank Center for Leadership

2012 Lifetime Achievement Award, Public Relations Division of the Association for
Education in Journalism and Mass Communication

June, 2013

AMBER WESTCOTT-BAKER
CURRICULUM VITAE

Department of Communication
2130 Skinner Building
University of Maryland
College Park, MD 20742-7635

E-mail: amber.westcott@gmail.com
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<http://www.amberwb.com>

Notarization. I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature _____



Date 9/18/2013

ACADEMIC APPOINTMENTS

Assistant Professor of Health Communication: University of Maryland, College Park, 2013 – Present.

Instructor, Teaching Assistant of Communication: University of California Santa Barbara, 2008 – 2012.

EDUCATION

University of California Santa Barbara, Sept 2007 – Nov 2012.

PhD, Communication. Emphases in Cognitive Science and Quantitative Methods in Social Sciences.

Dissertation: *Dynamics of Persuasion in Response to Public Service Announcements*. This dissertation examines the effects of anti-drug public service announcements over time on a micro-scale, during message receipt, by modeling data at multiple levels of analysis. Defended Nov 9, 2012.

Committee: René Weber (Chair), Daniel Linz, Robin Nabi, and F. Gregory Ashby (outside member, Psychology & Brain Sciences).

New York University, Aug 2005 – Dec 2006.

MA, Cinema Studies.

University of Colorado Boulder, Aug 2000 – May 2003.

BA, Psychology; **BA**, Film Studies; **BFA**, Film Production.

PUBLICATIONS

JOURNAL ARTICLES

Weber, R., **Westcott-Baker, A.**, & Anderson, G. (2013). A multi-level analysis of the effectiveness of anti-marijuana public service announcements. *Communication Monographs*, DOI: 10.1080/03637751.2013.788254.

Westcott-Baker, A. (in press). Camera angles, editing, and construction of space in the second 2000 Presidential debate: Gore's manufactured marginalization. *International J. of Communication*.

Westcott-Baker, A., Pure, R., & Seaman, C. (2012). Copyright in the context of user-generated content and social media. *Journal of Media Law and Ethics*, 3: 169-198.

Weber, R., Tamborini, R., **Westcott-Baker, A.**, & Kantor, B. (2009) Theorizing flow and media enjoyment as cognitive synchronization of attentional and reward networks. *Communication Theory*, 19: 397-422.

BOOK CHAPTER

Westcott-Baker, A. & Weber, R. (2012). The synchronization theory of flow: Consequences of a limited capacity for attention and consciousness. In J. Gackenbach (Ed.), *Video game play and consciousness*. Hauppauge, NY: Nova Science.

CONFERENCE PRESENTATIONS

- ***Westcott-Baker, A.** and Weber, R. (November, 2013). **Top 3 Paper:** Dynamic Attitudes in Response to Multi-Argument Health Messages. Accepted to the 99th Annual National Communication Association Convention, Washington, D.C.
- ***Westcott-Baker, A.** (April, 2013). Content analysis over time: benefits and considerations. Presented at the 2013 Broadcast Education Association Convention, Las Vegas, NV.
- ***Westcott-Baker, A.** and Weber, R. (November, 2012). Parsing argument strength: Factors that affect perceived argument strength in health messages. Presented at the 98th Annual National Communication Association Convention, Orlando, FL.
- ***Westcott-Baker, A.** (April, 2012). **Invited panelist:** Young adults and message processing over time. Presented at the 2012 Broadcast Education Association Convention, Las Vegas, NV.
- *Pure, R., **Westcott-Baker, A.**, Metzger, M., & Flanagin, A. (November, 2011). Credibility assessments of user-generated content. Presented at the 97th Annual National Communication Association Convention, New Orleans, LA.
- ***Westcott-Baker, A.** (April, 2011). The dynamics of perceived message effectiveness in public service announcements. Midwest Cognitive Science Meeting, East Lansing, MI.
- ***Westcott-Baker, A.** & Weber, R. (November, 2010). Extending the synchronization theory of flow. Presented at the Communication & Social Cognition Division of the 96th Annual National Communication Association Convention, San Francisco, CA.
- ***Westcott-Baker, A.** & Pure, R. (August, 2010). Copyright in the context of user-generated content and social media. Presented at the Law & Policy Division of the Association for Education in Journalism and Mass Communication's 94th annual conference, Denver, CO.
- Weber, R., **Westcott-Baker, A.**, Funk, C., & Anderson, G. (June, 2010). The effectiveness of anti-marijuana public service announcements: A multi-level replication study. Presented at the 60th Annual Conference of the International Communication Association, Singapore.
- ***Westcott-Baker, A.** (May, 2009). Pitfalls and promise of neuroscientific methods: The case of the elaboration likelihood model. Presented at the 59th Annual Conference of the International Communication Association, Chicago, IL.
- *Weber, R., Tamborini, R., Kantor, B., & **Westcott-Baker, A.** (November, 2008). Theorizing flow and media enjoyment as cognitive synchronization of attentional networks. 94th Annual National Communication Association Convention, San Diego, CA. Presenting author.
- ***Westcott-Baker, A.** (November, 2008). Gore defanged: Camera angles, construction of space, and Gore's marginalization in the second 2000 Presidential debate. 94th Annual National Communication Association Convention, San Diego, CA.

(* presenting author)

GRANTS AND FELLOWSHIPS

Humanities & Social Sciences Research Grant (2011-2012): awarded on a competitive basis from the University of California Santa Barbara Graduate Division, funding promising research to be conducted during PhD Candidates' dissertation year. \$1500.

Regents Special Fellowship (2007-2012): awarded to select incoming UCSB graduate students; includes full funding for 5 years (2 stipend years and 3 employment years, with full fee remission for all 5 years).

NYU Cinema Studies Department MA Fellowship (2006): a tuition-remission fellowship awarded to competitive continuing students in the Cinema Studies MA program.

TEACHING EXPERIENCE

Instructor

Biology and Cognitive Science of Communication (UCSB Comm, Spring 2011).
Business Communication & Writing (UCSB Extension, Spring 2011).

Teaching Assistant

Introductory Statistics (UCSB Psych & Brain Sciences, Fall 2012; UCSB Comm, Winter 2013).
Research Methods in Communication (UCSB Comm, Fall 2011).
Diffusion of Innovations (UCSB Comm, Spring 2009).
Communication Theory (UCSB Comm, Winter 2008).
Health Communication (UCSB Comm, Fall 2008).

Grader

Video Game Research (UCSB Comm, Winter 2007).
The First Amendment and Communication of Sexuality (UCSB Comm, Fall 2007).

Instructor (Kaplan Test Prep and Admissions: Jul 2006 – Jul 2007). GRE preparation course.

Invited Lectures

Georgetown University, Mixed Methods in Cross-Cultural Communication (Fall 2011): "Validity and Intercoder Reliability in Content Analysis."

UCSB, Health Communication (Fall 2008): "Inoculation"; "The Boomerang Effect."

UCSB, Diffusion of Innovations (Spring 2009): "Diffusion Case Studies."

RELEVANT WORK EXPERIENCE

Documentation Team, Instructional Technology Enhancement Initiative, University of California Santa Barbara: Mar 2010 – Jun 2012. Managed the Collaborate Documentation Team of graduate assistants creating documentation for campus technologies.

Graduate Assistant, Center for Information Technology & Society, University of California Santa Barbara: Oct 2008 – Jun 2009. Supported the Technology & Society PhD Emphasis.

Research Assistant, Dr. Salvatore Fallica, Culture and Communications, New York University: Oct 2006 – Dec 2006. Captured and archived 2006 midterm campaign commercials.

Writer/Trainer, Presales Engineer, Marketing & Presales/User Education, Laserfiche: Full-time Nov 2004 – Aug 2005, Freelance Aug 2005 – Jul 2006. Developed, wrote, and copyedited documentation, training, and marketing materials for Laserfiche software products; worked with Development and Quality Assurance engineers to document new products; communicated technical information to sales staff and resellers.

Television Video Editor, *Car Crazy*, Coast Media Teleproductions: Feb – Sept 2004. Edited and animated; researched; wrote; coordinated aspects of pre-production.

SERVICE

Panel Chair, Studies of Health Messages Utilizing Sensation Seeking and the EPPM, Health Communication Division, 97th Annual National Communication Association Convention, New Orleans, LA.

Graduate Student Representative (2010-2012), UCSB Cognitive Science PhD Emphasis Steering Committee.

ABD Representative (2010-2011), Graduate Student Advisory Committee to the Chair (GSACC), UCSB Communication Department.

Graduate Student Representative to Faculty (2008-2010), GSACC, UCSB Comm Department.

Reviewer, 2011 Conference of the International Communication Association, New Orleans, LA.

Reviewer, 2011 Conference of the International Communication Association, Boston, MA.

Reviewer, 95th Annual National Communication Association Convention, Chicago, IL.

Committee Chair, NYU Cinema Studies Student Conference 2007 Planning Committee. Position involved grant applications and budget management, event planning, and web design.

Committee Co-chair, NYU Cinema Studies Student Conference 2007 Planning Committee.

Founding President, Cinema Appreciation and Scholarship Club at NYU (2006 – 2007). Position involved organizing students of all levels and disciplines, budget management, conference planning, professional enrichment events, and applying to become a school-wide club.

CURRICULUM VITAE

Andrew D. Wolvin

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Oral Communication Program
Department of Communication
University of Maryland
College Park, Maryland 20742
(awolvin@umd.edu)

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(www.wam.umd.edu/~awolvin/)

Academic Background

Ph.D. Communication, Purdue University, 1968
M.A. Speech and Dramatic Art, University of Nebraska, 1963
B.S. Speech and Dramatic Art, University of Nebraska, 1962

Experience in Higher Education

Professor
Department of Communication
University of Maryland 1978 - Present

Senior Fellow
James MacGregor Burns Academy of Leadership
University of Maryland 2001- Present

Fellow
University of Maryland
Academy of Excellence in Teaching and Learning

Affiliate Professor
University of Maryland
Center on Aging

Adjunct Professor
Georgetown University Law Center 1999 - Present

Adjunct Professor
School of Communication
American University 1976 - Present

Visiting Scholar Department of Managerial Communication Cornell University	1994 (Jan-Jun)
Founding Chair Department of Speech Communication University of Maryland	1989 - 1994
Acting Chair Department of Communication Arts and Theatre University of Maryland	1987 (Jan-Jun)
Acting Assistant Provost Division of Arts and Humanities University of Maryland	1980 - 1982
Visiting Professor Department of Speech Pittsburg (Kansas) State University	1981 (July)
Director of Speech Communication Division, Professor Department of Communication Arts and Theatre University of Maryland	1978 - 1982
Acting Chair Department of Communication Arts and Theatre. University of Maryland	1980 (Jan-Jul)
Director of Speech Communication Division, Associate Professor Department of Speech and Dramatic Art University of Maryland	1973 - 1978
Director of Speech Communication Division, Assistant Professor Department of Speech and Dramatic Art University of Maryland	1971 - 1973
Director of Speech Education, Assistant Professor Department of Secondary Education University of Maryland	1968 - 1971
Graduate Instructor Department of Communication Purdue University	1965 - 1968

Instructor
Department of Speech and Theatre
Doane College (Nebraska) 1964 - 1965

Graduate Assistant
Department of Speech Communication
University of Nebraska 1962 - 1963

Experience Other Than in Higher Education

Instructor, Speech and Theatre, Beveridge Senior High School
Omaha Public Schools 1963 - 1964

Publications

Books:

Wolvin, Andrew D. (Ed.)
Listening and Human Communication in the 21st Century. Boston: Wiley-Blackwell, 2010

Brownell, Judi and Wolvin, Andrew.
What Every Student Should Know About Listening. Boston: Pearson, 2010.

Wolvin, Andrew D. and Chernin, Lynne Bennett.
Listenable Briefings. Boston: Pearson, 2009.

Aitken, Joan E.; Berko, Roy M.; Wolvin, Andrew D.
Public Speaking in the Era of President Obama. Online Academics, 2009.

Berko, Roy M.; Wolvin, Andrew D.; Wolvin, Darlyn R.
Communicating: A Social and Career Focus. Boston: Houghton Mifflin Publishing Co., 1977.
Second Edition, 1981. Third Edition, 1985 and Spanish Edition. Fourth Edition, 1989. ~~Fifth~~
Edition, 1992. Sixth Edition, 1995. Seven Edition, 1998. Eighth Edition, 2001. Ninth Edition,
2004. Boston: Pearson/Allyn & Bacon, Tenth Edition, 2007. Pearson Special Edition, 2009.
Allyn & Bacon, Eleventh Edition, 2010. Twelfth Edition, 2013 (with Joan E. Aitken).

Wolvin, Andrew D.; Berko, Roy M.; Wolvin, Darlyn R.
Handbook of Public Communication. Delhi: Jaico Press, 2005.

Berko, Roy M.; Wolvin, Andrew D.; and Ray, Rebecca.
Business Communication in a Changing World. New York: St. Martin's Press, 1997.

Wolvin, Andrew D. and Coakley, Carolyn Gwynn (Editors)
Perspectives on Listening, Norwood, New Jersey: Ablex Publishing Corp., 1993.

Wolvin, Andrew D.; Berko, Roy M.; Wolvin, Darlyn R.
The Public Speaker/The Public Listener. Boston: Houghton Mifflin, 1993. New edition, Los Angeles: Roxbury Press, 1999. New York: Oxford University Press, 1999.

Wolvin, Andrew D. and Coakley, Carolyn Gwynn.
Listening. Dubuque, Iowa: William C. Brown, 1982. Second Edition, 1985. Third Edition, 1988. Fourth Edition, 1992. Fifth Edition, 1996. Chinese Edition, Fudan University Press, 2010.

Berko, Roy M.; Wolvin, Andrew D.; Curtis, Ray.
This Business of Communicating. Dubuque, Iowa: William C. Brown, 1980. Second Edition, 1983. Third Edition, 1986. Fourth Edition, 1990. Fifth Edition, 1993.

Wolvin, Andrew D.
Listening in the Quality Organization. Ithaca, NY: Finger Lakes Press, 1999.

Manuals:

Wolvin, Andrew D. and Coakley, Carolyn Gwynn.
Experiential Listening, New Orleans: Spectra, 1989.

Wolvin, Andrew D. and Coakley, Carolyn Gwynn.
Instructor's Manual for Listening. Dubuque, Iowa: William C. Brown, 1982. Second Edition, 1985. Third Edition, 1988. Fourth Edition, 1992. Fifth Edition, 1996.

Berko, Roy M., and Wolvin, Andrew D.
Instructional Handbook for This Business of Communicating. Dubuque, Iowa: William C. Brown, 1980. Second Edition, 1983. Fourth Edition, 1990. Fifth Edition, 1993.

Wolvin, Andrew D. and Coakley Carolyn Gwynn.
Listening Instruction. Urbana, IL: ERIC Clearing House on Reading and Communication Skills, 1979.

Berko, Roy M., Wolvin, Andrew D. and Wolvin, Darlyn R.
Handbook of Instructional Options. Boston: Houghton Mifflin Publishing Co., 1977. Second Edition, 1981. Third Edition, 1985. Fourth Edition, 1989. Fifth Edition, 1992. Sixth Edition, 1995. Seventh Edition, 1998.

Wolvin, Andrew D.
Effective Speechmaking. Washington, D.C.: Transemantics, Inc., 1976, Second Edition, 1980.

Wolvin, Andrew D.

Fundamentals of Speech Communication: A Recommended High School Course Of Study.
University of Maryland, 1971.

Chapters in Books:

Wolvin, Andrew D. "Listening." Richard A. Couto (Ed.), Political and Civic Leadership, 2010.

Wolvin, Andrew D. "Listening: Understanding and Misunderstanding," William F. Eadie (Ed.),
21st Century Communication: A Reference Handbook, 2009.

Brownell, Judi and Wolvin, Andrew D. "Listening to the Future: Curriculum Development and
Assessment.," Jennifer N. Casey and Rachel E. Upton (Eds.), Educational Curricula
Development and Evaluation, Hauppauge, NY: Nova Science Publishers.

Wolvin, Darlyn R. and Wolvin, Andrew D. "Communication in the 2-Year College," John A.
Daly, Gustav W. Friedrich, and Anita Vangelisti (Eds.), Teaching Communication: Theory,
Research, and Methods, Hillsdale, NJ: Lawrence Erlbaum Associates, 1002. Second Edition,
1999.

Coakley, Carolyn Gwynn and Wolvin, Andrew D., "Listening in the Educational Environment,"
Deborah Borisoff and Michael Purdy (Eds.), Listening in Everyday Life, Lanham, MD:
University Press of America, 1991. Second Edition, 1996.

Wolvin, Andrew D. and Coakley, Carolyn G. "A Listening Taxonomy," Andrew D. Wolvin and
Carolyn G. Coakley (Eds.), Perspectives on Listening, Norwood, N.J.: Ablex Publishing
Corporation, 1993.

Wolvin, Darlyn R. and Wolvin, Andrew D. "The Basic Speech Fundamentals Course," Linda C.
Lederman (Ed.), Communication Pedagogy, Norwood, NJ: Ablex Publishing Corporation, 1992.

Wolvin, Andrew D. "Models of the Listening Process," Charles V. Roberts and Kittie W.
Watson (Eds.), Intrapersonal Communication Processes, Scottsdale, AZ: Gorsuch Scarsbrick,
1989.

Wolvin, Andrew D. "Improving Listening Skills," Rebecca Rubin (Ed.),
Improving Speaking and Listening Skills, San Francisco: Jossey-Bass, 1983.

Wolvin, Andrew D. "Speech Communication in Applied Settings," Gustav Friedrich (Ed.),
Education in the 80's: Speech Communication, Washington, D.C.: National Education
Association, 1981.

Articles:

Wolvin, Andrew D. "Understanding the Listening Process: Rethinking the 'One Size Fits All' Model," International Journal of Listening, 2013.

Wolvin, Andrew D. "Listening in the General Education Curriculum," International Journal of Listening, 2012.

Wolvin, Andrew D. and Cohen, Steven D. "An Inventory of Listening Competency Dimensions," International Journal of Listening, 2012.

Cohen, Steven D. and Wolvin, Andrew D. "Listening to Stories: An Initial Assessment of Student Listening Characteristics," Listening Education, 2011.

Wolvin, Andrew D. "Response: Toward a Listening Ethos," International Journal of Listening (2010).

Janusik, Laura A. & Wolvin, Andrew D. "24 Hours in a Day: A Listening Update to the Time Studies," International Journal of Listening, 2009.

Stillion-Southard, Bjorn F. & Wolvin, Andrew D. "Jimmy Carter: A Case Study in Listening Leadership," International Journal of Listening, 2009.

Janusik, Laura A. & Wolvin, Andrew D. "The Communication Research Team as Learning Community," Education, 2007.

Wolvin, Andrew D. "Modeling Listening Scholarship: Ralph G. Nichols," International Journal of Listening, 2006.

Wolvin, Andrew D. "Listening Leadership: Hillary Clinton's Listening Tour," International Journal of Listening, 2005.

Janusik, Laura A. and Wolvin, Andrew D. "Listening Treatment in the Basic Communication Course Text," Basic Communication Course Annual, 2002.

Ford, Wendy S.Z., Wolvin, Andrew D.; Chung, S. "Students' Self-Perceived Listening Competencies in the Basic Speech Communication Course," International Journal of Listening, 2000.

Wolvin, Andrew D. and Coakley, Carolyn G. "Listening Education in the 21st Century," International Journal of Listening, 2000.

Wolvin, Andrew D.; Halone, Kelby K.; Coakley, Carolyn G. "An Assessment of the 'Intellectual Discussion' in Listening Theory and Research," International Journal of Listening, 1999.

Halone, Kelly K.; Cunconan, Terry M.; Coakley, Carolyn G.; Wolvin, Andrew D. "Toward the Establishment of General Dimensions Underlying the Listening Process," International Journal of Listening, (1998).

Wolvin, Andrew D. "Careers in Communication: An Update," Journal of the Association of Communication Administration (January, 1998).

Wolvin, Andrew D. "The Basic Course and the Future of the Workplace," Basic Course Communication Annual, 1998.

Halone, Kelly K.; Wolvin, Andrew D.; Coakley, Carolyn G. "Accounts of Effective Listening Across the Life-Span: Expectations and Experiences Associated with Competent Listening Practices," International Journal of Listening (1997).

Coakley, Carolyn G. and Wolvin, Andrew D. "Listening in the Parent-Teen Relationship," International Journal of Listening (1997).

Coakley, Carolyn G.; Halone, Kelly K.; Wolvin, Andrew D. "Perceptions of Listening Ability Across the Life-Span: Implications for Understanding Listening Competence," International Journal of Listening (1996).

Brownell, Judi and Wolvin, Andrew. "Who's Listening?" Hosteur (1996).

Wolvin, Andrew D. "On Competent Listening," Listening Post (July 1995).

Wolvin, Andrew D.; Coakley, Carolyn G.; Halone, Kelly K. "A Preliminary Look at Listening Development Across the Life-Span," International Journal of Listening (1995).

Wolvin, Andrew D. "Communication in the Hospitality Industry," International Journal of Hospitality Management (1994).

Wolvin, Andrew D. and Coakley, Carolyn Gwynn. "Listening Competency," Journal of the International Listening Association (1994).

Ford, Wendy S. Zabava and Wolvin, Andrew D. "The Differential Impact of a Basic Communication Course on Perceived Communication Competencies in Class, Work, and Social Contexts," Communication Education (July, 1993).

Coakley, Carolyn Gwynn and Wolvin, Andrew D. "Listen to What's Being Said About Listening Training," Performance and Instruction (April, 1991). Reprinted in Richard B. Frantzreb, Training and Development Yearbook. Third Edition. Englewood Cliffs, NJ: Prentice-Hall, (1992)

Ford, Wendy S. Zabava and Wolvin, Andrew D. "Evaluation of a Basic Communication Course," Basic Communication Course Annual (1992).

Wolvin, Andrew D. and Coakley, Carolyn G. "A Listening Course in Higher Education: Initial Response--A Case Study," ACA Bulletin (April, 1992).

Wolvin, Andrew D.; Coakley, Carolyn Gwynn; and Disburg, Joan E. "Listening Instruction in Selected Colleges and Universities," Journal of the International Listening Association (1992).

Wolvin, Andrew D.; Coakley, Carolyn Gwynn; and Disburg, Joan E. "An Exploratory Study of Listening Instruction in Selected Colleges and Universities," Journal of the International Listening Association, (1991).

Wolvin, Andrew D. "When Governance Is Really Shared: The Multi-Constituency Senate," Academe (September-October, 1991).

Wolvin, Andrew D. "Adult Learners: The University of Maryland Approach," ACA Bulletin (August, 1991).

Wolvin, Andrew D. "Careers in ~~Speech~~ Communication: 1990," ACA Bulletin (August, 1991).

Wolvin, Andrew D. and Coakley, Carolyn Gwynn. "A Survey of the Status of Listening Training in Some Fortune 500 Companies," Communication Education (April, 1991).

Coakley, Carolyn Gwynn and Wolvin, Andrew D. "Listening Pedagogy and Andragogy: The State of the Art," Journal of the International Listening Association (1990).

Wolvin, Andrew D. "Listening Ten Years Later: The State of the Art," Journal of the International Listening Association (1990).

Coakley, Carolyn Gwynn and Wolvin, Andrew D. "Listening in the Native Language," Northeast Conference Reports (1986).

Wolvin, Andrew D. "On ~~Education and~~ Training," Air University Review (May-June, 1985).

Wolvin, Andrew D. and Corley, ~~Diana~~. "The Technical Speech Communication Course: A View From the Field," Association of Communication Administrators Bulletin (August, 1984).

Wolvin, Andrew D. "Meeting the ~~Communication~~ Needs of Today's Adult Learners," Communication Education (July, 1984).

Wolvin, Andrew D. "Teaching Teachers to Listen," Curriculum Review (February, 1984).

Wolvin, Andrew D. and Coakley, Carolyn G. "Developing Listening Skills," Effective Listening Quarterly (June, 1984).

Wolvin, Andrew D. "Listening Education: A Mandate from Industry," The Listening Post

(November, 1983).

Wolvin, Andrew D. "Saving the Speech Communication Department," Association for Communication Administration Bulletin (October, 1983).

Wolvin, Andrew D. "The Status of Speech Communication Education in Eastern States," Communication Quarterly (Fall, 1982)

Wolvin, Andrew D. and Wolvin, Darlyn R. "The Status of the Technical Speech Communication Course in Community and Junior Colleges," Association of Communication Administrators Bulletin (October, 1981).

Wolvin, Andrew D. "New Directions for Careers in Communication," Association of Communication Administrators Bulletin (January, 1981).

Wolvin, Andrew D. "Public Speaking Skills," North East Training News (November, 1980).

Wolvin, Andrew D.; Marsicovete, Joseph; and Schwartz, Terry. "Communication Training Needs in Washington, D.C.," National Society for Performance and Instruction Journal (April, 1980).

Wolvin, Andrew D. "The Communications Payoff," North East Training News (March, 1980).

Wolvin, Andrew D. "Instructional Development," The Federal Linguist (1977).

Gillespie, Patti; Wolvin, Andrew; and Romans, Susan. "A Survey of Theatre in American Secondary Schools," ERIC Resources in Education (1977).

Wolvin, Andrew D. "The Listening Journal: An Instructional Strategy for a Listening Awareness Program," Reading Horizons (Winter, 1977).

Wolvin, Andrew D. and Wolvin, Darlyn R., "Developing the Speech Communication Course for the Technical/Career Student," Association for Communication Administrators Bulletin (January, 1977).

Wolvin, Andrew D. "The 1933 Blue Eagle Campaign: A Study of Audience Adaptation," Journal of Public Communication (Spring, 1978).

Jamieson, Kathleen M. and Wolvin, Andrew D., "Non-Teaching Careers in Speech Communication: Implications for the Speech Communication Curriculum," Communication Education (November, 1976).

Wolvin, Andrew D. and Wolvin, Darlyn R., "Contract Grading in Speech Communication: Administrative Implications," Association of Communication Administrators Bulletin (Summer, 1975).

Wolvin, Andrew D. and Wolvin, Darlyn R., "Speech Communication Class Size in the Community College," Today's Speech (Summer, 1975).

Wolvin, Andrew D. and Wolvin, Darlyn R., "Contract Grading in Technical Speech Communication," Speech Teacher (January, 1975).

Wolvin, Andrew D., "A Rationale for Oral Communication Training," The Encoder (January, 1975).

Wolvin, Andrew D., "Learning Resources for the Secondary Speech Classroom," The Encoder (January, 1974).

Wolvin, Andrew D., "In-Service Education: New Dimensions in Speech Education," Speech Teacher (November, 1974).

Wolvin, Andrew D., and Jamieson, Kathleen M. "The Internship in Speech Communication: An Alternative Instructional Strategy," Today's Speech (Fall, 1974).

Wolvin, Andrew D. and Wolvin, Darlyn R., "The Speech Communication Curriculum in the Community College," Today's Speech (Fall, 1972).

Wolvin, Andrew D., "Communication in Social Work," Career Education Proceedings, (1972).

Wolvin, Andrew D. and Wolvin, Darlyn R., "Small Group Induction to the Initial Speech," Speech Teacher (November, 1971).

Wolvin, Andrew D., "A History of the National Thespian Society," Dramatics (February, 1965).

Monographs:

Wolvin, Andrew D. "Foundations for a Listening Curriculum," Maryland State Department of Education, 1983.

Wolvin, Andrew D. and Coakley, Carolyn Gwynn. "Perspectives on Listening," Steven C. Rhodes (Ed.), Perspectives on Listening Research, Proceedings of the International Listening Association 1989 Research Conference, 1992.

Essays:

"Listening Leadership," (with Carolyn G. Coakley), The Listening Post (Fall 1999).

"Faulty Perceptions of MBA Business Communication Needs," The Listening Post (Summer 1997).

Videos:

"Communicating: A Social and Career Focus," Executive Producer, Houghton Mifflin Co., 1989; 1992; 1995.

Reviews:

Wolvin, Andrew D. Review of Why Can't We Talk? What Teens Would Share if Parents Would Listen, The Listening Post (Spring, 2001).

Wolvin, Andrew D. Review of In Our Own Words, The Listening Post (Winter, 2000).

Wolvin, Andrew D. Review of "Influencing Patients to Accept Treatment," The Speech Communication Teacher (Winter, 1990).

Wolvin, Andrew D. Review of Harvard-Milton Study Skills Program Level III, Communication Education (July, 1983).

Wolvin, Andrew D. Review of Asking Questions: Practical Guide to Questionnaire Design, Association for Communication Administration Bulletin (April, 1983).

Wolvin, Andrew D. Review of Processing Communication, Communication Education (July, 1982).

Wolvin, Andrew D. "Classroom Communication," Communication Education (April 1981).

Wolvin, Andrew D. Review of Communication Education for Careers, Communication Education (January, 1977).

Wolvin, Andrew D. Review of Teaching Speech Communication in the Secondary School, Today's Speech (Summer, 1973).

Wolvin, Andrew D. Review of Interpersonal Communication Texts, Speech Teacher (Summer, 1973).

Wolvin, Andrew D. Review of On Teaching Speech in Elementary and Junior High Schools, Today's Speech (Spring, 1972).

Wolvin, Andrew D. Review of The Pentagon Propaganda Machine, Quarterly Journal of Speech (April, 1970).

Bibliographies:

Wolvin, Andrew D. and Johnson, Teman. Listening Bibliography (International Listening Association, 1984).

Columns:

Essays have appeared in:

The Listening Post

APCOM

ECA Newsletter

Spectra

The Ithaca Journal

Potomac Almanac

Montgomery Journal

The Omaha World-Herald

Outlook

The Washington Post

Papers and Presentations:

"Listening in Public Diplomacy." International Listening Association, 2013.

"Listening Scales: A Meta-Analysis." (with Peter Fontana and Steven Cohen), International Listening Association, 2013.

"Listening Tests as Instruction in the Basic Communication Course" (with Joan Aitken and Roy Berko), National Communication Association, 2012.

"Communication in General Education." Eastern Communication Association, 2011.

"Research and the Limits of Theory: Rhetorical Listening." International Listening Association, 2011.

"Listening Musically." International Listening Association, 2011.

"Sustaining Relationships: Listening to Stories." (with Steven Cohen) International Listening Association, 2011.

"The Basic Course in General Education: The Rationale," Eastern Communication Association, 2011.

"Listening Leadership: A Washington Perspective," International Listening Association, 2010.

"A Preliminary Study of the Impact of Interest on Listening Behavior" (with Peter Fontana), International Listening Association, 2010.

"Communication in General Education," Maryland Communication Association, 2009.

"Listening Comprehension: Intersections of the Past, Present, and Future," (with Charles Roberts) National Communication Association, 2009.

"Teaching Listening in the Basic Course," (with Laura Janusik), National Communication Association, 2009.

“Showcasing the Consultant” (chair), National Communication Association, 2003.

“Communication and General Education,” National Communication Association, 2003.

“Listening to Papers on Listening” (chair), National Communication Association, 2003.

“On-Line Communication Courses: Curricula Without Walls,” National Communication Association, 2003.

“Listening and the Public Good,” Eastern Communication Association, 2003.

“The Communication Research Team As Learning Community,” (with Laura Janusik), Eastern Communication Association.

“Communication Training in the 21st Century,” Eastern Communication Association, 2003.

“Understanding Listening: The Evolution of a Process Model,” International Listening Association, 2002.

“Perspectives on Listening,” International Listening Association, 2002.

“Listening Research,” International Listening Association, 2002.

“Radicalizing Roots in the Basic Course: A High Density Interactive Program,” National Communication Association, 2001.

“Crossing Boundaries: Working With International Teaching Assistants,” National Communication Association, 2001.

“Radicalizing Roots in the Twenty First Century: The University of Maryland Centennial,” National Communication Association, 2001.

“Perceptions of Communication Competence: A Longitudinal Study,” (with Wendy Z. Ford and Sungeun Chung) National Communication Association, 2001.

“Principles of General Education,” National Communication Association Summer Conference, 2001.

“Socializing ITAs: The University of Maryland Experience,” International Communication Association, 2001.

“The Language of (Not) Listening,” (with Kelby K. Halone and Sungeun Chung), International Listening Association, 2001.

“Development of the Janusik/Wolvin Listening Inventory,” (with Laura A. Janusik and Sungeun Chung), International Listening Association, 2001.

“Mediating Communication Instruction,” (with Lisa M. Burns), Eastern Communication Association, 2001.

~~"Communication~~ Education for the Elder Student," National Communication Association, 2000.

~~"The Scholarship~~ of Communication Teaching and Learning," National Communication Association, 2000.

~~"Listening~~ Pedagogy," (with Carolyn G. Coakley), National Communication Association, 1999.

~~"Should Listening~~ Be Part of the Communication Discipline?" National Communication Association, 1999.

~~"Outside the Lines:~~ Communication Education in the 21st Century," National Communication Association, 1999.

~~"Listening in the Basic Speech Communication Course,"~~ (with Wendy Z. Ford and Sungeun Chung), International Listening Association, 2000.

~~"Listening: The State of the Art,"~~ (with Carolyn G. Coakley and Kelby K. Halone), International Listening Association, 2000.

~~"Listening Education~~ in the 21st Century," (with Carolyn G. Coakley), International Listening Association, 2000.

~~"Showcasing Excellence in Undergraduate Scholarship, Research, Performance, and Practice,"~~ (with Albert Gardner, Shirley Logan and Leigh Ryan), Lilly Conference on College and University Teaching, 2000.

~~"An Assessment of Intellectual Discussion on Listening Theory and Research,"~~ (with Kelby K. Halone and Carolyn G. Coakley), International Listening Association, 1999.

~~"Listening Treatment in the Basic Communication Course Text,"~~ (with Laura A. Janusik), International Listening Association, 1999.

~~"Communication~~ Technology in the Basic Course: An Assessment," (with Michael A. Chambers and Laura A. Janusik), Eastern Communication Association, 1999.

~~"Preparing Future Faculty: The Teaching Seminar,"~~ National Communication Association, 1998.

~~"Beyond the Corporate Classroom: Communication Education for the Older Adult,"~~ National Communication Association, 1998.

~~"Contextual Characteristics Influencing the Listening Process: Implications for the Measurement of Listening Competence,"~~ (with Kelby K. Halone, Terry M. Cuncanon, and Carolyn G. Coakley), International Listening Association, 1998.

~~"Listening Research Methodologies,"~~ International Listening Association, 1998.

- "The Medical Patient as Listener," ~~International~~ Listening Association, 2008.
- "Foundation of a Theory of Listening," ~~International~~ Listening Association, 2008.
- "Jimmy Carter: A Case Study in Listening" (with Bjorn Stillion Southard), International Listening Association, 2008.
- "Managing Intelligence: The Intel Briefing," National Communication Association, 2007.
- "Listening Theory," National Communication Association, 2007.
- "24 Hours in a Day: A Communication Time Study Update," (with Laura Janusik), National Communication Association, 2007.
- "Toward a Theory of Communication Teaching Competency," (with Erica Lamm, Abbe Depretis, & Janna Whitney), National Communication Association, 2007
- "Listening: Theoretical Intersections," ~~International~~ Listening Association/Rockhurst University Listening Forum, 2006.
- "Public Leadership: Mike Johann's Listening Sessions," International Listening Association, 2006.
- "Listening: The Big Picture II," International Listening Association, 2006.
- "Time Spent Listening" (with Laura Janusik), International Listening Association, 2006.
- "Ralph Nichols' Listening Scholarship," International Listening Association, 2006.
- "The Politician As Listener: Senator Russell Feingold's Listening Sessions," International Listening Association, 2005.
- "Listening: The Big Picture," ~~International~~ Listening Association, 2005.
- "The Communication Research Team as Learning Community" (with Laura Janusik), Central States Communication Association, 2005.
- "Listening and Aging," Poster Session, Showcasing Gerontology Scholarship, 2004.
- "Listening Theory: 25 Years Later," International Listening Association, 2004.
- "Listening Leadership: Hillary Clinton's Listening Tour," International Listening Association, 2004.
- "Listening: Theoretical Intersections," National Communication Association, 2003.

"Accounts of Effective Listening Across the Life-Span: An Analysis of Expectations and Experiences Associated with Competent Listening Practices," (with Kelby K. Halone and Carolyn G. Coakley), International Listening Association, 1997.

"Outcomes of the Hybrid Basic Course," (with Wendy Zabava-Ford), Speech Communication Association, 1996.

"Corporate Listening Training and Development," Eastern Communication Association, 1996.

"Retirement: Opportunity and Crisis," Eastern Communication Association, 1996.

"Perceptions of Listening Across the Life-Span: Implications for Understanding Listening Competence," (with Carolyn Gwynn Coakley and Kelby K. Halone), International Listening Association, 1996.

"Issues in Listening Assessment," Speech Communication Association, 1995.

"Creating a National Assessment Program for Communication: Toward Goal 5 of Goals 2000," Speech Communication Association, 1995.

"On Competent Listening," International Listening Association, 1995.

"A Preliminary Look At Listening Development Across the Life Span," (with Carolyn Gwynn Coakley and Kelby K. Halone), International Listening Association, 1995.

"Communicating in Puerto Rico" Association for Business Communication panel, 1995.

"The Teacher as Listener," International Conference on Improving University Teaching, 1994.

"Listening Research Directions," International Listening Association, 1994.

"Listening in the Parent-Teen Relationship," (with Carolyn Gwynn Coakley), International Listening Association, 1994.

"The Eastern Communication Association: A Historical Perspective," Eastern Communication Association, 1994.

"Listening Competency: Research Questions," Speech Communication Association, 1993.

"National Education Goals: Listening Competency," Speech Communication Association, 1993.

"Listening Competency" (with Carolyn Coakley), Speech Communication Association, 1993.

"A Presidential History," Eastern Communication Association, 1993.

"Perspectives on Listening," International Listening Association, 1992.

"Cultural Listening," International Listening Association, 1992.

"Ask the Consultant," International Listening Association, 1991.

"The State of the Art of Listening Pedagogy and Andragogy," Eastern Communication Association, 1991.

"Future Conceptualizations of Listening" (with Carolyn Coakley), Speech Communication Association, 1991.

"Responses to a Listening Course in Higher Education," (with Carolyn Coakley), International Listening Association, 1991.

"Evaluating the Effects of a Basic Communication Course on Students Perceptions of Their Communication Skills," (with Wendy S. Zabava Ford), Speech Communication Association (Top 4 Paper, Basic Course Committee) 1991.

"Listening Instruction in Selected Colleges and Universities," (with Carolyn Coakley), International Listening Association, 1991.

"A Survey of the Status of Listening Training in Fortune 500," (with Carolyn Coakley), International Listening Association, 1990.

"Adult Learners: The University of Maryland Approach," Speech Communication Association, 1990.

"Listening in Educational Contexts," (with Carolyn Coakley), Speech Communication Association, 1990.

"The Status of Listening Instruction in American Colleges and Universities," (with Carolyn Coakley and Joan Disburg), International Listening Association, 1990.

"The State of the Art of Listening Pedagogy and Andragogy," (with Carolyn Coakley), International Listening Association, 1989.

"The Practice of Listening," (with Carolyn Coakley), Eastern Communication Association, 1989.

"A Unique Approach to Teaching Listening in the College Curriculum," National Council of Teachers of English, 1989.

"Perspectives on Listening," (with Carolyn Coakley), International Listening Association Research Conference, 1989.

"Guidelines for Developing the Listening Curriculum," Eastern Communication Association, 1988.

"Developing the Critical Listening Curriculum," International Listening Association, 1988.

"Speech Communication in the Community College," (with Darlyn R. Wolvin), Eastern Communication Association, 1988.

"The State of Communication Career - Related Instruction," (with Terrence Doyle) Speech Communication Association, 1987.

"Issues in Training and Development: The Adult Learner," Speech Communication Association, 1987.

"Culture As A Listening Variable," International Listening Association Summer Conference, 1987.

"Trainers' Roundtable," Speech Communication Association, 1986.

"Developing Listening Competencies," Speech Communication Association, 1986.

"Listening in the Native Language," Northeast Conference on the Teaching of Foreign Languages, 1986.

"Speechwriter's Roundtable," National Association of Government Communicators, 1986.

"Critical Listening: Instructional Implications," International Listening Association, 1986.

"Communication Training and Development," Eastern Communication Association Celebrity's Breakfast, 1986.

"Respondent, "Teaching Communication Training and Development: Issues and Ideas," Speech Communication Association, 1986.

"Communication and Cultural Diversity," Speech Communication Association of Puerto Rico, 1986.

"State of the Art of Listening," International Listening Association, 1985.

"Listening Instruction," Northeast Conference on the Teaching of Foreign Languages, 1985.

"Speechwriting At the Crossroads," National Association of Government Communicators, 1984.

"Great Teachers of the Eastern Region," Eastern Communication Association, 1984.

"Listening Comprehension: A Key to Improving the Learning Process in Colleges and Universities," Conference on Improving University Teaching, July 1984.

"Communication Training and Development," Speech Communication Association, 1984.

Respondent, "Issues in Communication Training," Eastern Communication Association, 1983.

"Adaptation and Style in Speechwriting," National Association of Government Communicators, November, 1983.

"The Education of the Speechwriter," Speech Communication Association, 1983.

"National Public Radio and Listening Education," International Listening Association, 1983.

"Saving the Speech Department," Eastern Communication Association, 1983.

"Communication Education Research," Eastern Communication Association, 1983.

"Using Listening Skills," International Listening Association, 1982.

"Listening in the Federal Government," International Listening Association, 1982.

"Resources for the Government Communicator," National Association of Government Communicators, 1981.

"Communication Consulting," Eastern Communication Association, 1981.

"Teaching Listening in Colleges and Universities," International Listening Association, 1981.

"The Technical Speech Communication Course in Community and Junior Colleges," Speech Communication Association, 1980.

"The Status of Speech Communication Education in the East," Southern Speech Communication Association, 1980.

"Communication Training Needs in Washington, D.C.," Eastern Communication Association, 1980.

"Research Forum," International Listening Association, 1980.

"Applied Communication in the 1980's," Speech Communication Association, 1980.

"Orientation Programs for Novice Instructors of the Basic Course," Eastern Communication Association, 1980.

"Careers in Communication Conference," Speech Communication Association, 1980.

"Communicating: A Social and Career Focus--Instructional Strategies," Speech Communication Association, 1979.

"Focus on Effectiveness: Interviewing, Supervision and Training," Speech Communication Association, 1979.

"Communication Consulting," Virginia Speech Association, 1979.

"Instructional Communication and Teaching Effectiveness," Respondent/Critic. Speech Communication Association, 1978.

"Communication and Learning in Business Industry, and Government," Speech Communication Association, 1978.

"Career Communication," Metropolitan Washington Communication Association Conference, 1977.

"Communication Training in Business/Industry/Government," Speech Communication Association, 1977.

"The State-of-the-Art of Research in Listening," Eastern Communication Association Convention, 1975.

"Public Information in the Federal Government," Eastern Communication Association, 1975.

"Public Information in the Federal Government," Southern Speech Association, 1975.

"The S.C.A. Summer Institutes for High School Teachers: A Follow-up," Moderator, Speech Communication Association, 1973.

"Communication in the Federal Government," Coordinator, Eastern Communication Association, 1973.

"Coordinating Transfer Programs," Maryland Communication Conference, 1973.

"Inservice Education: New Directions for Speech Communication Education Programs," Speech Communication Association Convention, 1973.

"Speechwriting in the Presidential Campaign," Moderator, Metropolitan Washington Speech Communication Association Political Communication Conference, 1973.

"Adapting the Ph.D. Program to the Needs of the Community College," Speech Communication Association, 1973.

"Speech Communication and Social Work," Forum Moderator, Speech Communication Association Summer Conference on Career Education, 1972.

"Voices of the Past, Nixon's Second Inaugural or Too Many Cooks Spoil the Proverbial Broth," Metropolitan Washington Speech Communication Research Conference, 1972.

"Forensics in the High Schools," Moderator, Metropolitan Washington Speech Communication Association Workshop on Forensics, 1972.

"The Speech Methods Course," Speech Communication Association, 1972.

"Alternatives of White Suburban High School Speech Teacher Training," Speech Association of the Eastern States, 1972.

"Developing Listening Skills," Maryland Reading Council Convention, 1972.

"Perspectives on Cultural-Linguistic Pluralism," University of Maryland College of Education Research Symposium, 1971.

"Communication in Urban Education," Metropolitan Washington Speech Communication Conference on Urban Education, 1970.

Lectures and Speeches:

"Everybody Needs a Listener," College Park Rotary, 2008.

"Listening in the Multicultural Workplace," Central Intelligence Agency, 2008.

"Communicating in Relationships," Smithsonian Institution Lecture Series, 2006.

"Organizational Communication," Defense Intelligence Agency, 2004.

Keynote, "Celebrating Communication," Capital Speakers Club, 2003.

"Presenting Your Research," Senior Scholars, 2003.

"Listening in the Multicultural Workplace," The World Bank, 2003.

"Listening Leadership," Burns Leadership Academy Colloquium, 2003.

"Effective Public Speaking," National Correctional Industries Association, 2003.

"A Faculty Mentor Perspective," McNair Scholars Awards Banquet, 2003.

Keynote, "Listening Research in the 21st Century," International Listening Association Research Conference, 2001.

Seminar Series, "Strengthening Relationships through Communication," Geneva Presbyterian Church, 2001.

"Effective Listening," Meet the Professor Series, Senior University, 2000.

"A Refrigerator Door Event," Resident Life Academic Awards Banquet, 1999.

"Listening Skills," Piper and Marbury, 1999.

"Listening and Leadership," Johns Hopkins University, 1998.

"Shared Governance in Higher Education," Rochester Institute of Technology, 1994.

"Communication in the Quality Organization," Cornell University, 1994.

"Effective Interviewing," Life Experiences Activities Program, 1993.

Keynote, "Communicating Across Cultures," Association of College and University Auditors, 1992.

"Everybody Needs A Listener," American Association of Retired Persons, 1992.

"Communication Skills in the Workplace," Shepherd College, 1991

Keynote, "The Leader As Communicator," National Cathedral Association, 1991.

"Communication Themes in Steinbeck's Of Mice and Men," Montgomery County Humanities Commission Panel, 1989.

"Effective Communication Skills," University of Maryland Golden I.D. Program, 1989.

"Intercultural Communication," University of Maryland Office of Human Relations, 1989.

"Effective Listening Skills," Maryland National Capital Parks and Planning Commission, 1987.

"Listening in the Corporation," Delta Sigma Pi, 1987.

"Listening Skills," National Public Radio, 1986.

"Effective Listening," University of Wisconsin, 1986.

Keynote, "Effective Communication Skills," Maryland Safety Council, 1985.

"Careers in Communication," San Diego State University, 1985.

Keynote, "Building Bridges and Opening Doors through the I.L.A.," International Listening Association, 1985.

"Effective Management Communication," U.S. Office of Personnel Management, 1984.

Keynote, "Listening As Good Business," Association of School Business Officials, 1984.

Keynote, "Effective Listening Skills," American Society of Safety Engineers, 1984.

Keynote, "Listening Skills," National Capitol Region Parks and Planning Commission, 1984.

"Listening and Study Skills," Indiana State University, 1983.

"Listening for Understanding," Prince George's Community College, 1983.

"Listening for the Lay Minister," United Methodist Church, 1982.

"Careers in Communication," Howard University, 1980.

"Communicating Your Message," American Home Economics Association, 1975.

"Speechwriting in Public Relations," Various Organizations, 1974.

"Workshop on Listening in the Reading Curriculum," Anne Arundel County Reading Council, 1973.

"Careers in Communication," High Point Senior High School, 1973.

"Teaching Listening in the Elementary School," Hood College, 1972.

"Developing a Listening Curriculum," Speech Communication Association High School Speech Teacher Institutes, 1972.

"Listening in Communications," WHFS-FM, 1971.

Television/Radio:

Anchor, "Researching Maryland," UMTV, 2001-2006.

Anchor, "Senior Cable News," UMTV, 1996-2001.

Host, "Andy Wolvin," UMCP Flagship Channel Talk Show, 1994-95.

Host, "The Cutting Edge with Andy Wolvin," UMCP ~~Flagship~~ Channel Talk Show, 1995-96.

Interview, "Listening in Relationships," Voice of America.

On-Air Interview, "Listening to Teenagers," Newsnight Maryland, Maryland Public Television.

On-Air Interview, "Effective Listening," Mark Steiner Show, WJHU Radio.

On-Air Interview, "Listening in Interpersonal Communication," Mind University series on Interpersonal Communication.

On-Air Interview, "Listening Skills," Diane Rehm Show, WAMU Radio.

Professional Experience

Editorial Boards:

Communication Studies, 2012-2015.

Communication Quarterly, 2001-2010.

Qualitative Research Reports, 2000-2006.

Communication Research Reports, 1996-1999; 1999-2002.

The Basic Communication Course Annual, 1996-97; 1999-2000..

International Listening Journal. Editorial Board. 1996-2013.

Journal of the International Listening Association, Associate Editor, 1985-87. Guest Editor, "The State of the Art of Listening," 1992. Editorial Board, 1994-1996.

Communication Education, 1978-1981; 1990-1993; 1993-1996.

ERIC Communication and Reading Skills Evaluator, 1972-1988.

Education Book Index, 1970.

Membership in Professional Organizations:

National Communication Association

International Listening Association (Founding Member)

Association for Business Communication

Eastern Communication Association

International Communication Association

American Society of Training and Development

The Rhetoric Society of America

Metropolitan Washington Communication Association

Maryland Communication Association

National Association of Government Communicators

Association for Communication Administration

Washington Speechwriters Roundtable

Professional Offices Held:

Chair, Reinvention Task Force, International Listening Association, 2004-2005.

Chair, General Education Task Force, National Communication Association, 2001-2004.

On-Line Communication Course Task Force, National Communication Association, 2003-2005.

Coordinator, Communication Consulting Series, National Communication Association Convention, 2003.

Coordinator, Washington Listening Summit, 2001

Planning Committee, National Communication Association Summer Conference, 2001.

Educational Policies Board, National Communication Association, 1998-2001.

Nominating Committee, National Communication Association, 2000

Task Force on General Education Requirements in Speech Communication, Maryland Communication Association, 1998-99.

Planning Committee and Conference Coordinator, Maryland Communication Association, 1997.

Chair, International Listening Association Committee on Curriculum and Assessment, 1995-97.

Co-Chair, Speech Communication Association Short Courses, 1994.

Past Officers Club, Eastern Communication Association, 1982-present.

International Listening Association Research Committee, 1980-present.

International Listening Association, Visions 2000, 1994.

International Listening Association, Program Planning Committee, 1994.

American Council on Education, Facilitator, Chairing the Academic Department, 1990, 1991.

International Listening Association Long-Range Planning Task Force, 1988-89.

Co-Chair, Speech Communication Association Teachers on Teaching Series, 1986.

Director, Eastern Communication Association Basic Course Conference, 1986.

Association for Supervision and Curriculum Development Collaborative on Thinking Skills, 1985-87.

Chair, Speechwriting Committee, National Association of Government Communicators, 1984-86.

Co-Chair, Speech Communication Association Dimension Series, 1985.

President, International Listening Association, 1984-85.

Co-Chair, International Listening Association First Annual Summer Conference, 1984.

First Vice President, International Listening Association, 1983-84.

Eastern Communication Association Basic Course Committee, 1983-84.

Eastern Communication Association Diamond Anniversary Committee, 1982-84.

Speech Communication Association Legislative Council, 1981-83.

Speech Communication Association Resolutions Committee, 1982.

Speech Communication Association Applied Communication Section, Executive Committee, 1979-1982.

Chairperson, Applied Communication Section, Speech Communication Association, 1980-81.

Speech Communication Association Awards Committee, 1981, 1982.

Speech Communication Association Nominating Committee, 1982.

Speech Communication Association Black Caucus Task Force on Opportunities for Blacks in the Profession, 1980-81.

Co-Chairperson, Speech Communication Association Summer Conference on Careers in Communication, 1980.

Vice-Chairperson, Applied Communication Section, Speech Communication Association, 1979-80.

Publications Chairperson, Speech Communication Association Applied Communication Section, 1977-79.

Consultant, American Society of Training and Development.

Speech Communication Association Legislative Council, 1976-78.

Executive Council, Eastern Communication Association, 1973-1978.

Coordinator, Short Courses, Speech Communication Association, 1977.

Nominating Committee, Maryland Communication Association, 1977, 2003.

Chairperson, Speech Communication Association Instructional Development Division, 1976-1977.

President, Eastern Communication Association, 1976-1977.

Vice-Chairperson, Speech Communication Association Instructional Development Division, 1975-1976.

First Vice-President, Eastern Communication Association, 1975-1976.

Second Vice-President and Director of the Convention, Eastern Communication Association, 1973-1974.

Public Relations, Maryland Communication Association, 1970-1972.

Honors and Awards

Most Valued Professor, University of Maryland Athletic Department, 2013.

Top Research Paper, International Listening Association, 2013.

Outstanding Analytic Tradecraft Instruction, The Sherman Kent School, 2006

Telly Award, "Researching Maryland," 2003 and 2005

Communicator Award, "Researching Maryland," 2002 and 2004.

International Listening Association Outstanding Teacher of Listening

National Communication Association Teaching and Learning Scholar

Identified on 1999 list of 100 "Top-Ranked Active Researchers in Communication Studies"

Identified on 1999 list of "Top 40 Book Authors in Communication Studies"

University of Maryland Academy for Excellence in Teaching and Learning Fellow

University of Maryland Lilly Teaching Fellow

Eastern Communication Association Distinguished Teaching Fellow.

International Listening Association Hall of Fame

James MacGregor Burns Academy of Leadership Senior Fellow

Institute for the Study of Intrapersonal Processes Ralph G. Nichols Award: "Top Paper," 1997 and 2000; "Top Two Paper," 1996 and 1998; "Top Three Paper," 1989; "Top Two Paper," "Top Three Paper," 1999, and "Top Two Paper," 2001.

University of Maryland Panhellenic Association Outstanding Teacher Award, 1995, 1996, 1999.

University of Maryland University College Drazek Outstanding Teaching Award
Nominee, several times.

International Communicator Award, "Senior Cable News," 1998.

International Communicator Award Honorable Mention, "Senior Cable News," 2000.

International Listening Association Special Recognition Award (for research contributions of Perspectives on Listening), 1994.

International Listening Association Research Award; 1985, 1987, 1988, 1992

Phi Kappa Phi

Mu Epsilon Nu

Eastern Communication Association Visiting Scholar, 1983-84.

Invited Participant, ~~Speech~~ Communication Association National Developmental Conference on Future Directions of Speech Communication Education, 1973.

Maryland Association for Higher Education Award for Speech Communication Career Preparation and Placement, 1981.

Visiting Scholar, Rockhurst University, 1997.

Visiting Scholar, York College, 1991.

U.S. Department of ~~Labor~~ Commission of Achieving Necessary Skills in the Workplace Panel of Experts, 1991.

U.S. Department of ~~Education~~ National Assessment of College Student Critical Thinking and Communication Skills Panel of Experts, 1992.

Grants:

University of Maryland Instructional Technology Grant, Media Center

University of Maryland System General Education Grant, Conference on the Expert Communicator's Communication Competencies

University of Maryland Undergraduate Studies Teaching Assistant Development Grant

Montgomery County PEG Grant for development of cable television show, "The Cutting Edge."

University of Maryland Undergraduate Studies Instructional Improvement Grant for basic course outcomes longitudinal study.

University of Maryland Hewlett Foundation grant for World Course, "Communication in the Information Age."

Aristech Foundation Grant for development of Experiential Listening (with Carolyn Coakley) 1988.

University of Maryland Undergraduate Studies Instructional Improvement Grant for analysis of graduates of Technical Speech Communication curriculum, 1982.

International Language Institute Grant, for analysis of Communication Training activity in the Washington, D.C., area, 1978.

Consulting and Training Services

Editorial reviewer for several major publishing houses. Have provided professional consulting and training services in communication (listening, presentation skills, interviewing, public speaking, press conferences, television interviews, management communication, executive communication) for the following organizations:

Allegany County Public Schools
American Bankers Association
American Council on Education
American Home Economics Association
American Savings and Loan Institute
American Society of Association Executives
Anne Arundel County Public Schools
Annie B. Casey Foundation
Booz-Allen, Hamilton, Inc.
Capital Speakers
Catonsville Community College
Center for the Family
Central Intelligence Agency
City of Takoma Park
Clayton State College
Com-Pro, Inc.
Concord
Defense Communication Agency
Defense Intelligence Agency
Deloitte Touche
Ensco, Inc.
Federal Emergency Management Agency
Federal Home Loan Mortgage Corporation
Federal National Mortgage Association
Florida Atlantic University
Food Preservation Systems
Ford Aerospace
Frederick Public Schools
General Motors
Hartz/Meek International
Heifitz International Music Institute
Internal Revenue Service
International Laborers' Union
Ithaca Public Schools
L.E.A.P. Agency

The Management Company
March of Dimes
Maryland National Capital Parks and Planning Commission
Maryland Reading Council
McKinsey Consulting
William M. Mercer
Mid-Atlantic Health Leadership Institute
The Mortgage Corporation
MRC Corporation
John Motley Associates
National Aeronautics and Space Administration
National Association of Counties
National Teachers Exam
National Technical Institute for the Deaf
National War College
Office of U.S. Senator Russell Long
Piper and Marbury
Prince George's Community College
Project Signals
Scientific Applications International Corporation
Shepherd College
Social Compact
Speech Communication Association
State Employees Credit Union
Summit Connections, Inc.
Syntax
Toastmistresses International
Transemantics, Inc.
Tribal Executive Council
United Methodist Church
U.S. Agency for International Development
U.S. Department of Commerce
U.S. Department of Defense
U.S. Department of Education
U.S. Environmental Protection Agency
U.S. Information Agency
U.S. Department of State
U.S. Department of Justice
U.S. Department of Treasury
U.S. Naval Oceanographic Office
U.S. Office of Personnel Management
Ven den Berg Holland Associates
Vigo County School Corporation
Vitro Corporation
Volunteers in Technical Assistance

Washington Capitals
Washington Gas Light Company
Westinghouse Corporation
Whitman-Walker Clinic
World Bank
York College

Public Service

University Service:

General Education Oral Communication Committee, 2010-Present

Lecturer, Preparing Future Faculty, College of Engineering, 2011, 2012, 2013

Communication Seminar, Consortium on Race, Gender, and Ethnicity, 2009

Communication Seminar, Historic Preservation, School of Architecture, 2005-2009

StampTalk, 2008

Appointment, Promotion, Tenure Campus Appeal Committee, 2007

President's Promise Initiative Steering Committee, 2005

Burns Academy of Leadership, Leadership Network

Speech Coach, University Health Center

Lecturer, Summer Scholars

Facilitator, Workshop on Interviewing Skills, Office of Undergraduate Studies
National Scholarships, 2003, 2004.

Facilitator, Workshop on Presentation Skills, Office of International Education
Fulbright Fellows Enrichment Program, 2002.

Undergraduate Research Council, 2002-2004.

College of Arts and Humanities Shirley Scholarship Selection Committee, 2002.

Senior University Advisory Committee, 1998-2001.

Continuing Education Advisory Council, 1998-Present.

UMTV Advisory Council, 2000-2004.

College Park Scholars Advisory Council, 1999-2002.

Facilitator, Human Relations Commission Town Meeting, 2000.

College of Arts and Humanities Deans Scholar Selection Committee, 1999- 2001.

Presidential Inaugural Committee, 1999.

Facilitator, Human Relations Commission Retreat, 1999.

Chair, Campus Committee to Study the Part-Time Student, 1998.

Facilitator, ACCESS Committee Retreat and Library Instructional Communication Workshop, 1997.

McNair Program Faculty Mentor, 1996-2000.

Leader, Continuous Quality Improvement Senior Year Experience Implementation Team, 1994-95.

Provost's Advisory Committee on Advising and Admission, 1994-95.

Chair, President's Awards Committee, 1992-94.

Campus Speaker's Bureau, 1991-1996.

Campus Continuous Quality Improvement Council, 1993-96.

Campus ACCESS Committee, 1992-95.

Campus Committee on Faculty Workload (Chair, Public Relations Subcommittee), 1992-93.

Campus Senate Elections, Regulations and Governance Committee, 1992-93.

Campus CORE Committee, Humanities Review Subcommittee, 1992-94.

Campus Continuous Improvement Facilitators Group, 1992-93.

Chair, Campus Senate Task Force on Faculty Governance, 1990-91.

Campus Course Access Committee (Chair, Needs Assessment Subcommittee) 1990.

College Park Committee on Associate/Assistant Deans, 1989-1990.

University of Maryland System Task Force on Faculty Council and Interim Faculty Council, 1988.

College Park Enhancement Plan Steering Committee, 1988-89.

College Park Budget Priorities Committee, 1987-89.

College Park Senate Legislative Affairs Committee, 1988.

Chair, College Park Campus Senate, 1987-88.

Chair-Elect, College Park Campus Senate, 1986-87.

University of Maryland Task Force on Arts and Humanities, 1985-86.

Chair, College Park Senate Ad Hoc Committee on Academic Reorganization, 1985.

College Park Senate, 1985-87.

College Park Senate Ad Hoc Committee on Undergraduate Education, 1986-87.

College Park Senate Committee on Elections and Governance, 1985-86.

Chairperson, Arts and Humanities Division Council, 1984-86.

Math, Physical Science, Engineering Divisional Committee on Department of Statistics, 1986-87.

Arts and Humanities, Equity Review Committee, 1986.

Chairperson, The Graduate School Committee on Publications and Publicity, 1983-84.

Chairperson, Arts and Humanities Academic Affairs Committee, 1982-1983.

Arts and Humanities Division Council, 1984-87.

Arts and Humanities Administrative Council, 1980-1982.

Arts and Humanities Management Committee, 1979-1982.

Chairperson, Arts and Humanities Educational Affairs Committee, 1978-1979.

~~Chairperson~~, Arts and Humanities Programs, Courses, and Curricula (PCC) Committee, 1979-1980.

~~Committee~~ to Review the College Park Senate, 1978-1979.

Arts and Humanities Educational Affairs Committee, 1976-1978

~~Chairperson~~, College Park Senate Programs and Administrative Review Committee (Department of Early Childhood-Elementary Education). 1976-1977.

Arts and Humanities Library Committee, 1976-1977.

Arts and Humanities Membership Governance, and Elections Committee, 1976-1977.

University Library Representative, 1968-1978.

Arts and Humanities Programs, Courses and Curricula Committee, 1973-1974.

Arts and Sciences Legislative Council, 1971-1973.

Service To Department:

Department of Communication Basic Course Director, continuing.

Department of Communication Media Center Director, 1990-2012.

Department of Communication Learning Outcomes Assessment Coordinator, 2005-2008.

Department of Communication Salary Committee, 2005-2006, 2007-2008, 2012-2013.

~~Chair~~, Department of Communication Faculty Advisory Committee, 2003-2005.

~~Chair~~, Department of Communication Centennial Committee, 1999-2001.

Department of Communication Appointments, Promotion, and Tenure Committee, continuing.

Department of Communication Faculty Advisory Committee, 1998-99; 2001-2002; 2005-2006; 2011-2012.

Department of Communication Undergraduate Committee, 1998-2000; 2002-2004, 2006-2008; 2012-2013.

Undergraduate Director, Department of Speech Communication, 1993-1998.

Founding Chair, ~~Department~~ of Speech Communication, 1989-94.

Communication Arts and Theatre Graduate Committee, 1968-1989.

Speech Communication Division Faculty Committee, 1968-1989.

Public Communication Ph.D. Faculty Committee, 1979-1989.

Communication Arts and Theatre Appointments Promotion and Tenure Committee, 1973-1989.

Chair, Speech ~~Communication~~ Rhetoric Search Committee, 1984-86.

Speech Communication Division Curriculum Coordinator, 1982-84.

University Theatre ~~Parrons~~ Association, 1980-1983.

Communication Arts and Theatre Executive Committee, 1970-1982.

Communication Arts and Theatre Library Representative, 1968-1980.

Service To Community:

Chair, Review Panel, National Institute for Deafness and Other Communication Disorders, Hearing Hygiene Public Communication Grants Project

Panelist, "The Play's the Thing," Montgomery County Commission on the Humanities

Board of Trustees, The Washington Consortium, 1987-88.

Board of Advisors, The Washington Academy, Washington, D.C.

Maryland State ~~Department~~ of Education Task Force on Listening Curriculum.

Board of Advisors, Washington Educational Development Institute.

Middle States Evaluation Committee, The Norwood School.

Public Speaking Critic/Consultant to various civic groups.

Therapeutic Listening Consultant to various "Hot Line," Crisis Intervention Centers, and religious groups in the Washington Metropolitan area.

Director, The Sanctuary Players, Geneva Presbyterian Church, Potomac, Maryland

Director, The Chancel Players, Bradley Hills ~~Presbyterian~~ Church, Bethesda, Maryland.

Instructional Communication Consultant to ~~schools in~~ the Washington-Maryland area.

Freelance Professional Speechwriter and ~~Speech Coach~~ for executives, diplomats, and political officials

Courses Taught at UMCP:

- SPCH 100 Basic Principles of Speech Communication
- COMM 107 Oral Communication: Principles and Practice
- SPCH 125 Interpersonal Communication
- SPCH 200 Public Speaking
- COMM 250 Introduction to Communication ~~Theory~~
- SPCH 420 Advanced Group Discussion
- SPCH 450 Classical and Medieval Rhetorical Theory
- SPCH 451 Renaissance and Modern Rhetorical Theory
- COMM 398A Communication Issues in the 21st Century
- COMM 455 Speechwriting
- COMM 470 Listening
- SPCH 478 Professional Issues in ~~Speech Communication~~
- SPCH 482 Intercultural Communication
- SPCH 488 Speech Communication Internship
- COMM 422 Communication Management
- COMM 655 Seminar in Speechwriting
- COMM 670 Seminar in Listening Behavior
- SPCH 680 Speech Communication Programs in Education and Training

SPCH 681	Communication Issues in Training Development
SPCH 682	Seminar in Intercultural Communication
COMM 686	Teaching Communication
EDSE 354	Curriculum, Instruction and Observation in Speech
EDSE 377	Student Teaching in the Secondary School Curriculum
EDSE 753	Theory and Research in Secondary Education-Speech
PCOM 700	Doctoral Study in the Public Communication Arts
EDCP 108-O	The Student in the University
UNIV 158A	Communication in the Information Age
COMM 388	Communication Practicum

Michelle Murray Yang

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301-405-0873

Education

Doctor of Philosophy, Communication Arts (Rhetoric), University of Wisconsin-Madison, May 2011.

Dissertation: "Cultural Obstruction and Transformative Possibilities: Western Media Coverage of U.S.-Sino Relations during the 2008 Beijing Olympic Games."

Advisor: Professor Robert Glenn Howard; Committee: Susan Zaeske, Robert Asen, Zhongdang Pan, Melanie Manion.

Master of Arts, Communication (Rhetoric), University of Wisconsin-Madison, 2007.

Thesis: "Bridging the Rhetorical Divide Between East and West: Richard Nixon's Speeches During His Journey to China."

Advisor: Professor Stephen E. Lucas; Committee: Susan Zaeske, Christine Garlough.

Bachelor of Arts, Communication Arts & Sciences (Mass Media), Mount Union College, 2004, summa cum laude.

Academic Positions

Assistant Professor, Department of Communication, University of Maryland, 2013 to present.

Assistant Professor, Department of Communication Studies, Belmont University, 2012 to 2013.

Instructor, Department of Communication Studies, Belmont University, 2011 to 2012.

Course Director for Fundamentals of Speech Communication, Belmont University, 2011 to 2013.

Publications

Refereed Journal Articles

“Guilty Without Trial: State-Sponsored Cheating and the 2008 Beijing Olympic Women’s Gymnastics Competition,” *Chinese Journal of Communication*, (2013).

“Richard Nixon’s Speeches and Toasts During His 1972 Trip to China: A Study in Diplomatic Rhetoric,” *Rhetoric & Public Affairs*, 14, no. 1 (2011).

“Still Burning: Self-Immolation as Photographic Protest,” *Quarterly Journal of Speech*, 97, no. 1 (2011).

Invited Works

“Soong May-ling’s ‘Hollywood Bowl Address,’” *Vibrant Voices of Public Address*, 1, no. 7 (2012).

Awards and Honors

Top Competitive Paper, “Foreshadowing the Chinese Nightmare: CAGW and the ‘Chinese Professor’ Ad,” Chinese Communication Studies Division, National Communication Association, Orlando, 2012.

Recipient of the College of Arts and Sciences Faculty Development Grant, Belmont University, March 2012.

Top Competitive Paper, “Framing the Chinese Threat: Redemptive Narratives of American Exceptionalism in Western Media Coverage of the 2008 Beijing Olympic Opening Ceremony,” Chinese Communication Studies Division, National Communication Association, San Francisco, 2010.

McCarthy Travel Grant, University of Wisconsin, Madison, January 2006, May 2006, November 2006, November 2007, November 2009, and November 2010.

Helen K. Herman Memorial Fund Scholarship, University of Wisconsin, Madison, 2008-2009.

University Housing’s Honored Instructor Award, University of Wisconsin, Madison, December 2008.

Research Appointments

Project Assistant for REDD, Research in Education Deliberation and Decision-making,
University of Wisconsin, Madison, Fall 2009—August 2010.

REDD is funded by the William T. Grant foundation, which is interested in how academic research can be used to promote and further youth-oriented programs. The purpose of REDD is to discern how school boards use research to deliberate and make decisions on questions of education policy. As part of the grant's research, I attended the school board meetings of the West Bend school district. I recorded and transcribed meetings, compiled field notes, organized field materials, and helped code and analyze discourse.

Research Assistant for Professor Christine Garlough, University of Wisconsin, Madison,
Summer 2007.

Under the direction of Professor Christine Garlough, I compiled and evaluated research materials regarding 19th century anti-immigration organizations and legislation for a book project. In particular, I focused on the rhetoric of the Anti-Asiatic Exclusion League and explored how the organization conceptualized the role of Asian immigrants in the United States. My duties included locating and rhetorically analyzing texts as well as documenting and summarizing analytical findings.

Conference Presentations

"Revealing the 'Real Face' of China in Stealthy Fashion: Western 'Spies,' Empty Protest Zones, and the 2008 Beijing Olympics," Western States Communication Association Pre-Conference, The Dilemmas and Opportunities of U.S.-China Communication in an Age of Globalization, February, 2013.

"Foreshadowing the Chinese Nightmare: CAGW and the 'Chinese Professor' Ad," National Communication Association, Orlando, November, 2012.

"Constraining Divergent Voices: Western Media Coverage of Protests during the 2008 Beijing Olympic Games," National Communication Association, New Orleans, November, 2011.

"Resisting Co-Optation Through Humor: Visual Rhetoric and the 2011 Wisconsin Protests," National Communication Association, New Orleans, November, 2011.

"Framing the Chinese Threat: Redemptive Narratives of American Exceptionalism in Western Media Coverage of the 2008 Beijing Olympic Opening Ceremony," National Communication Association, San Francisco, November, 2010.

"The Opening Ceremony of the 2008 Beijing Olympic Games," Rhetoric Society of America Conference in Minneapolis, Minnesota, May, 2010.

“Becoming Part of the Lynch Mob: The Noose and Visual Controversy,” National Communication Association Conference in Chicago, Illinois, November, 2009.

“Self-Immolation as Photographic Protest,” Midwest Winter Workshop at Indiana University, January, 2008.

“Self-Immolation as Photographic Protest: Malcolm Browne’s Photograph of the Burning Monk,” National Communication Association Conference in Chicago, Illinois, November, 2007.

“Conspiracy, Debauchery, and Duplicity: Rebecca Theresa Reed’s Exposé of the Ursuline Convent,” National Communication Association Conference in San Antonio, Texas, November, 2006.

“Sarah Grimké and *Letters on the Equality of the Sexes*: Appropriating Dress,” Rhetoric Society of America Conference in Memphis, Tennessee, May, 2006.

“Opening the Rhetorical Gateway to President Nixon’s 1972 Trip to China,” Xiamen University’s International Communication Conference in Xiamen, China, January, 2006.

Professional Service

Pine Ridge Reservation Educational Outreach, May 2012.

Reviewer, Public Address Division, National Communication Association, 2011 and 2012.

Reviewer, Visual Communication Division, National Communication Association, 2010 and 2011.

Panel Chair, Visual Communication Division, National Communication Association, 2011.

Guest Reviewer, *Popular Communication: The International Journal of Media and Culture*, Spring 2011.

ESL Conversation Leader at Calvary Lutheran Chapel’s International Friendship Center, Spring 2005 to August 2011.

Guest lecturer for the Humanities Undergraduate Research Scholars Program, University of Wisconsin, Madison, Spring 2006.

Departmental and University Service

Rhetoric Minor Advisor, University of Maryland, 2013 to present.

Service to Community

Speech Workshop for Golden Triangle Fellowship Summer Scholars Program, July 2012.

Appendix VI.1.—Courses Offered

Undergraduate Courses:

COMM 100 Foundations of Communication (3)

Not open to students who have completed COMM 107. Credit will be granted for only one of the following: COMM 100 or COMM 107. Prerequisite for advanced speech courses. A study of oral communication principles, including verbal and nonverbal language, listening, group dynamics, and public speaking. Emphasis in this course is upon the application of these principles to contemporary problems and upon the preparation of different types of oral discourse.

COMM 107 Communication: Principles and Practice (3)

Credit will be granted for only one of the following: COMM 100, COMM 107, COMM200, ENES143, INAG110, JOUR130 or THET285. A study of and practice in oral communication including principles of interviewing, group discussion, listening, informative briefings, and persuasive speeches.

COMM 125 Introduction to Interpersonal Communication (3)

Concepts of interpersonal communication including perception, language and meaning, nonverbal communication, listening and feedback.

COMM 170 Foundations of Listening (3)

Role, process, and levels of listening behavior and the development of listening skills.

COMM 200 Critical Thinking and Speaking (3)

Theory and practice of persuasive discourse analysis and composition. Research techniques, logical and rhetorical conceptions of argument, and technical principles for persuading in public venues.

COMM 220 Small Group Discussion (3)

Principles, methods and types of interaction occurring in small groups with an emphasis on group discussion and decision-making.

COMM 222 Interviewing (3)

Prerequisite: permission of department. Speech principles and practices basic to recognized types of interviews, giving special attention to behavioral objectives and communication variables involved in the process of interviewing.

COMM 230 Argumentation and Debate (3)

A study of the fundamental principles of reasoning, analysis, and evidence preparation of debate briefs and presentation of standard academic debate.

COMM 231 News Writing and Reporting for Public Relations (3)

Two hours of lecture and two hours of laboratory per week. Prerequisite: Grammar competency demonstrated by a score of 52 or higher on the TSWE and permission of the department. Limited to COMM majors. Credit will be granted for only one of the following: JOUR201, JOUR201P, JOUR231,

or COMM231. Introduction to writing and researching news and information media for public relations; laboratory in news-gathering tools and writing techniques for public relations.

COMM 232 News Editing for Public Relations (3)

Two hours of lecture and two hours of laboratory per week. Prerequisite: Grade of C- or better in COMM231 or equivalent and permission of the department. Limited to COMM majors. Credit will be granted for only one of the following: JOUR202, JOUR202P, JOUR232, or COMM232. Copy editing, graphic principles and processes, news and information technologies for public relations.

COMM 250 Introduction to Communication Inquiry (3)

An introduction to the field of communication. Definitions, models, and contexts of communication; rhetorical theory and rhetorical criticism of discourse.

COMM 288 Communication Internship (1-6)

Prerequisite: permission of the department. Repeatable to 6 credits if content differs. An individual experience arranged by the student with the instructor. Does not satisfy communication major requirements. 45 hours of supervised internship per credit hour with communication professional. Not a substitute for COMM386.

COMM 298 Selected Topics in Communication (3)

Repeatable to 6 credits if content differs. Special topical study of contemporary issues in communication.

COMM 324 Communication and Gender (3)

The creation of images of male and female, and masculine and feminine, through communication, the differences in male and female communication behaviors and styles, and the implications of those images and styles for male-female transactions.

COMM 330 Argumentation and Public Policy (3)

Contemporary theories of argumentation with special emphasis on methods of formulating and critiquing public policy argument.

COMM 340 Communicating the Narrative (3)

The role of narratives in communicating messages and development of strategies to effectively communicate the narrative form through storytelling, oral reading, and anecdotes.

COMM 350 Public Relations Theory (3)

Prerequisite: Grade C- or better in JOUR 201 or COMM 250; or permission of department. Not open to students who have completed JOUR 330. Credit will be granted for only one of the following: COMM 350 or COMM 430 or JOUR 330 or JOUR 530. The historical development and contemporary status of public relations in business, government, associations and other organizations. Application of communication theory and social science methods to the research, planning, communication and evaluation aspects of the public relations process.

COMM 351 Public Relations Techniques (3)

Prerequisite: COMM 350 and grade C- or better in JOUR 202. The techniques of public relations

including news releases, publications and printed materials, audio/visual techniques, speeches and special events. Application of these techniques in laboratory and field projects.

COMM 352 Specialized Writing in Public Relations (3)

Prerequisite: COMM 351. Public Relations writing for science, technology, health, medicine, corporate finance, educational policy, law and government in broadcast and technical media, as well as newspapers and magazines and also including proposals, speeches and correspondence.

COMM 354 Public Relations Programs (3)

Prerequisite: COMM 350.

Analysis of eight major programs typically carried out by public relations professionals: employee relations, media relations, financial relations, member relations, governmental relations, community relations, fundraising and dealing with activist publics.

COMM 360 The Rhetoric of Black America (3)

An historical-critical survey of the rhetoric of Black Americans from the colonial period to the present.

COMM 370 Mediated Communication (3)

Prerequisite: COMM 250. Junior standing Analysis and critique of structure, performance, content, effects, and future of mediated communication.

COMM 383 Urban Communication (3)

A study of communication variations in the urban setting with emphasis on communication problems encountered in ethnic relations. Strategies for improving communication.

COMM 386 Supervised Internship (3-6)

Prerequisite: Permission of department. For communication majors only. Supervised internship experience with communication professionals. Relation of academic training to professional experience.

COMM 388 Communication Practicum (1-3)

COMM 398 Selected Topics in Communication (3)

Repeatable to 6 credits if content differs. Topical study of contemporary issues in speech communication.

COMM 399 Honors Thesis (3)

Nine hours of laboratory per week. Prerequisite: permission of department. For communication majors only. Repeatable to 6 credits if content differs.

COMM 400 Research Methods in Communication (3 credits)

Prerequisite: COMM250 and an introductory course in statistics. For COMM majors only. Philosophy of scientific method; role of theory; research ethics; empirical research methods (measurement, sampling, design, analysis).

COMM 401 Interpreting Strategic Discourse (3 credits)

Prerequisite: COMM250. For COMM majors only. Principles and approaches for practical analysis of discourse designed to shape audience opinion.

COMM 402 Communication Theory and Process (3 credits)

Prerequisite: COMM250. For COMM majors only. Philosophical and conceptual analysis of communication theories.

COMM 420 Theories of Group Discussion (3 credits)

Current theory, research and techniques regarding small group process, group dynamics, leadership and decision-making.

COMM 421 Communicating Leadership (3)

Not open to students who have completed COMM498L. Examines the nature of leadership, theories of leadership from a communication perspective, relationships between leadership, authority, power, and ethics. Explores leadership responsibilities, commitments, and actions.

COMM 422 Communication Management (3 credits)

Communication policies, plans, channels, and practices in the management of the communication function in organizations.

COMM 423 Communication Processes in Conferences (3 credits)

Group participation in conferences, methods of problem solving, semantic aspects of language, and the function of conferences in business, industry and government settings.

COMM 424 Communication in Complex Organizations (3 credits)

Structure and function of communication within organizations: organizational climate and culture, information flow, networks and role relationships.

COMM 425 Negotiation and Conflict Management (3 credits)

Role of communication in shaping negotiation and conflict processes and outcomes.

COMM 426 Conflict Management (3 credits)

Recommended: COMM425, COMM250, and COMM402. Role of communication in managing conflict processes.

COMM 430 Public Relations Theory and Techniques (3 credits)

Prerequisite: JOUR201 or equivalent; and permission of department. Not open to students who have completed COMM350. Credit will be granted for only one of the following: COMM350,

COMM430, COMM630, JOUR530 and JOUR630. Formerly JOUR 530.

Theories relevant to the strategic management of public relations and techniques used in programs to communicate with publics of organizations

COMM 435 Theories of Interpersonal Communication (3 credits)

Prerequisite: COMM400 or permission of department. Major theoretical approaches and research trends in the study of interpersonal communication.

COMM 450 Ancient and Medieval Rhetorical Theory (3 credits)

Prerequisite: COMM250. For COMM majors only. Credit will be granted for only one of the following: COMM450, or COMM650. A survey of rhetorical theory in the ancient and medieval periods. Emphasis is placed on the theoretical problems that gave rise to its development within both periods. Authors include Isocrates, Plato, Aristotle, Cicero, Quintilian, Hermogenes, Martianus Capella, Aurelius Augustine, Alberic of Monte Cassino, Geoffrey of Vinsauf and Robert of Basevorn.

COMM 451 Renaissance & Modern Rhetoric Theory (3 credits)

Formerly: SPCH451/COMM651. A survey of rhetorical theory in the renaissance and modern periods. Emphasis is placed on the theoretical trends that dominate rhetorical thinking during both periods--especially in Great Britain. Authors include Wilson, Sherry, Rainolde, Day, Hyperius, Cox, Ramus, Talon, Bacon, Pascal, Fenelon, Sheridan, Campbell, Blair, and Whately.

COMM 453 The Power of Discourse in American Life (3 credits)

The potential of language forms and strategic discourse to create, perpetuate, and alter patterns of political and cultural behavior. The influence of contemporary political and cultural discourse on public understanding, public policy, and day-to-day life.

COMM 454 Rhetoric of the 1960s (3)

Prerequisite: COMM401 or permission of department. Not open to students who have completed COMM453 (Spring 2003). Study of key rhetoric of the 1960s. Treats rhetoric of relevant Presidents and several protest movements including civil rights, anti-war, and women's liberation. Contrasts traditional modes of argument with alternative rhetorical forms.

COMM 455 Speechwriting (3 credits)

The study of message strategies in order to research and develop effective speech texts appropriate to speakers and their audiences in various public contexts.

COMM 458 Seminar in Political Communication (3 credits)

Prerequisite: COMM250. Repeatable to 06 credits if content differs. The examination of special topics for and theories of political communication.

COMM 460 Public Life in American Communities, 1634-1900 (3 credits)

Ways that Americans have used their voice to create public life. Focus is on the diverse social communities that have characterized American life and the place and characteristics of oral discourse in each.

COMM 461 Voices of Public Leadership in the Twentieth Century (3 credits)

Study of the use of speaking in the power struggles of the twentieth century. Focus is on important speakers of the century, their social and policy influence, and the struggle to expand the diversity of voices with power in the public sphere.

COMM 468 Seminar in Mediated Communication (3 credits)

Prerequisites: COMM/JOUR350 or COMM402 or COMM450. Junior standing. Repeatable to 06 credits if content differs. The examination of special topics related to the study of mediated communication.

COMM 469 The Discourse of Social Movements (3 credits)

Recommended: COMM401. Junior standing. Repeatable to 06 credits if content differs. Study of key social movements that have influenced American social and political life. In alternate years the Civil Rights Movement and the Rhetoric of Women's Suffrage and Abolitionism. Consideration of how groups excluded from or marginalized in American political life affect social change.

COMM 470 Listening (3 credits)

The principles of listening behavior.

COMM 471 Public Communication Campaigns (3 credits)

Prerequisite: COMM200 or permission of department. Diffusion theory and its implications for public communication campaigns.

COMM 472 Nonverbal Communication (3 credits)

Nonverbal communication in human interaction theory and research on proxemics, kinesics and paralanguage as expression of relationship, affect and orientation within and across cultures.

COMM 475 Persuasion (3 credits)

Bases of persuasion, with emphasis on recent experimental developments in persuasion.

COMM 476 Language, Communication, and Action (3 credits)

The nature of communication as symbolic action. Topics include language, meaning, intention, understanding, and consequences of communication.

COMM 477 Discourse Analysis (3 credits)

Concepts of textual and discourse analysis applied to speech situations.

COMM 478 Communication Colloquium (1 credits)

Repeatable to 04 credits if content differs. Current trends and issues in the field of communication, stressing recent research methods. Recommended for senior and graduate student majors and minors in communication.

COMM 482 Intercultural Communication (3 credits)

The major variables of communication in an intercultural context: cultural, racial and national differences; stereotypes; values; cultural assumptions; and verbal and nonverbal channels.

COMM 483 Senior Seminar in Public Relations (3 credits)

Prerequisite: COMM351 and COMM400. Not open to students who have completed JOUR483. Credit will be granted for only one of the following: COMM483 or JOUR483. Formerly JOUR 483. Integration

of theory, techniques and research methods into the planning and execution of public relations campaigns for specific organizations. Analysis of research on the case studies of public relations.

COMM 488 Communication Portfolio Project (1 credits)

Senior standing. For COMM majors only. Repeatable to 03 credits if content differs. Preparation of the professional communication portfolio.

COMM 489 Topical Research (1-3 credits)

Prerequisite: permission of department. Repeatable to 06 credits if content differs. Individualized research projects conducted with a faculty sponsor.

COMM 498 Seminar (3 credits)

Prerequisite: permission of instructor. Senior standing. Present-day communication research.

Graduate Courses:

COMM 600 Empirical Research in Communication (3 credits)

Formerly SPCH 600.

COMM 601 Historical-Critical Research in Communication (3 credits)

Formerly SPCH 601. Intense study in critical and historical methodology as applicable to research in communication. Emphasis will be placed on the composition and the evaluation of historical-critical studies of significance in the field of rhetorical communication scholarship.

COMM 602 Communication Theory (3 credits)

For COMM majors only. Fundamental concepts, approaches, and problems in communication theory.

COMM 604 Argumentation Theory (3 credits)

Fundamental concepts, approaches, and problems in argumentation theory.

COMM 605 Interpersonal Arguing (3 credits)

Examination of interpersonal arguing. Topics include invention, form, and editing of argumentative content, presentation of such content in face-to-face conversation, and reaction to the content. Cognitive and other psychological approaches predominate, but some attention is given to rhetorical and philosophical traditions.

COMM 625 Negotiation (3 credits)

Role of communication in shaping negotiation processes and outcomes.

COMM 626 Conflict Management (3 credits)

Formerly SPCH 626. Role of communication in managing conflict processes.

COMM 628 Organization Communication: Research and Intervention (3 credits)

Prerequisite: COMM 424 or permission of instructor. Repeatable to 6 credits if content differs. Formerly

SPCH 628. The role of the internal and external communication consultant as an organizational change-agent. Emphasis upon data gathered to facilitate the communication development of the organization.

COMM 630 Seminar in Public Relations Management (3 credits)

Not open to students who have completed JOUR 630. Credit will be granted for only one of the following: COMM 630 or JOUR 630. Formerly JOUR 630. Relationship of public relations management to organizational structure and communication functions. Objectives, planning, staffing, budgeting, administering, and evaluation of public relations programs.

COMM 631 Seminar in Public Relations Publics (3 credits)

Not open to students who have completed JOUR 631. Credit will be granted for only one of the following: COMM 631 or JOUR 631. Formerly JOUR 631. Analysis of public relations programs aimed at organizational publics. Media, issue-related, community, employee, governmental, consumer, financial, and student/educator publics. Theories of the nature of publics, communication behavior of publics, and effects of public relations programs aimed at different publics.

COMM 633 Global Public Relations (3 credits)

Not open to students who have completed JOUR 633. Credit will be granted for only one of the following: COMM 633 or JOUR 633. Formerly JOUR 633. Application of principles of public relations to countries or regions with different cultures, political systems, economic systems, levels of development, media systems, and levels of activism.

COMM 634 Seminar in Ethics and Philosophy of Public Relations (3 credits)

Not open to students who have completed JOUR 634. Credit will be granted for only one of the following: COMM 634 or JOUR 634. Formerly JOUR 634. Exploration of the emergent philosophy of public relations; ethical issues including accountability, social responsibility, philanthropy, multicultural and gender issues, fee structure, professionalism, divided loyalties, and confidentiality.

COMM 652 Contemporary Rhetorical Theory (3 credits)

Formerly SPCH 652. A study of twentieth century theories of rhetoric. Special attention will be devoted to Richard Weaver, Kenneth Burke, Lloyd Bitzer, Ernest Bormann, Walter Fisher, and the continental theorists of communication such as Chaim Perelman and Jürgen Habermas.

COMM 655 Seminar in Speechwriting (3 credits)

Formerly SPCH 655. Theoretical and practical aspects of speechwriting at an advanced level.

COMM 661 Communication and Social Change (3 credits)

Place of rhetoric as the union of the moral and historical in moments of social definition. Reviews theories of discourse in social change including political change, social movements, consciousness change, and more global change. Application to contemporary change.

COMM 670 Seminar in Listening Behavior (3 credits)

Prerequisite: COMM 470 or permission of instructor. Formerly SPCH 670. A study of research in and measurement of listening behavior.

COMM 680 Communication Programs in Education and Training (3 credits)

Formerly SPCH 680. An analysis of instructional development in communication. Instructional objectives, strategies and evaluation are applied to educational, corporate and industrial training programs.

COMM 681 Communication Issues in Human Resource Development (3 credits)

Formerly SPCH 681. Research in and theory of contemporary communication issues in the human resource development of governmental, corporate, business organizations.

COMM 683 Intercultural Communication Theory (3 credits)

An in-depth coverage of the essential theories of intercultural communication is provided.

COMM 686 Teaching Communication (1 credit)

Formerly SPCH 686. Principles of effective teaching--content and process--in the college communication classroom.

COMM 687 Professional Development in the Communication Discipline (1 credit)

Knowledge and skills required for advancement as an academic professional in the communication discipline. Topics include types of academic institutions and posts, elements of academic performance, documentation of professional qualifications, how academic posts are secured, processes associated with tenure and promotion, processes of academic publication and history of the discipline.

COMM 688 Communication Field Experience (1-6 credits)

Prerequisite: permission of instructor. Formerly SPCH 688. Applications of communication principles and research in professional communication settings.

COMM 698 Special Problems in Communication (1-3 credits)

Formerly SPCH 698.

COMM 700 Introduction to Graduate Study in Communication (3 credits)

Prerequisite: admission to the Ph.D. program in COMM. Formerly SPCH 700. Basic skills in communication research.

COMM 701 Quantitative Methods in Communication Research (3 credits)

Prerequisite: COMM 700. Formerly SPCH 701. Logic and methods of quantitative data collection and statistical analysis as applied to communication studies. Research strategies for communications: experimentation, survey research, field research, and content analysis.

COMM 702 Intermediate Quantitative Data Analysis in Communication Research: The General Linear Model (3 credits)

Prerequisite: COMM 700 or permission of instructor. Formerly SPCH 702. Data analysis in current communication research. Techniques include regression, correlation, factor analysis, matrix algebra, covariance structure, and path diagrams. Students will be expected to have completed a methods course and a statistics course or tested equivalent competencies.

COMM 703 Advanced Quantitative Data Analysis in Communication Research: Structural Equation Models (3 credits)

Prerequisites: COMM 702 and permission of instructor. Formerly SPCH 703. Model evaluation and theory construction in communication research. Causal systems in current communication research: recursive, nonrecursive, and unobserved variable models. Students must have a dissertation research project requiring quantitative methods.

COMM 711 Historical/Critical Methods in Communication Research (3 credits)

Prerequisite: COMM 700 or permission of instructor. Formerly SPCH 711. Methods for historical and critical research in communication. Formulation of significant research questions, systematic collection of bibliographic and phenomenal information, formulating substantial claims, organizing and writing research for disciplinary outlets.

COMM 712 Advanced Historical/Critical Methods in Communication Research (3 credits)

Prerequisites: COMM 711 and permission of instructor. Formerly SPCH 712. Critical assessment of qualitative approaches to communication. Introduction to significant schools of historical and critical research. Advanced techniques for inquiry and manuscript preparation. Students must have dissertation research project requiring historical or critical method.

COMM 714 Introduction to Qualitative Methods in Communication Research (3 credits)

Prerequisite: permission of instructor. Methods for field research in communication including interviewing, ethnographic and participant intervention, focus groups, and content analysis. Formulation of significant research questions, systematic collection of field data, formulating substantial claims from the research, organizing and writing research from disciplinary outlets.

COMM 715 Advanced Qualitative Methods in Communication Research (3 credits)

Prerequisite: COMM 714. Advanced data analysis of qualitative data in Communication research. In-field research and techniques for analysis of data from in-field work.

COMM 718 Practicum in Research Proposal and Design (3 credits)

Three hours of laboratory per week. Prerequisite: Completion of Method Sequence for Communication Degree. Repeatable to 6 credits. Not open to students who have completed JOUR 632. Credit will be granted for only one of the following: COMM 718 or JOUR 632. Formerly JOUR 632. Development of research proposal through research team interaction. In different semester the course focuses on different subdisciplines of communication.

COMM 720 Seminar in Small Group Communication (3 credits)

Formerly SPCH 720. Small group communication theory, research, and applications.

COMM 724 Seminar in Organizational Communication (3 credits)

Prerequisite: permission of instructor. Formerly SPCH 724. Theories and problems of human communication within, between, and/or among formal organizations will be emphasized.

COMM 730 Seminar in Health Communication (3 credits)

Formerly SPCH 730. Communication processes in health care and promotion.

COMM 738 Seminar in Mediated Communication (3-12 credits)

Prerequisite: permission of the instructor. Repeatable to 12 credits if content differs. The examination of special topics related to the study of mediated communication.

COMM 739 Topics in Public Relations (3 credits)

Repeatable to 6 credits if content differs. Formerly JOUR 739. Seminar on specialized areas of scholarly research in public relations or on the practice of public relations in specialized organizational settings.

COMM 748 The Rhetoric of the Presidency (3 credits)

Repeatable to 9 credits if content differs. Credit will be granted for only one of the following: COMM 748 or COMM 768. Formerly COMM 768. The study of the historical and contemporary rhetoric of the presidency in appropriate historical and political contexts. Scholarship related to public address studies and theories of the presidency will be featured.

COMM 758 Seminar in Rhetorical Theory (3 credits)

Prerequisite: COMM 460, COMM 461, or COMM 450. Repeatable to 12 credits if content differs. Formerly SPCH 758. Examination of selected theories of style drawn from the fields of rhetoric and literature, and analysis of model speeches.

COMM 760 Seminar in Political Communication (3 credits)

Formerly SPCH 760. A blend of theory and practice to integrate rhetorical-critical theory and empirical methods with politics. Practitioners in political communication will be drawn in as resource persons. Students will map the communication strategy for candidates and analyze actual campaign strategies.

COMM 762 The Rhetoric of Political Institutions (3 credits)

The role of discourse in major political institutions is examined. The specific institutional focus may change from instructor to instructor. Examples include Congress, the courts, or the state legislatures.

COMM 768 Seminar in Public Address (3 credits)

Repeatable to 12 credits if content differs. Formerly SPCH 768. An in-depth study of national and international speakers and issues throughout the history of the spoken word. Emphasis will be placed upon the application of rhetorical principles to the analysis of world speakers and their speeches.

COMM 775 Seminar in Persuasion and Attitude Change (3 credits)

Prerequisite: permission of department. Formerly SPCH 775. This seminar will concentrate on the problem of making message strategy decisions. Course content will consist of study of both theoretical and empirical research on attitude and attitude change in persuasive communication.

COMM 776 Seminar in Interpersonal Communication (3 credits)

Formerly SPCH 776. Interpersonal communication theory, research, and practice.

COMM 777 Persuasive Message Strategies (3 credits)

Credit will be granted for only one of the following: COMM 698P or COMM 777. Formerly COMM 698P. Examines which persuasive messages are effective to change attitudes and behavior at what times and with what people.

COMM 779 Seminar: Special Topics in Persuasion and Attitude Change (3 credits)

Recommended: COMM 775. Repeatable to 9 credits if content differs. This seminar explores special topic areas with the study of persuasion and attitude change, such as social cognition, humor, message production, and cognitive oscillation.

COMM 783 Seminar in Intercultural Communication (3 credits)

Prerequisite: COMM 683 or equivalent. Not open to students who have completed COMM 682. Credit will be granted for only one of the following: COMM 682 or COMM 783. Formerly COMM 682. Concentrates on theoretical and methodological issues in intercultural communication research.

COMM 789 Seminar: Special Topics in Intercultural Communication (3 credits)

Recommended: COMM 683. Repeatable to 9 credits if content differs. Explores special topic areas within the study of intercultural communication, such as culture and conflict, intercultural negotiation, cross-cultural relationships.

COMM 798 Independent Study (1-3 credits)

Prerequisite: permission of instructor. Formerly SPCH 798. An individual course designed for intensive study or research of problems in communication.

COMM 799 Master's Thesis Research (1-6 credits)

Formerly SPCH 799.

COMM 879 Special Research Problems in Persuasion and Attitude Change (1-4 credits)

Prerequisite: permission of department. Repeatable to 9 credits if content differs. Directed team and individual research projects.

COMM 888 Doctoral Practicum in Communication (3-9 credits)

Repeatable to 9 credits if content differs. Formerly SPCH 888. Analysis of professional activity through personal observation. Evaluation of the purpose, process, effectiveness, and efficiency of professional activity. Recommendations for training and further research.

COMM 889 Doctoral Tutorial in Communication (3-9 credits)

Repeatable to 9 credits if content differs. Formerly SPCH 889. Individual research in communication.

COMM 898 Pre-Candidacy Research (1-8 credits)

COMM 899 Doctoral Dissertation Research (1-8 credits)

Formerly SPCH 899.

Appendix VII.1.—Undergraduate Curriculum and Requirements for Admission

The Communication major requirements are designed to provide multiple levels of knowledge of communication. The Department of Communication offers students four tracks of study: Communication Studies, Public Relations, Rhetoric & Political Culture, and Social Influence. The course requirements for the different tracks vary and the key to a successful completion of the COMM major requirements is based on planning the appropriate course sequence for your track of choice. Each track is composed of six parts: performance requirement, Communication research requirements, track requirements, track electives, intellectual skills, and cognate.

A grade of 'C-' or better is required in all courses used to satisfy major requirements.

Admissions:

All first-time freshmen who designate communication as a major prior to the end of the final exam period of their first semester will be admitted directly into the program. They must sign a Memorandum of Understanding that states that they understand that by the semester in which they attain 45 University of Maryland credits (excluding AP), they must meet the following Gateway requirements:

Complete 50% of the CORE or Gen. Ed. requirements, including Fundamental Studies requirements in Mathematics and English.

Complete one of the following courses with a grade of C- or better:

BMGT 230; CCJS 200; EDMS 451; PSYC 200; SOCY 201, or STAT 100.

Complete COMM 107, COMM 200, or COMM 230 with a grade of C- or better.

Complete COMM 250 with a grade of C- or better.

A GPA of 2.0 or better

Students may only repeat one of the Gateway requirements one time in an attempt to meet admission requirements, and students who fail to complete all of the gateway requirements by the semester in which they attain 45 credits will be dismissed from the program and cannot reapply.

Transfer Students

Internal and external transfer students who meet the Gateway requirements specified above must also have a minimum cumulative grade point average of 2.7 in all college level coursework to apply to the program.

Applying

To apply to the Communication major, please complete the online application found [here](#). Application deadline for fall admission is in late July to early August. The deadline for spring admission is the 5th business day in January (January 8, 2014).

Appendix VIII—Advising, Undergraduate and Graduate

Undergraduate Advising:

The Communication Undergraduate Advising Office includes a staff of three as follows: one full-time academic advisor, the Assistant to the Director of Undergraduate Studies who oversees the advising and administration of the office in addition to advising duties, and the Outreach Coordinator who manages the experiential learning program. They report to the Director of Undergraduate Studies Program, who, in consultation with the advising staff is responsible for making final decisions on policy exceptions, course equivalencies and handling other administrative issues in the advising office. The advising staff works closely with the outreach coordinator who oversees the experiential learning component of the department. The advisor and the Assistant to the Director of Undergraduate Studies are hired based on a recommendation made by a search committee to the Chair of the department. The search committee consists of departmental and ARHU staff. Both, the Assistant to the Director of Undergraduate Studies and the advisor are trained and informed about departmental, college and university policies and procedures as they relate to advising students regarding their academic progress towards degree. During training, the advisor also meets with ARHU advisors to learn about advising at the college level. Advisors receive training on computer systems including SIS, ADVISE on the Web, and Degree Navigator.

The communication major at the University of Maryland is a Limited Enrollment Program (LEP). First time incoming freshmen who select Communication as their major are directly admitted into the major, yet must meet the LEP admission requirements by the time they reach 45 credits. Those who are not directly admitted into the major (internal or external transfers) must complete the LEP admissions requirements and must have earned a 2.7 GPA and above prior to being admitted to the major. The LEP gateway requirements include three courses as follows: one oral communication performance course, one introductory course in statistics, and the introduction to communication inquiry course. Students must earn the grade of C- and above in each of these courses in order to qualify for admission.

Students in the communication major at the University of Maryland are required to follow a dual advising system, one with the Department of Communication and the other with College of Arts and Humanities. The department advising staff advises students in matters that relate to the Communication major requirements, admission requirements for the LEP, academic planning and progress, and graduation requirements for the major. ARHU advisors advise students on the Gen Ed./CORE requirements, college and other university requirements, including graduation.

The Undergraduate Advising Office sees approximately 800 Communication majors a year at the College Park campus. An additional 100 or so COMM majors at the Shady Grove campus are seen by a separate advisor at the Universities at Shady Grove campus. The departmental undergraduate advising office also meets with students who are interested in transferring into the major (both from within the University and from outside institutions) to provide them with information about the gateway requirements, and major requirements of all 4 tracks within the communication major. The office is also responsible for advising Freshman Connection participants who have indicated an interest in the communication major.

Students are encouraged to schedule a 30 minute advising appointment to discuss their course planning their academic progress, and/or to inquire about opportunities for extra -curricular activities. They may

also be advised through 10 minute meetings during walk-in advising if they have quick questions. Mandatory advising for COMM majors occurs three times during their academic careers as follows: during their first semester on campus in order to complete a four year academic plan; when they are between 45-55 credits; and when they are between 90-100 credits. The office also sees students who need departmental approval for study abroad courses or transfer courses (for students wishing to take courses at another institution), those majors wishing to switch tracks within the major, or those with general questions or concerns about their schedule or other concerns.

To improve the retention of students at academic risk, the department meets with all students on academic probation and those with a GPA between 2.0 and 2.3 to assess their progress and discuss a plan for improving their GPA and completing their major requirements in a timely fashion. In this meeting, the advisor may refer students to resources on campus to assist them (i.e., the Learning Assistance Service, tutoring, and/or counseling).

During the schedule adjustment period at the beginning of each semester, the advisor reviews the academic files of all communication majors who have not yet completed the LEP gateway requirements to verify that each is making satisfactory progress towards the completion of these requirements. The advisor then sends an email to students who are approaching the 45 credit limit to notify them of any missing requirements. Students who are unable to meet these requirements by the semester in which they reach 45 credits are required to meet with an advisor and may be given a one semester extension in which to complete any remaining requirements.

In addition to regular advising duties, the academic advisor serves as the staff advisor for the Undergraduate Communication Association, the department's undergraduate student organization which is open to all communication majors. The advisor helps plan and implement a variety of events throughout the year. The Assistant to the Director of Undergraduate Studies, along with the Director of Undergraduate Studies, assists in advising Lambda Pi Eta- the national honor society for the National Communication Association. The Assistant to the Director of Undergraduate Studies teaches a section of the University's freshmen orientation course, UNIV101, for communication majors.

Graduate Advising:

(1) Number of Advisors and FTE. Graduate advising in the Department of Communication is widely distributed among graduate faculty and staff. There are currently 14.5 graduate faculty, each of whom provides about 10 percent of his or her time as a graduate student advisor (total= 1.45 FTE). Three administrative staff positions also perform functions related to advising. The Graduate Director serves in that capacity at .15 FTE, and the Department's Graduate Coordinator serves the graduate program the equivalent of .75 FTE; each spends about one-third of their administrative time on advising. The Business Manager spends about 5 percent of his or her time on advising.

(2) General Advising. All graduate students are assigned a faculty contact as soon as they are admitted to the program. M.A. to Ph.D. students select their advisor in consultation with that faculty member in their first semester of study; B.A. to Ph.D. students select their advisor in their second semester in the program. Faculty contacts and advisors assist students in selecting their initial coursework; identifying and selecting advisory committee members; establishing a plan of study; preparing for and undertaking degree examinations; identifying and selecting thesis or dissertation committee members; preparing

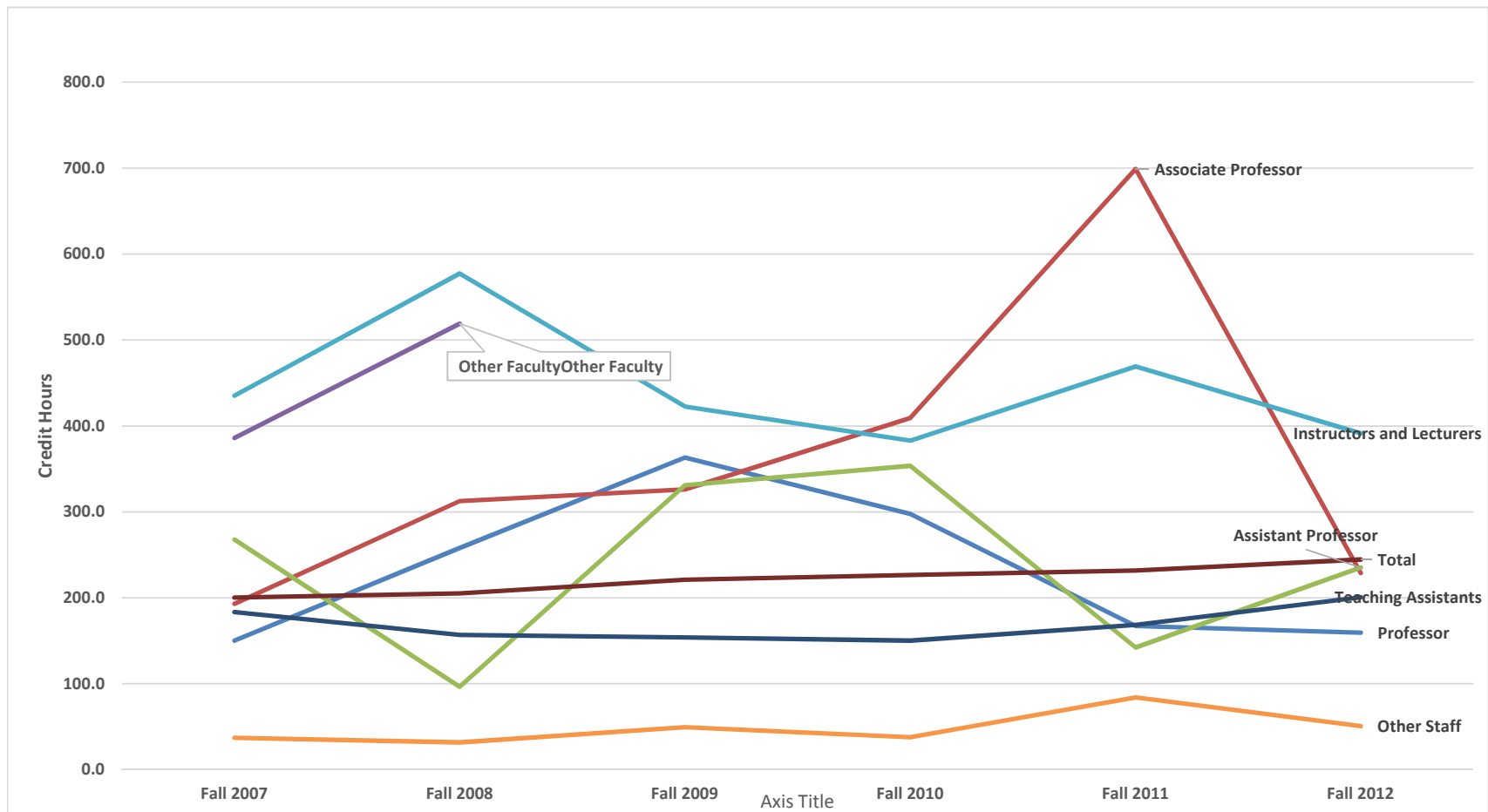
dissertations, theses, or degree-related seminar papers; and searching for and selecting academic or professional employment. The Graduate Director assists faculty contacts and advisors and intervenes in technical problems associated with departmental and Graduate School policies and procedures. The Graduate Coordinator assists graduate students in preparing departmental and Graduate School forms, retrieving administrative information from graduate student files, and complying with Graduate School regulations and procedures. The Budget Manager advises Graduate Teaching Assistants and Fellows about benefits and compensation.

Graduate Advising Data

Dissertation Completion by Advisors (2008-2013)	Ph.D./Dissertations Completed	Number of Advisees (Faculty Contact)
Aldoory (left, 2011; affiliate faculty)	9	0
Cai (left, 2009)	3	0
Fink	4	4 (1)
Gaines (On Leave—UGST Associate Dean)	2	1
Hample	2	3
Khamis	0	3 (1)
Klumpp	2	7
Liu, B.	2	6
Liu, M. (left, 2013)	1	2
Maddux	1	3 (2)
Nan	0	4 (4)
Parry-Giles, S.	5	6 (4)
Parry-Giles, T. (On Partial Leave—NCA)	3	2 (2)
Seate	0	1 (2)
Sommerfeldt	0	(1)
Toth	6	5
Turner (left, 2010)	7	1
Westcott-Baker	0	0
Wolvin	3	0
Yang	0	0

Comm
Credit hours per FTE

Job Category	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Professor	150.2	258.0	363.3	297.6	167.3	159.4
Associate Professor	193.2	312.5	326.3	409.3	699.0	229.0
Assistant Professor	268.0	96.6	331.0	353.7	142.2	235.3
Other Faculty	386.0	519.0				
Instructors and Lecturers	435.3	577.4	422.5	382.9	469.4	391.3
Other Staff	37.1	31.9	49.4	37.9	84.3	50.9
Teaching Assistants	183.6	157.0	154.0	150.2	168.4	200.8
Total	200.3	205.2	221.1	226.6	232.0	244.7



Appendix X.--Student Evaluation of Teaching Form

Search IRPA

Course Evaluations

Institutional Research, Planning, and Assessment

ASSESSMENT
HOMECOURSE
EVALUATIONSLEARNING
OUTCOMES

CAWG HOME

IRPA HOME

University-wide Course Evaluation Items

Items answered on the following scale, unless otherwise noted:

(Not Applicable)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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Student Items (Results from these items are seen only by students and instructors.)

1. The instructor was effective in communicating the content of the course.
2. Course guidelines were clearly described in the syllabus.
3. The instructor was responsive to student concerns.
4. The instructor helped create an atmosphere that kept me engaged in course content.
5. Based on the quality of my work in this course, the grades I earned were...
(Too Low, Appropriate, Too High)
6. Given the course level and number of credits, the workload was...
(Too Low, Appropriate, Too High)
7. How much effort did you put into the course?
(Little, Moderate, Considerable)

Administrator Items (Results from these items are seen only by administrators and instructors.)

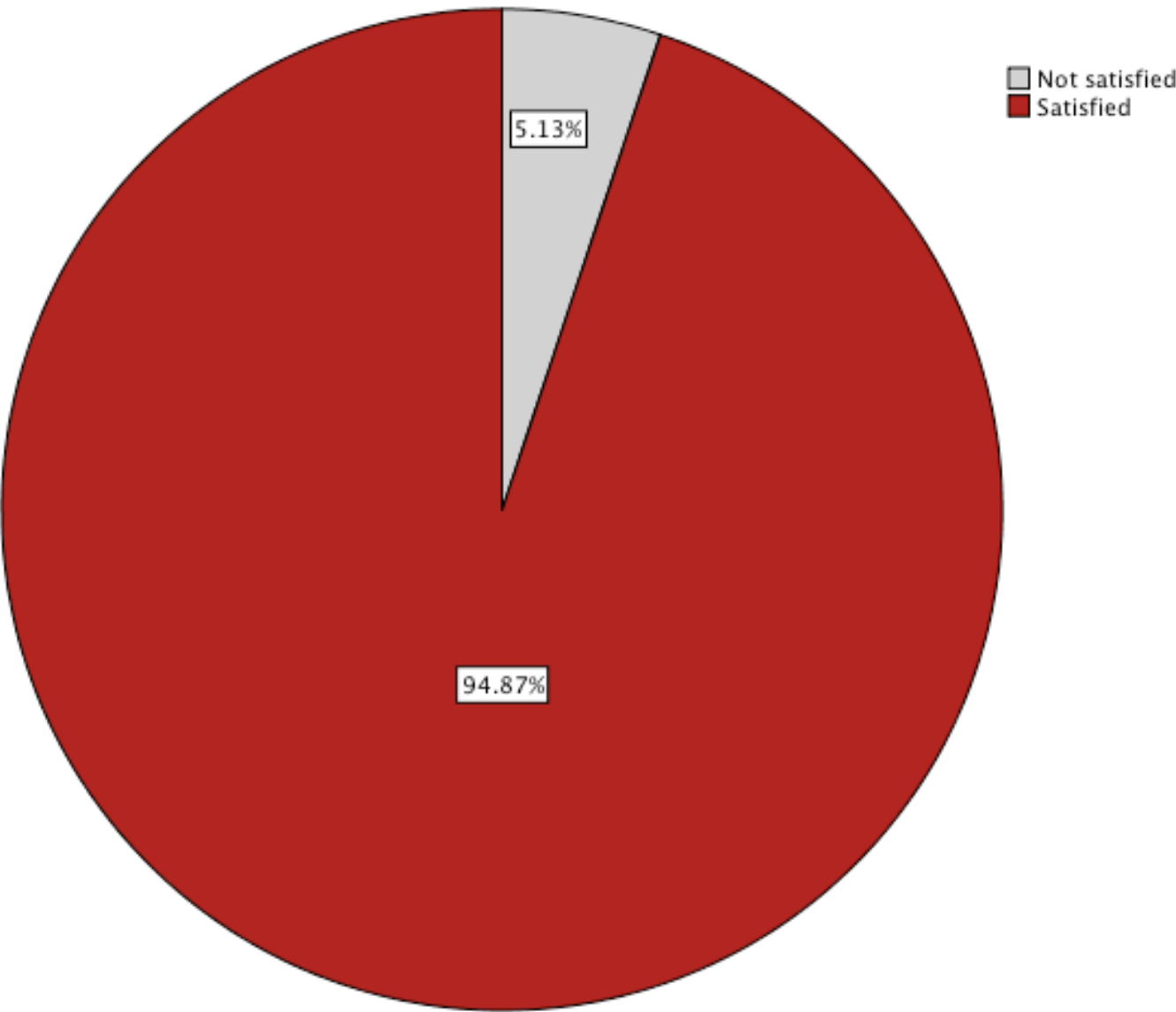
8. The instructor treated students with respect.
9. The instructor was well-prepared for class.
10. The course was intellectually challenging.
11. The standards the instructor set for students were... (Too Low, Appropriate, Too High)
12. I learned a lot from this course.
13. Overall, this instructor was an effective teacher.
14. How does this course fit into your academic plan or course of study?
(CORE or General Education Requirement, Major/Certificate/Minor/Program Requirement, Elective)
Open text prompt
15. Additional comments (e.g., about course content/materials, teaching style, etc.)

TA-Specific Items Included When a TA is Evaluated (Results from these items are seen by administrators, faculty teaching the course with the TA, and by the TA being evaluated.)

16. The teaching assistant (TA) treated students with respect.
17. The teaching assistant (TA) was well-prepared for class.
18. Overall, this teaching assistant (TA) was an effective teacher.
19. Additional comments (e.g., about the discussion/lab/studio section, TA's teaching style, etc.)

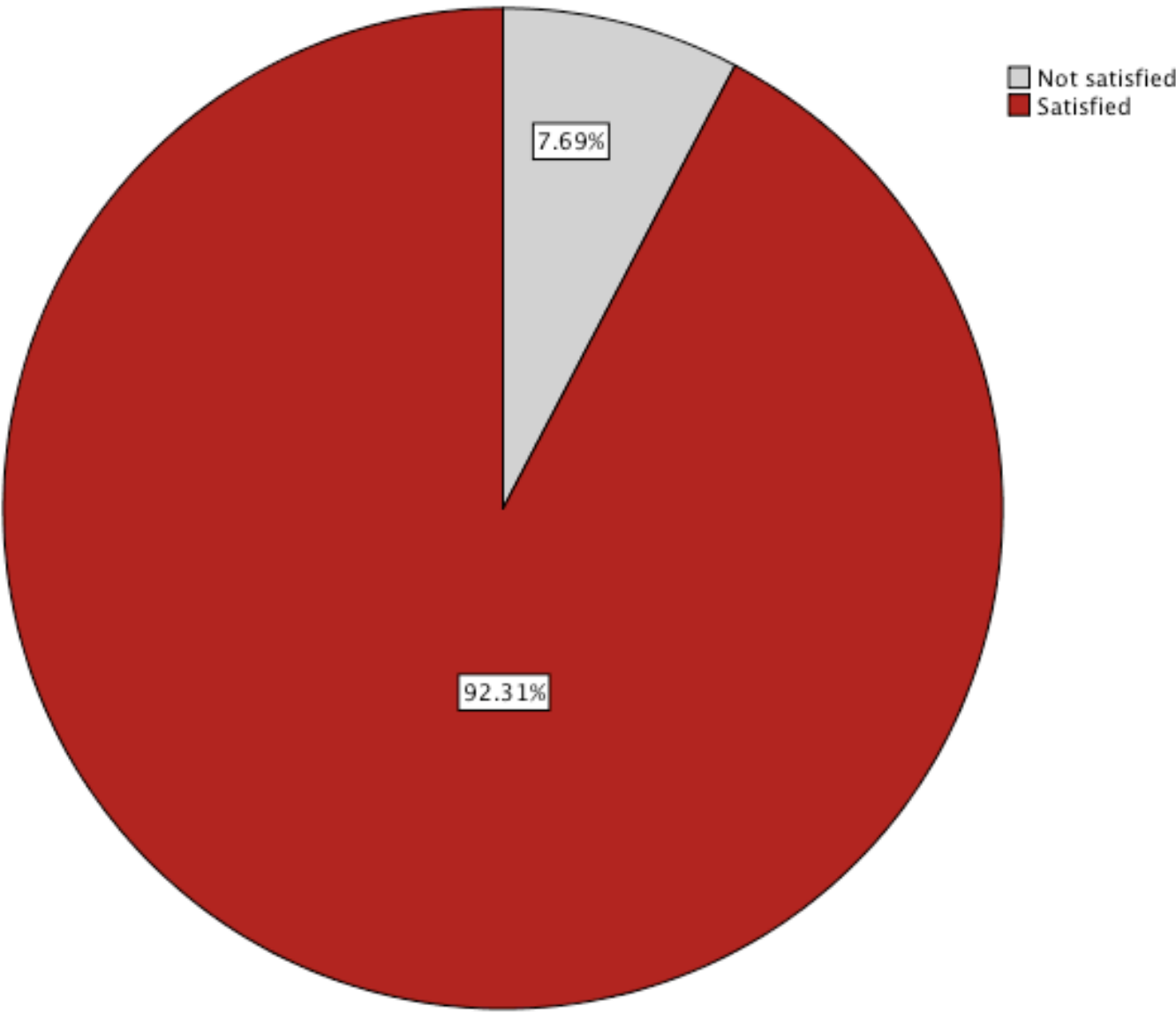
Questions, Comments or Suggestions?

SATISFACTION WITH INSTRUCTION BY FACULTY WITHIN THE DEPARTMENT



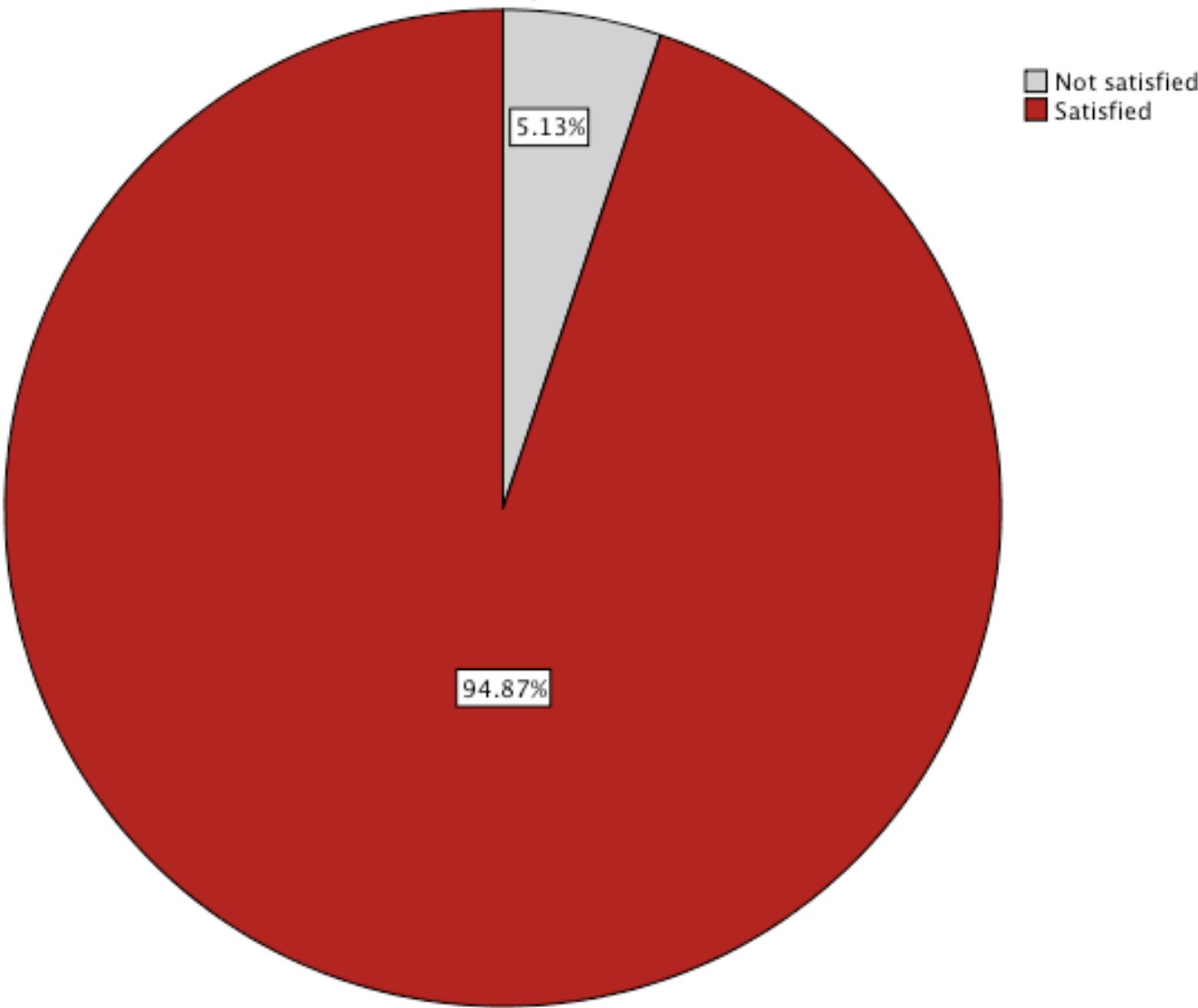
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	10	5.1	5.1	5.1
Satisfied	185	94.9	94.9	100.0
Total	195	100.0	100.0	

SATISFACTION WITH INSTRUCTION BY TAs WITHIN THE DEPARTMENT



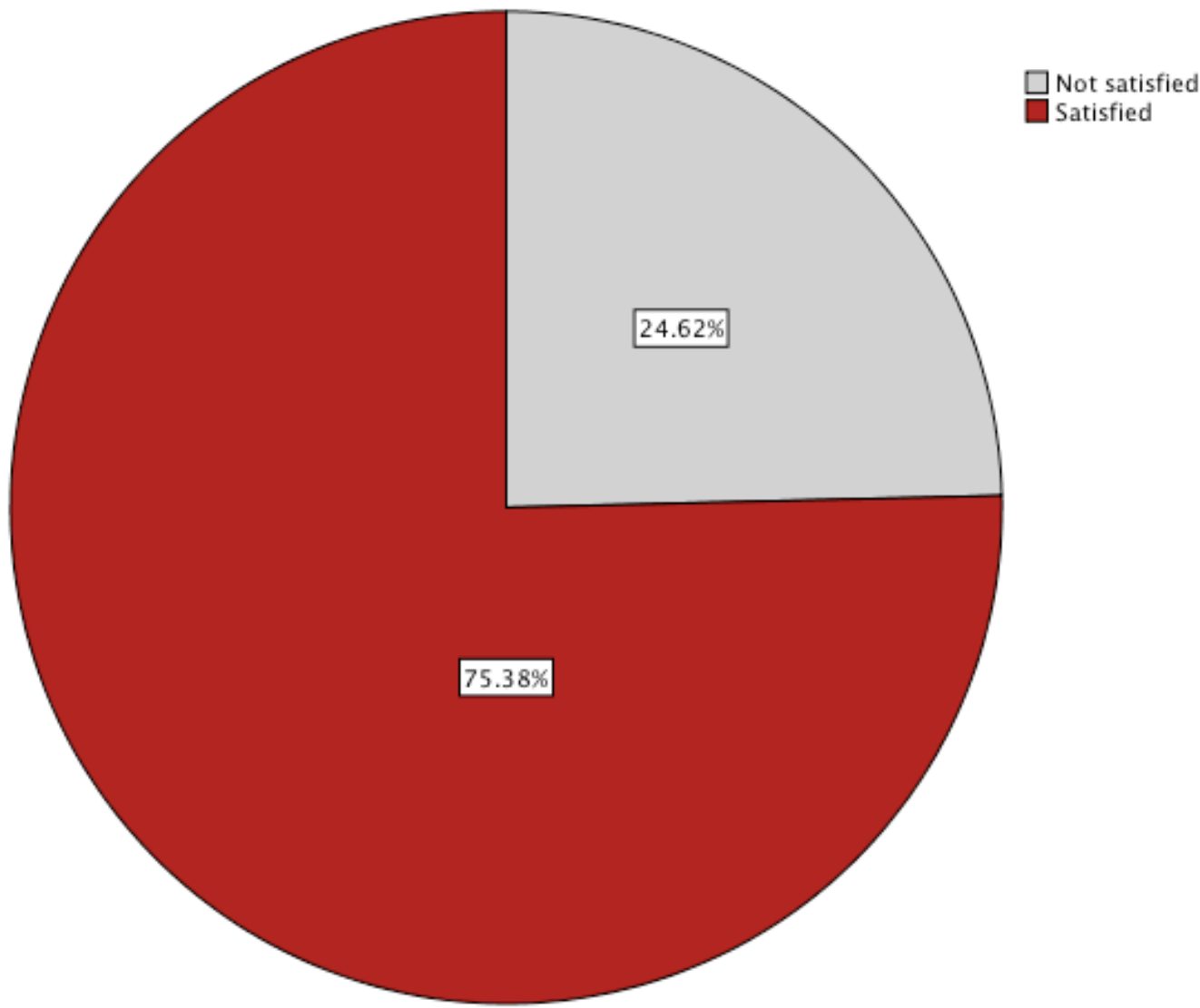
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	15	7.7	7.7	7.7
Satisfied	180	92.3	92.3	100.0
Total	195	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH INSTRUCTORS WORK TO CREATE AN INCLUSIVE, SUPPORTIVE ENVIRONMENT



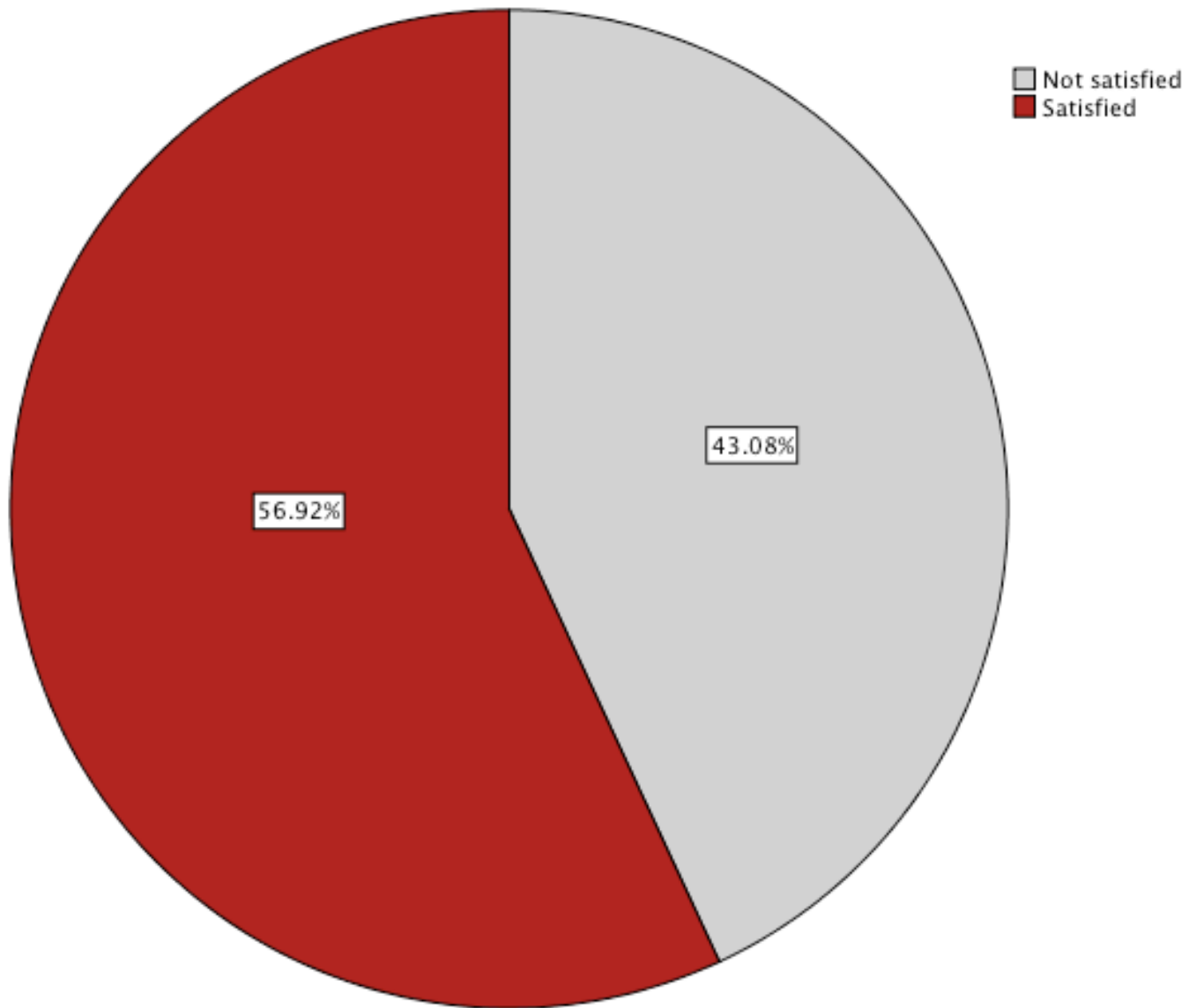
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	10	5.1	5.1	5.1
Satisfied	185	94.9	94.9	100.0
Total	195	100.0	100.0	

SATISFACTION WITH ACADEMIC ADVICE OFFERED BY THE
UNDERGRADUATE ADVISORS



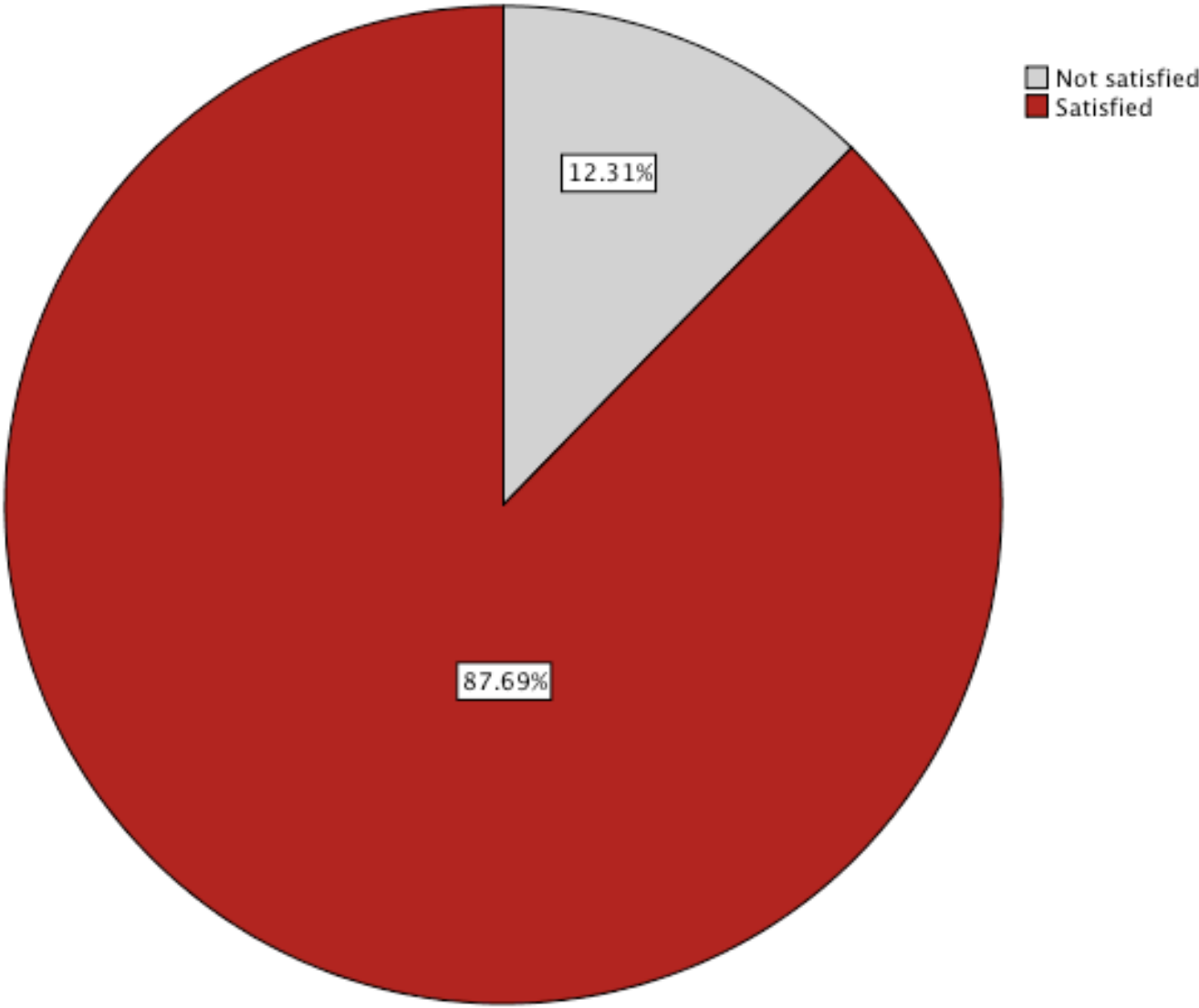
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	48	24.6	24.6	24.6
Satisfied	147	75.4	75.4	100.0
Total	195	100.0	100.0	

SATISFACTION WITH CAREER ADVISING



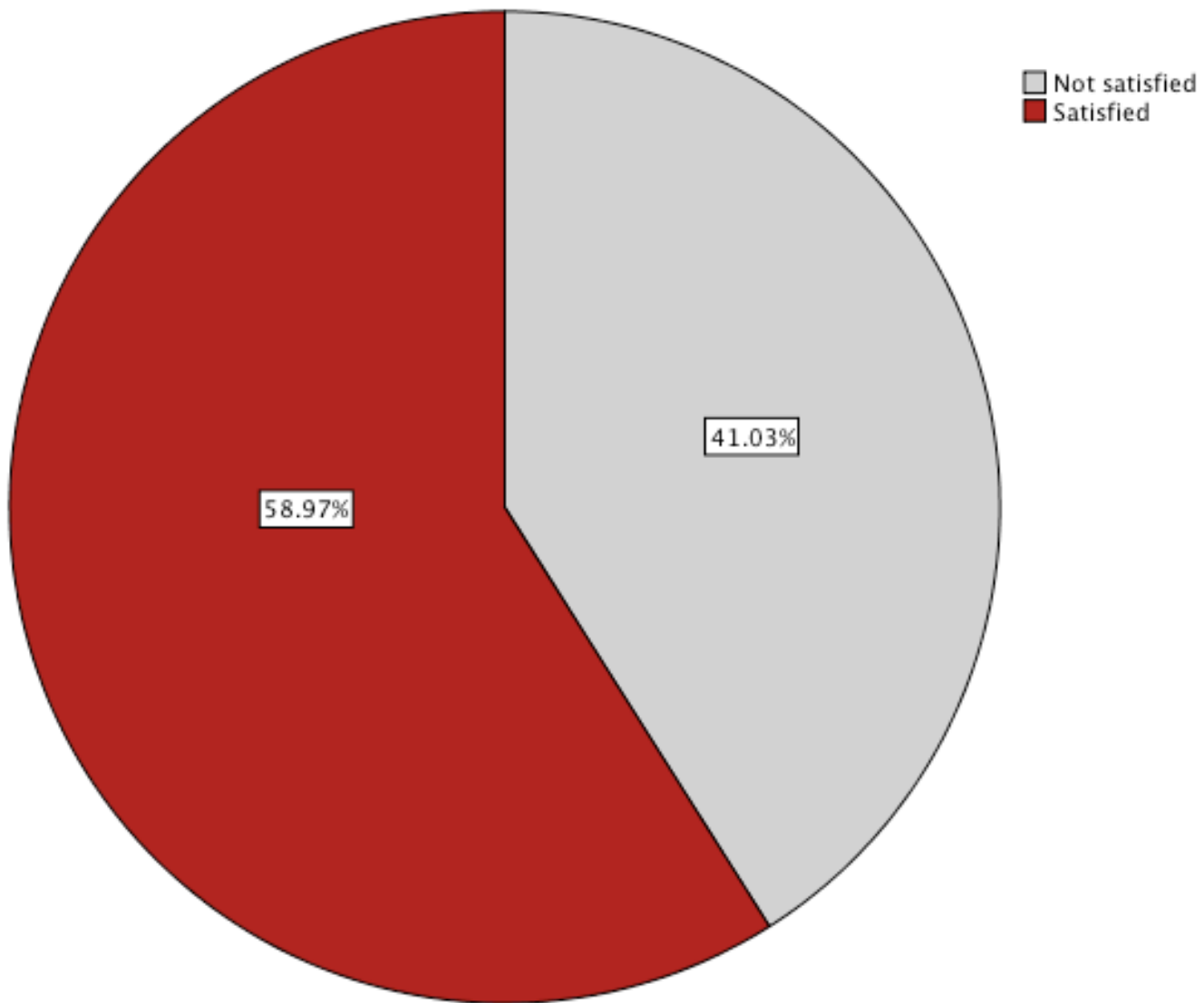
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	84	43.1	43.1	43.1
Satisfied	111	56.9	56.9	100.0
Total	195	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH MAJOR MEETS EDUCATIONAL GOALS



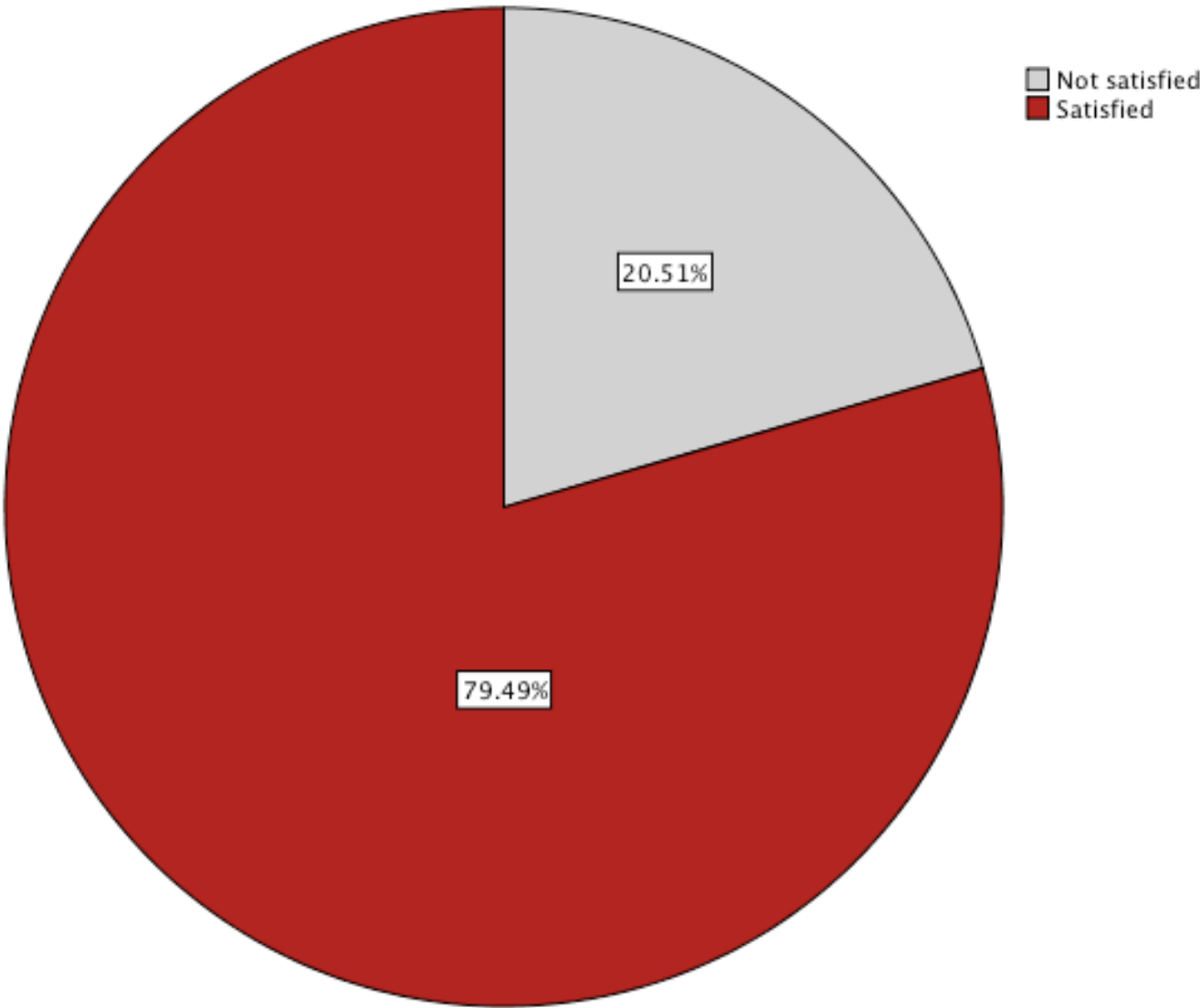
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	24	12.3	12.3	12.3
Satisfied	171	87.7	87.7	100.0
Total	195	100.0	100.0	

SATISFACTION WITH AVAILABILITY OF COURSES OFFERED BY THE DEPARTMENT



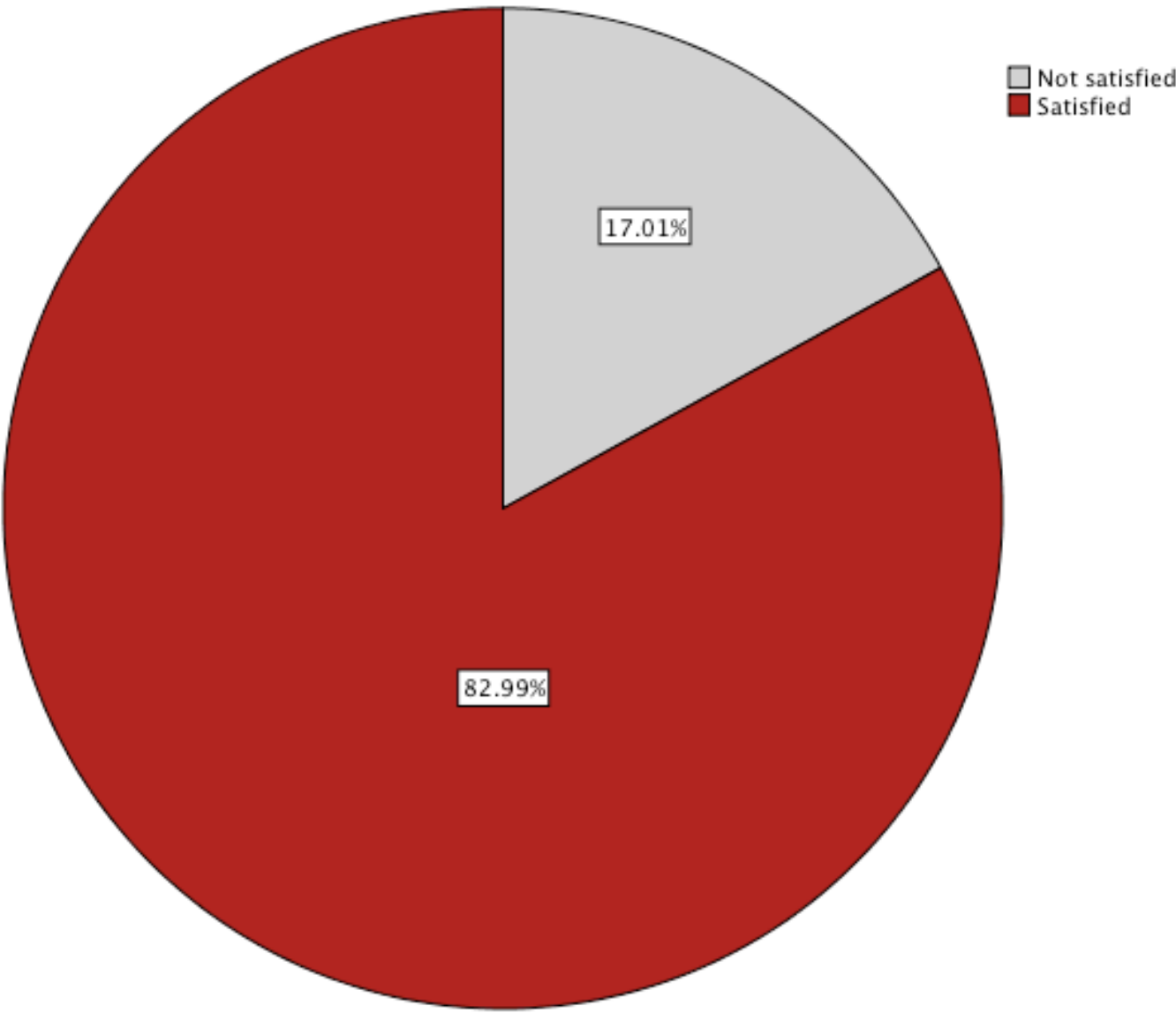
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	80	41.0	41.0	41.0
Satisfied	115	59.0	59.0	100.0
Total	195	100.0	100.0	

SATISFACTION WITH COORDINATION AMONG COURSES WITHIN THE DEPARTMENT



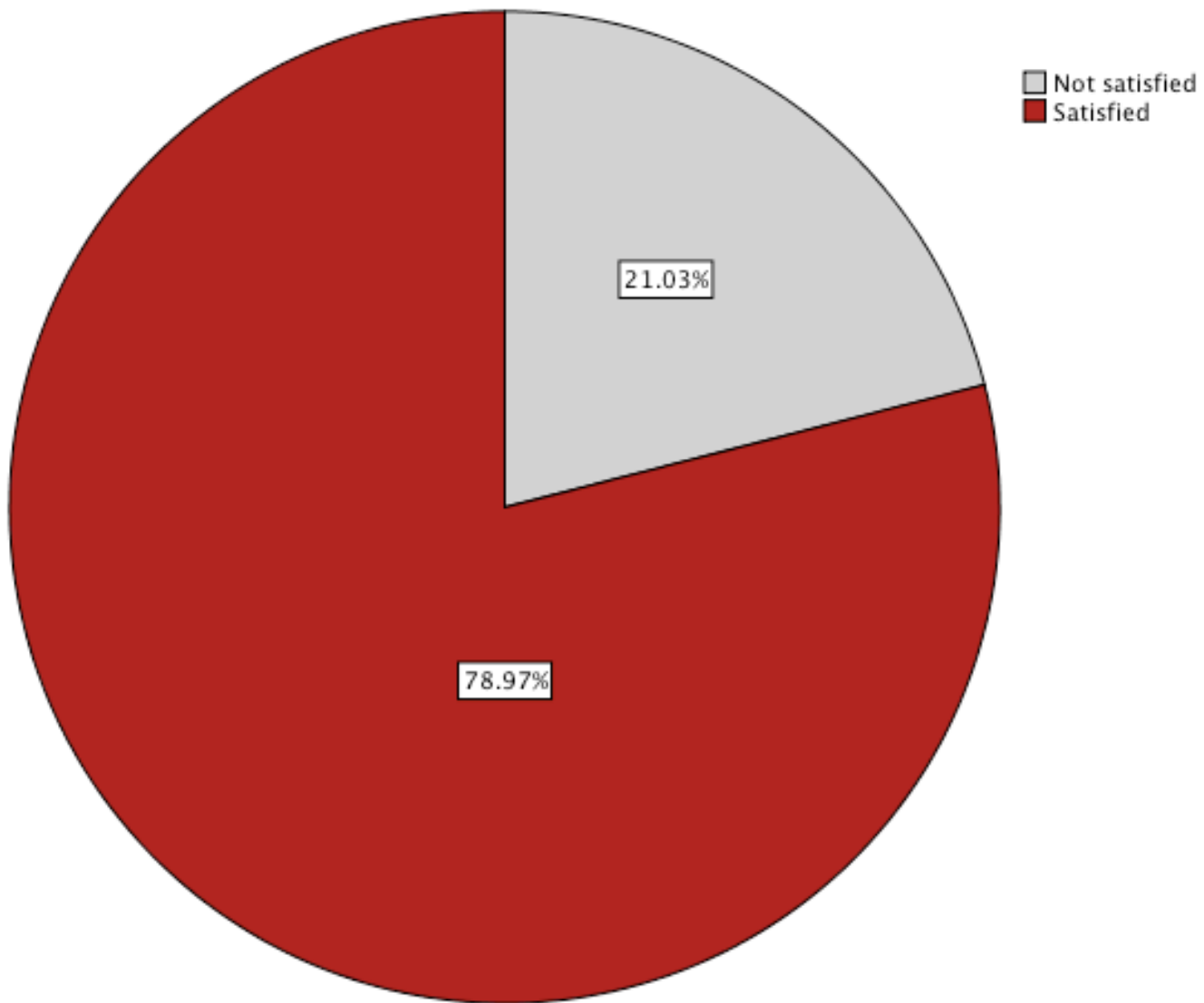
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	40	20.5	20.5	20.5
Satisfied	155	79.5	79.5	100.0
Total	195	100.0	100.0	

SATISFACTION WITH CONTENT OF COURSES



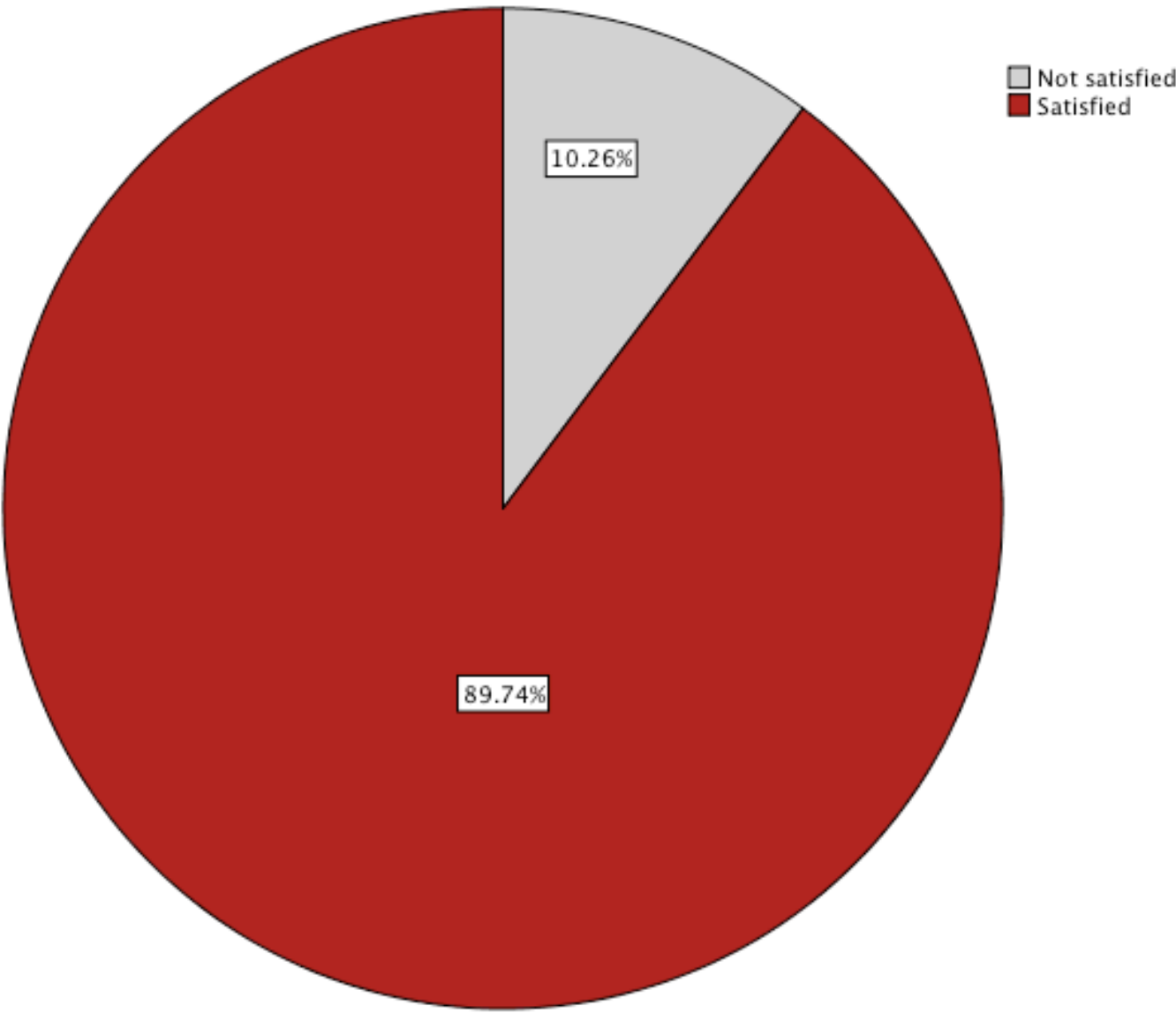
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	33	16.9	17.0	17.0
Satisfied	161	82.6	83.0	100.0
Total	194	99.5	100.0	

SATISFACTION WITH COORDINATION AMONG COURSES IN THIS AND OTHER DEPARTMENTS



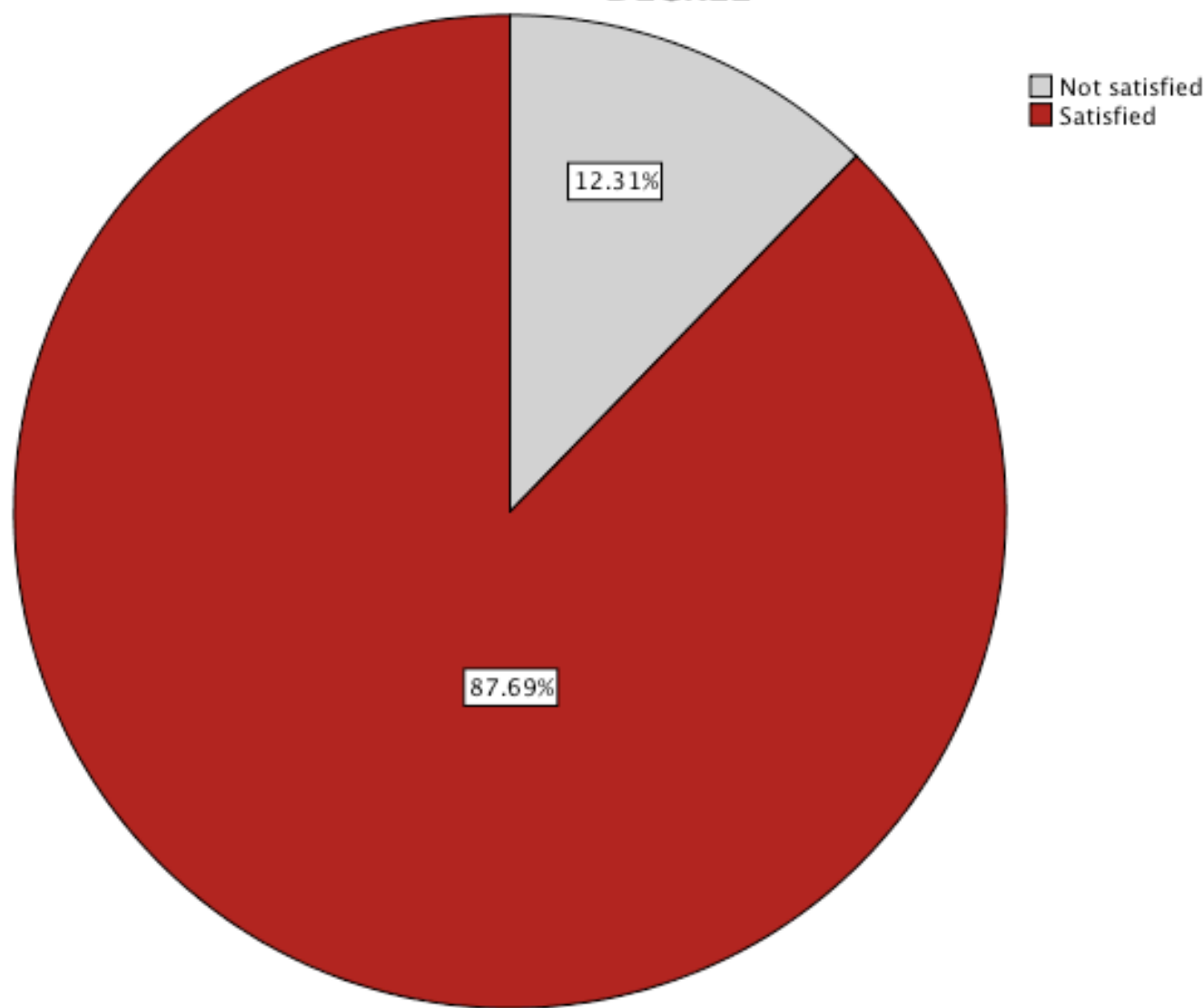
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	41	21.0	21.0	21.0
Satisfied	154	79.0	79.0	100.0
Total	195	100.0	100.0	

SATISFACTION WITH PROGRAM OF STUDY LEADING TO DEGREE



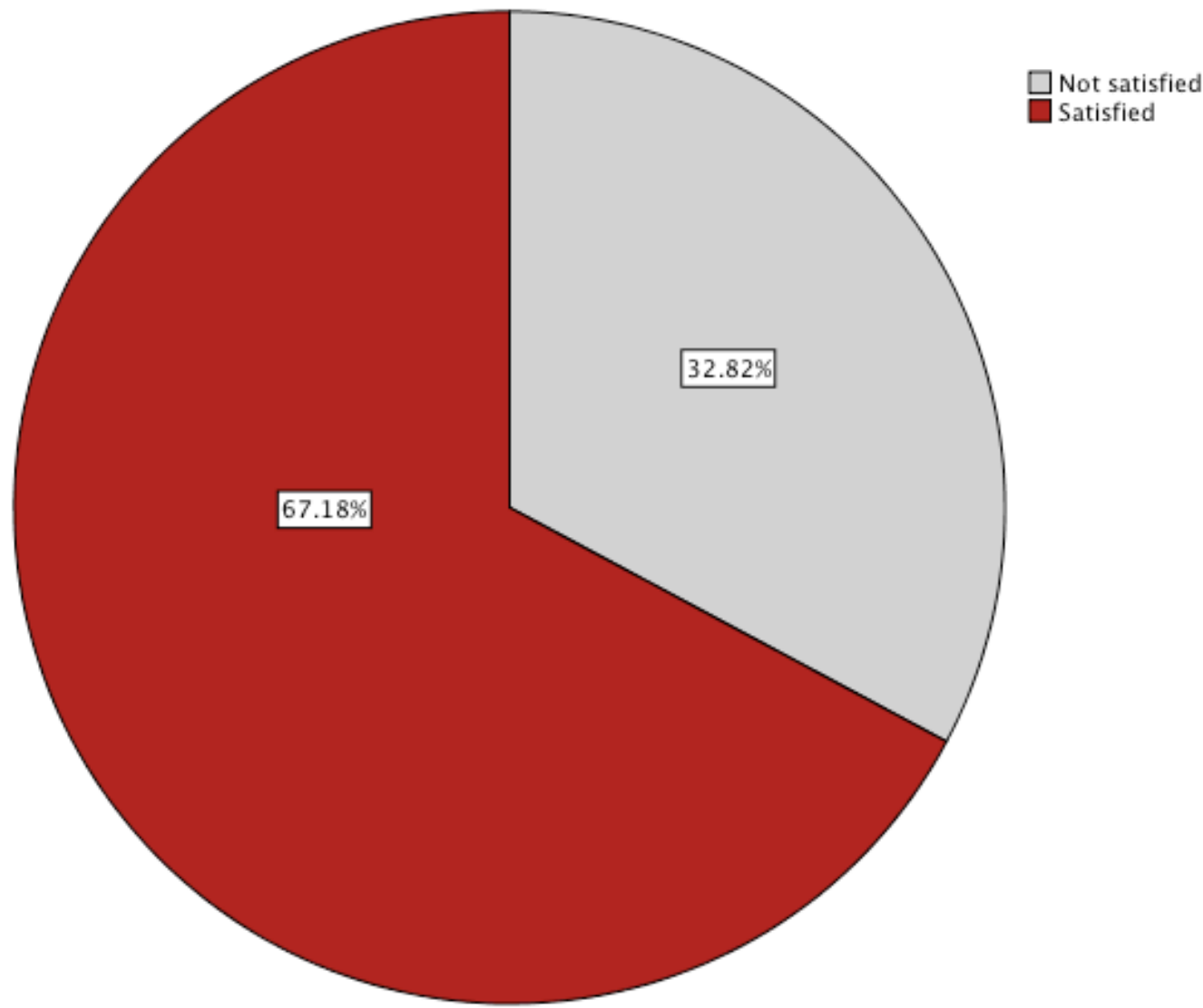
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	20	10.3	10.3	10.3
Satisfied	175	89.7	89.7	100.0
Total	195	100.0	100.0	

SATISFACTION WITH DEPARTMENTAL REQUIREMENTS FOR EARNING A DEGREE



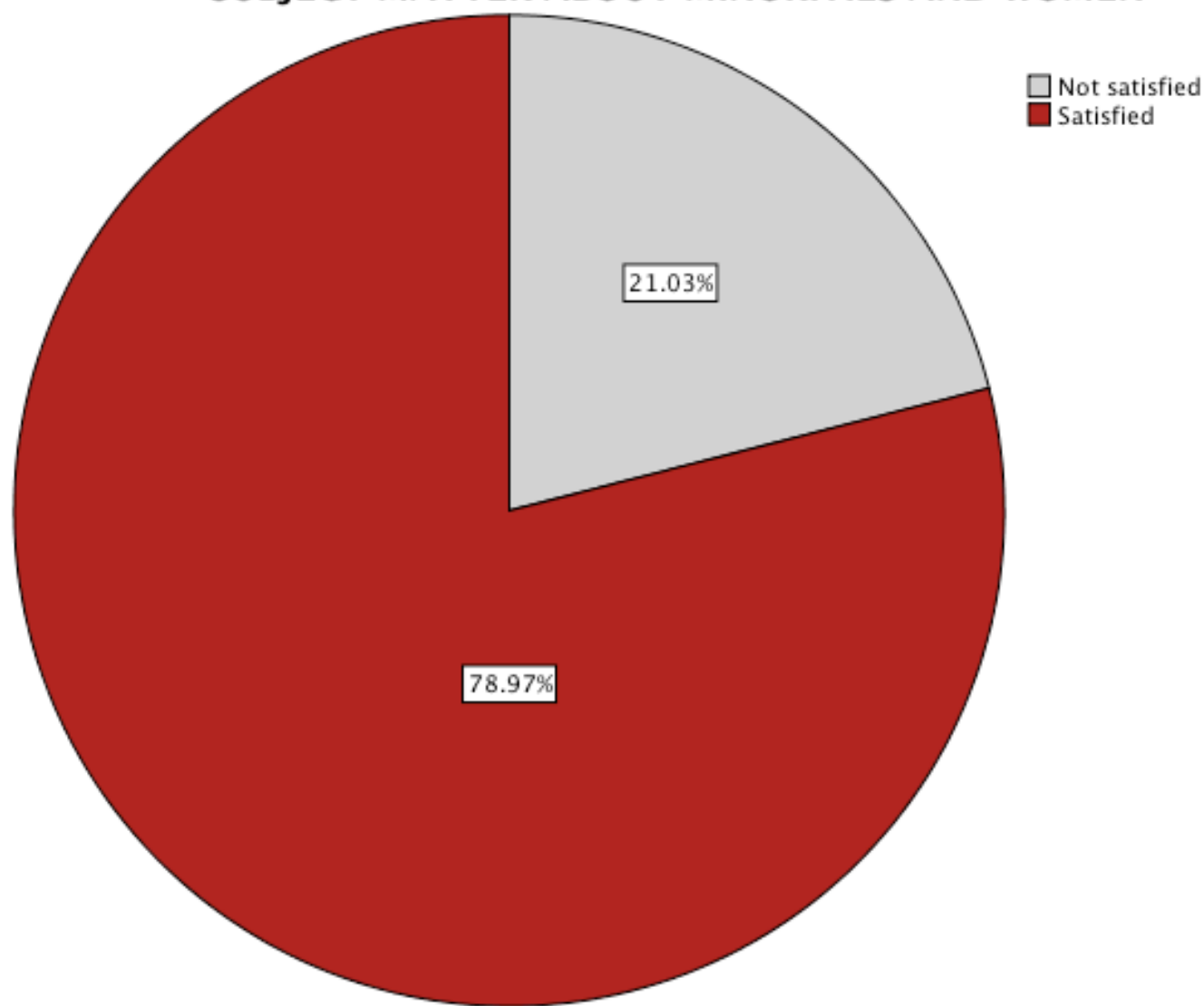
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	24	12.3	12.3	12.3
Satisfied	171	87.7	87.7	100.0
Total	195	100.0	100.0	

SATISFACTION WITH ABILITY TO REGISTER FOR COURSES IN THE CORRECT ORDER



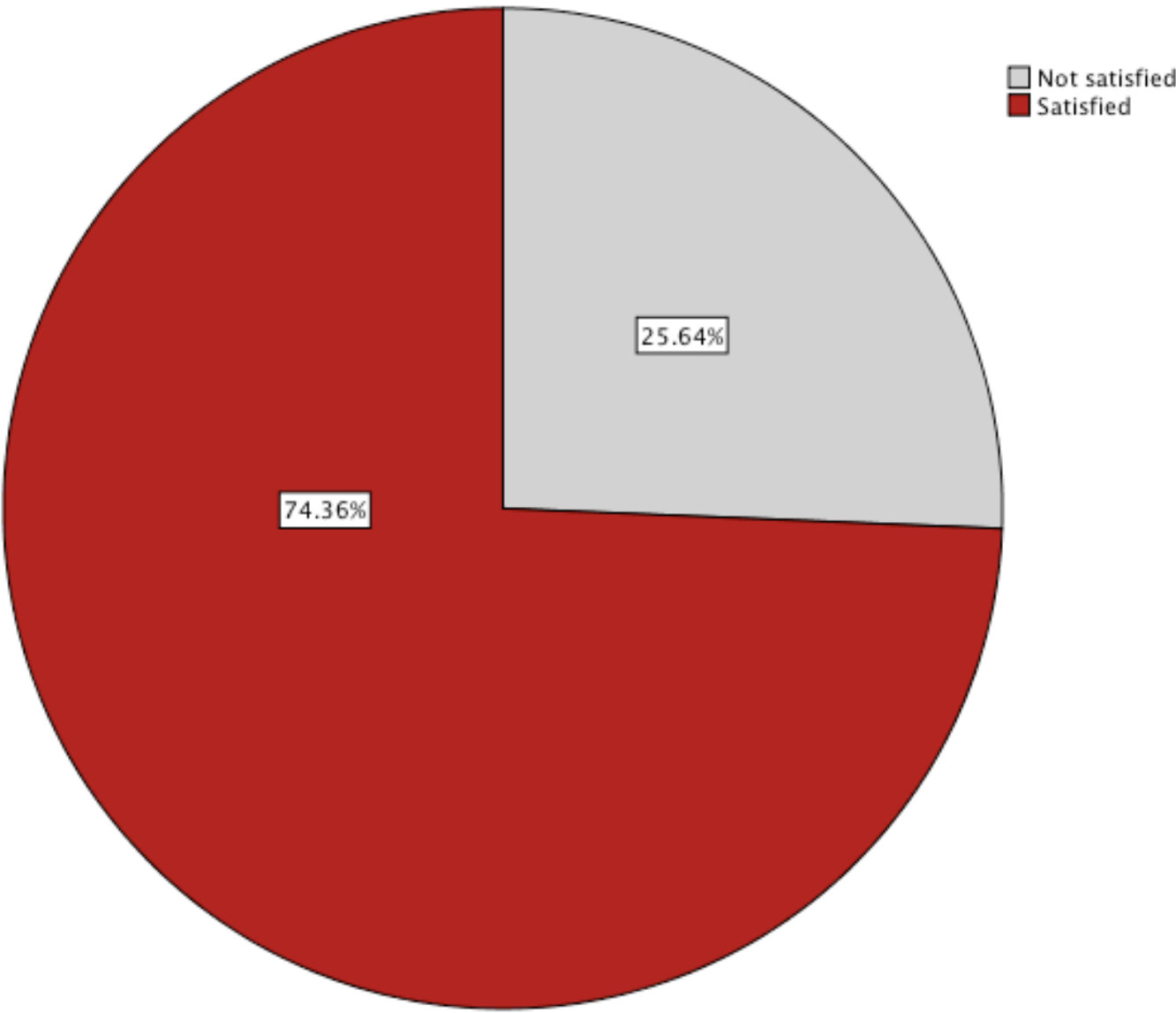
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	64	32.8	32.8	32.8
Satisfied	131	67.2	67.2	100.0
Total	195	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH CURRICULUM INCLUDES RELEVANT
SUBJECT MATTER ABOUT MINORITIES AND WOMEN



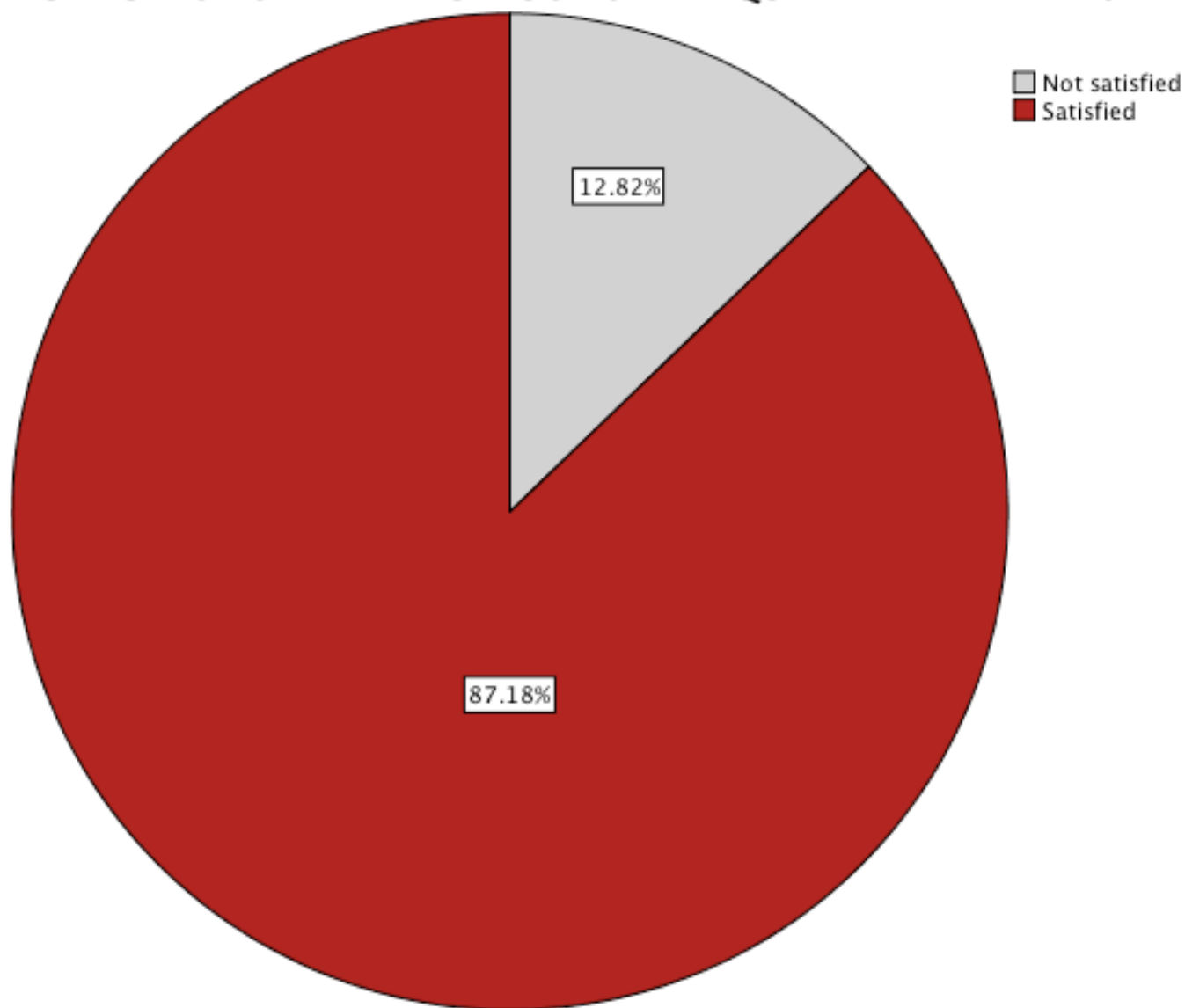
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	41	21.0	21.0	21.0
Satisfied	154	79.0	79.0	100.0
Total	195	100.0	100.0	

SATISFACTION WITH PHYSICAL FACILITIES



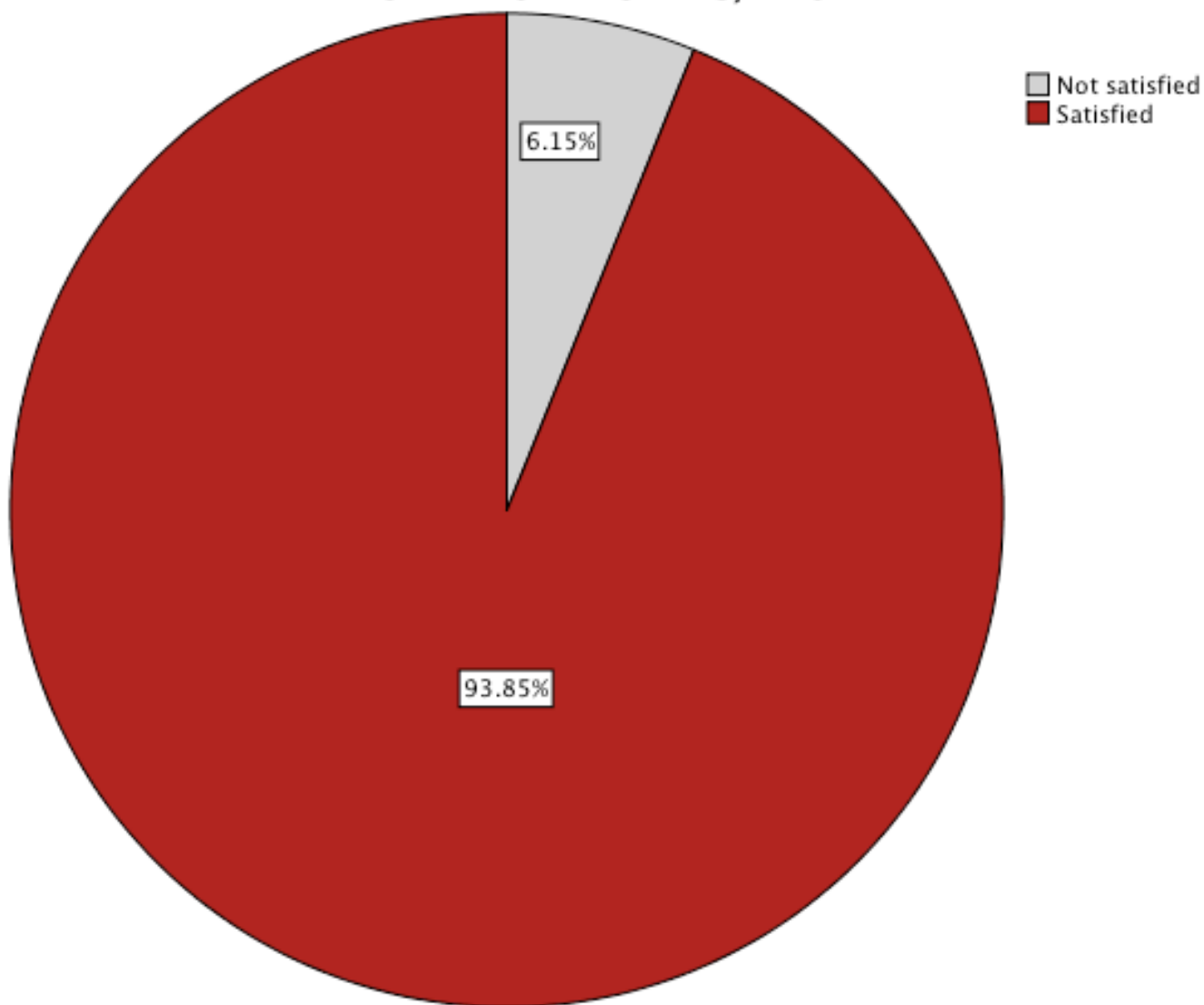
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	50	25.6	25.6	25.6
Satisfied	145	74.4	74.4	100.0
Total	195	100.0	100.0	

SATISFACTION WITH INSTRUCTIONAL EQUIPMENT AND TEACHING AIDS



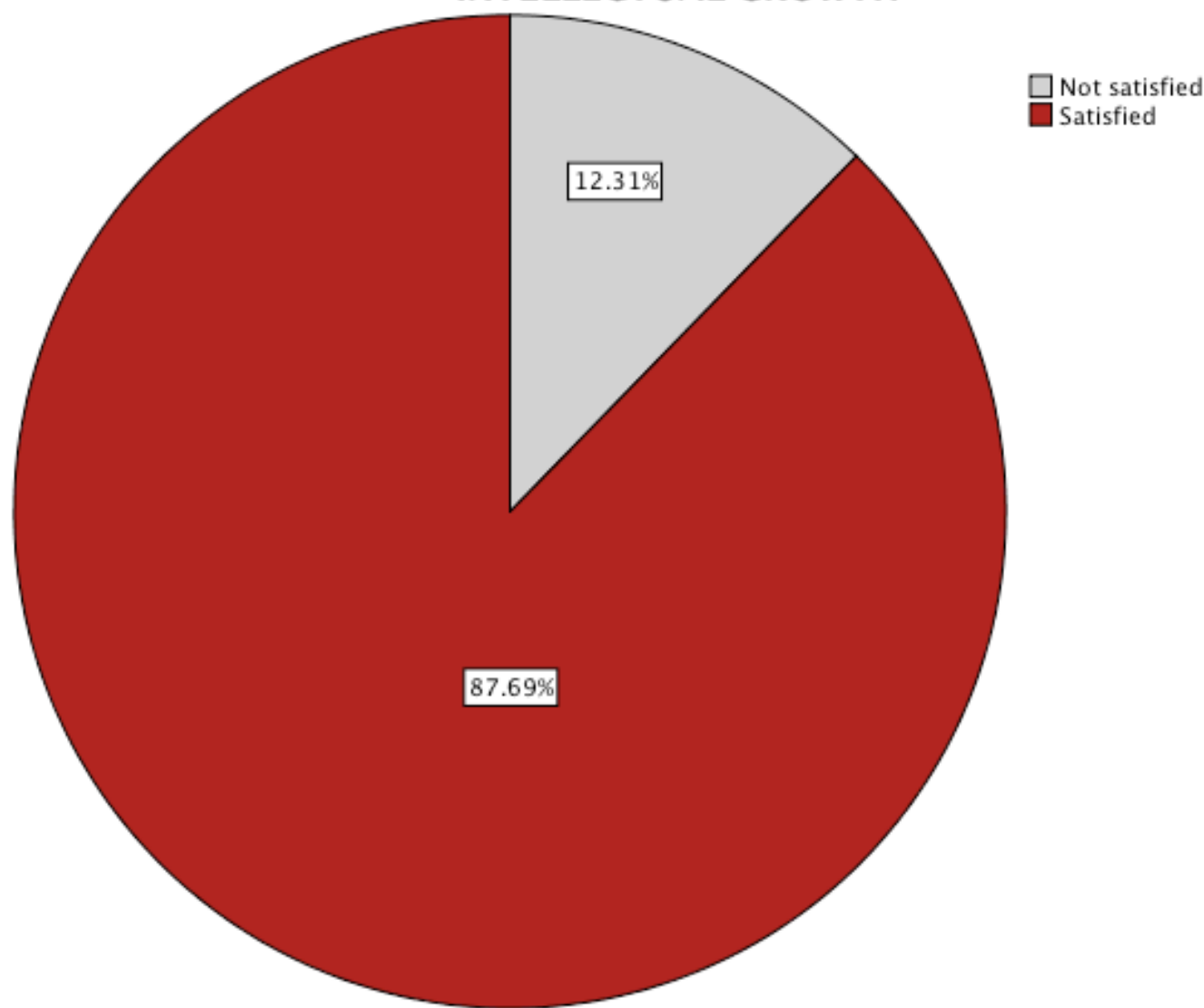
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	25	12.8	12.8	12.8
Satisfied	170	87.2	87.2	100.0
Total	195	100.0	100.0	

SATISFACTION WITH ACADEMIC CLIMATE IN DEPARTMENT FOR UNDERGRADUATES, IN GENERAL



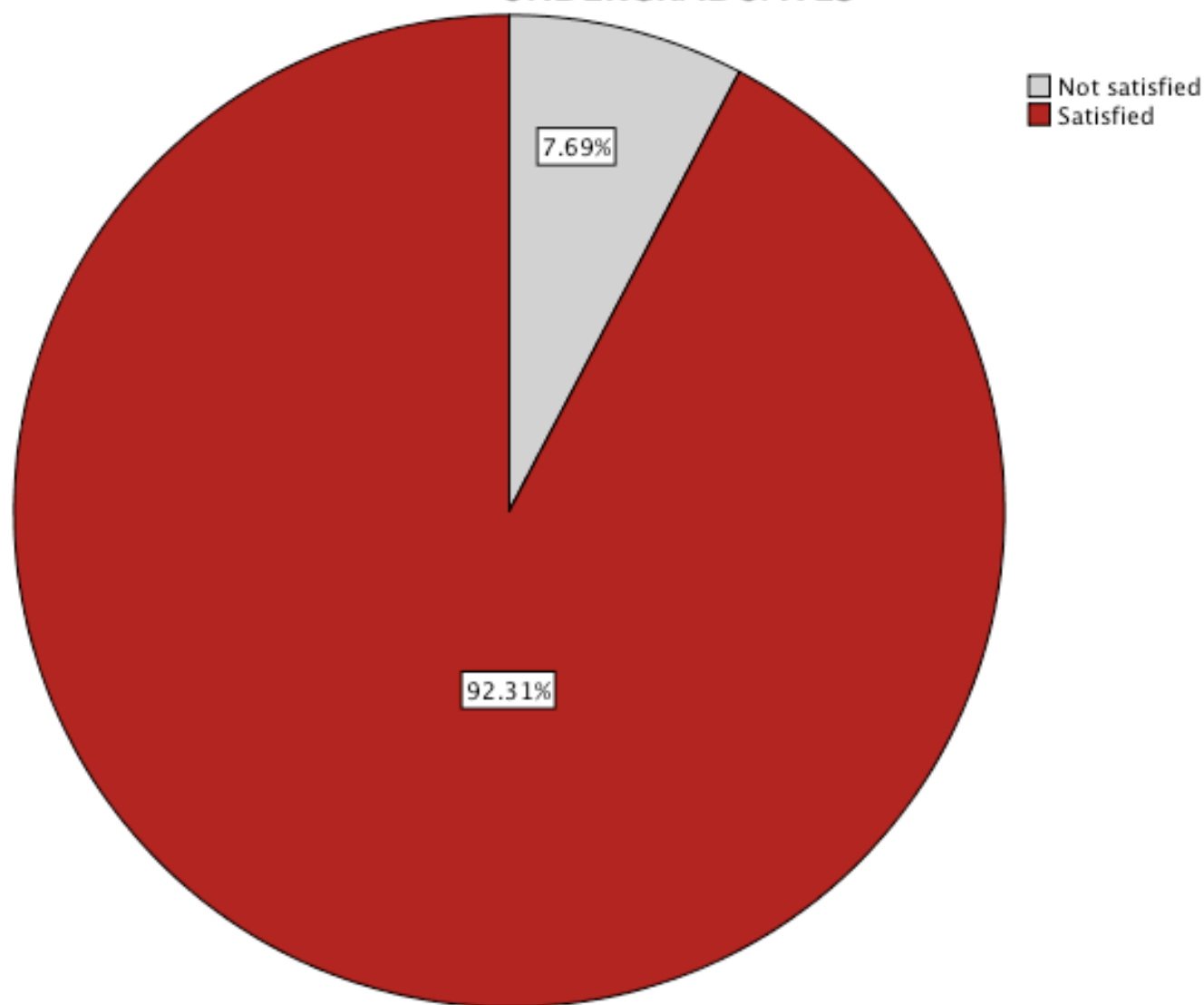
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	12	6.2	6.2	6.2
Satisfied	183	93.8	93.8	100.0
Total	195	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH CLIMATE CONTRIBUTES TO INTELLECTUAL GROWTH



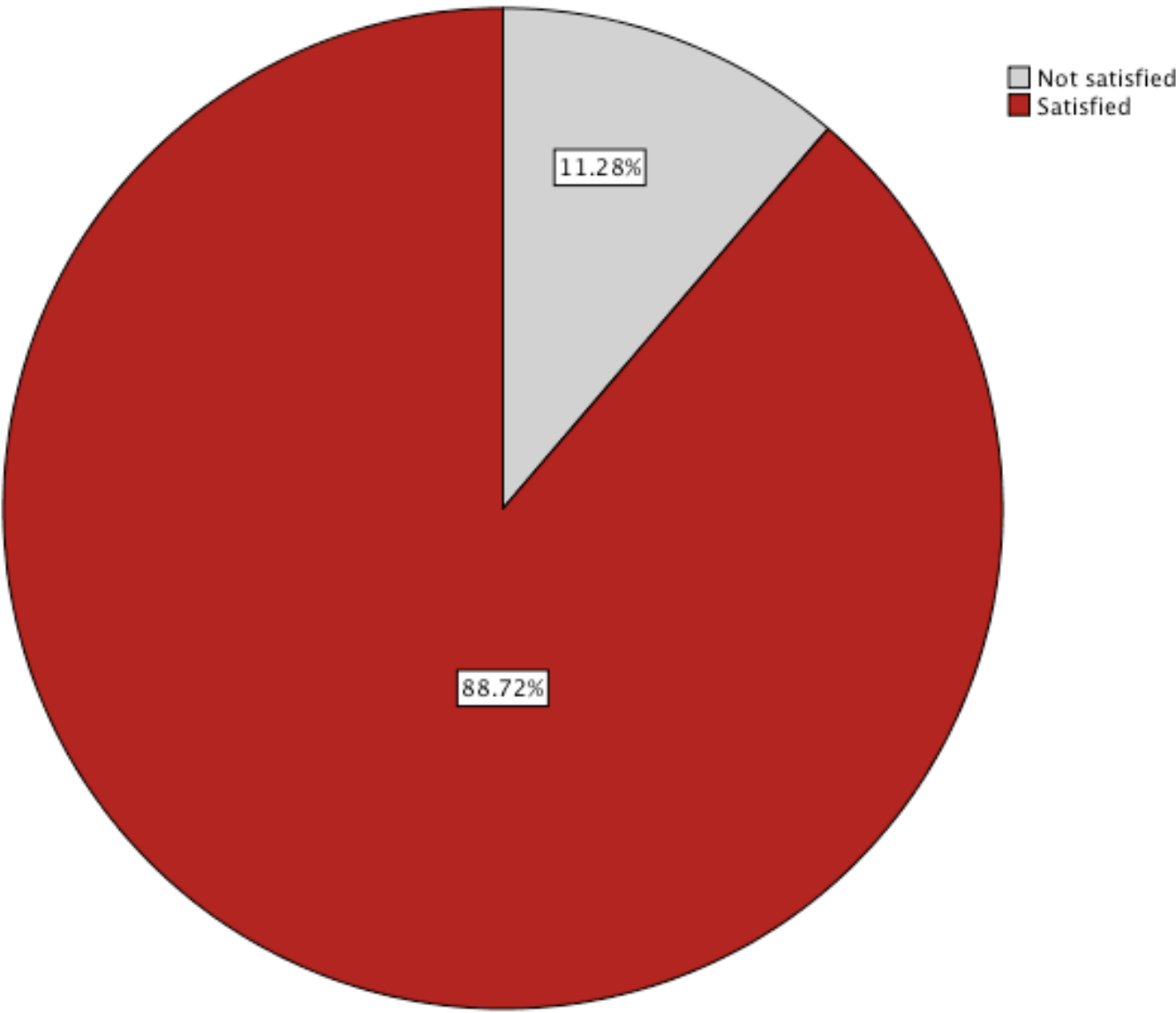
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	24	12.3	12.3	12.3
Satisfied	171	87.7	87.7	100.0
Total	195	100.0	100.0	

SATISFACTION WITH ATTITUDE OF FACULTY TOWARD TEACHING UNDERGRADUATES



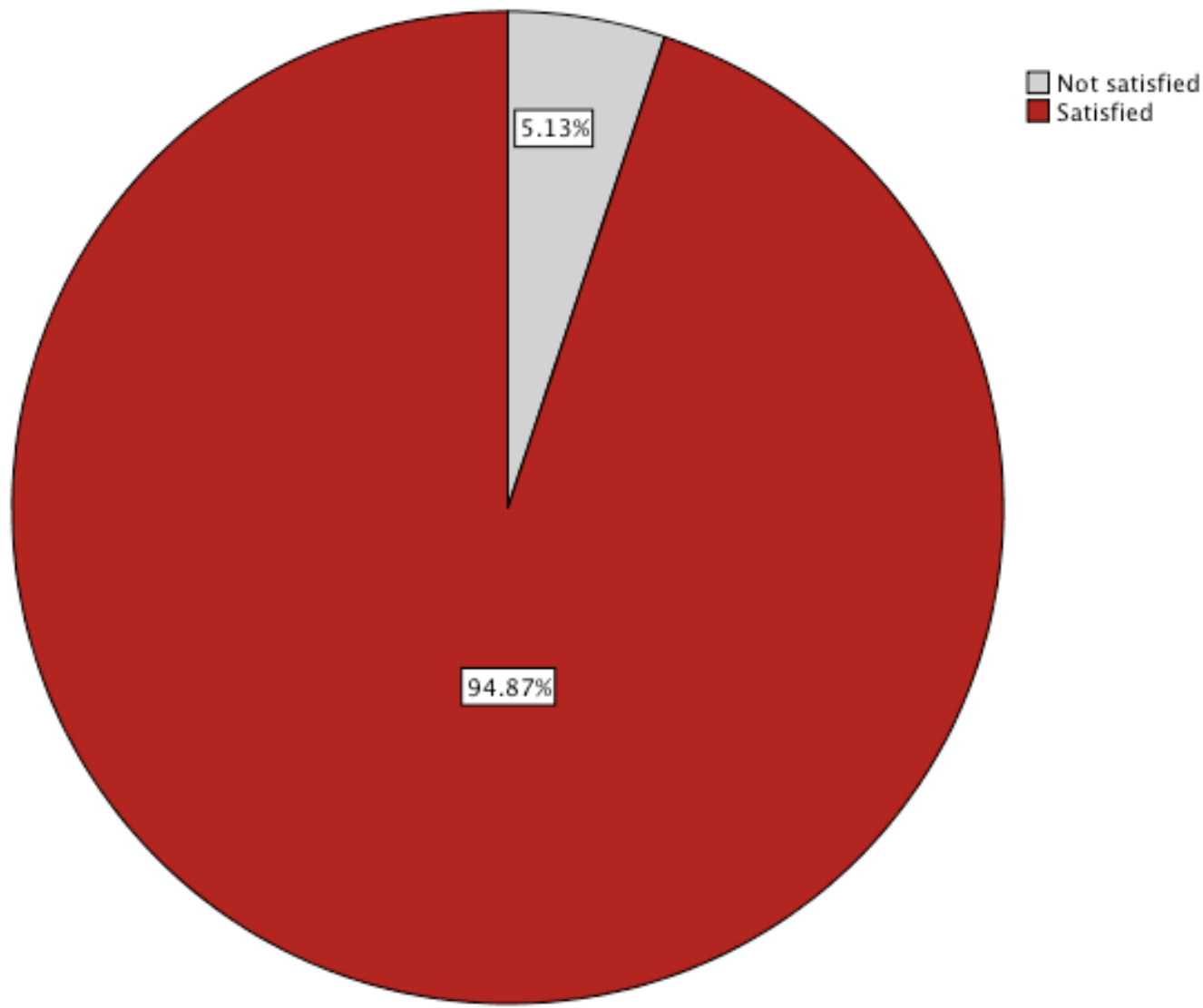
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	15	7.7	7.7	7.7
Satisfied	180	92.3	92.3	100.0
Total	195	100.0	100.0	

SATISFACTION WITH ATTITUDE OF STAFF TOWARD UNDERGRADUATES



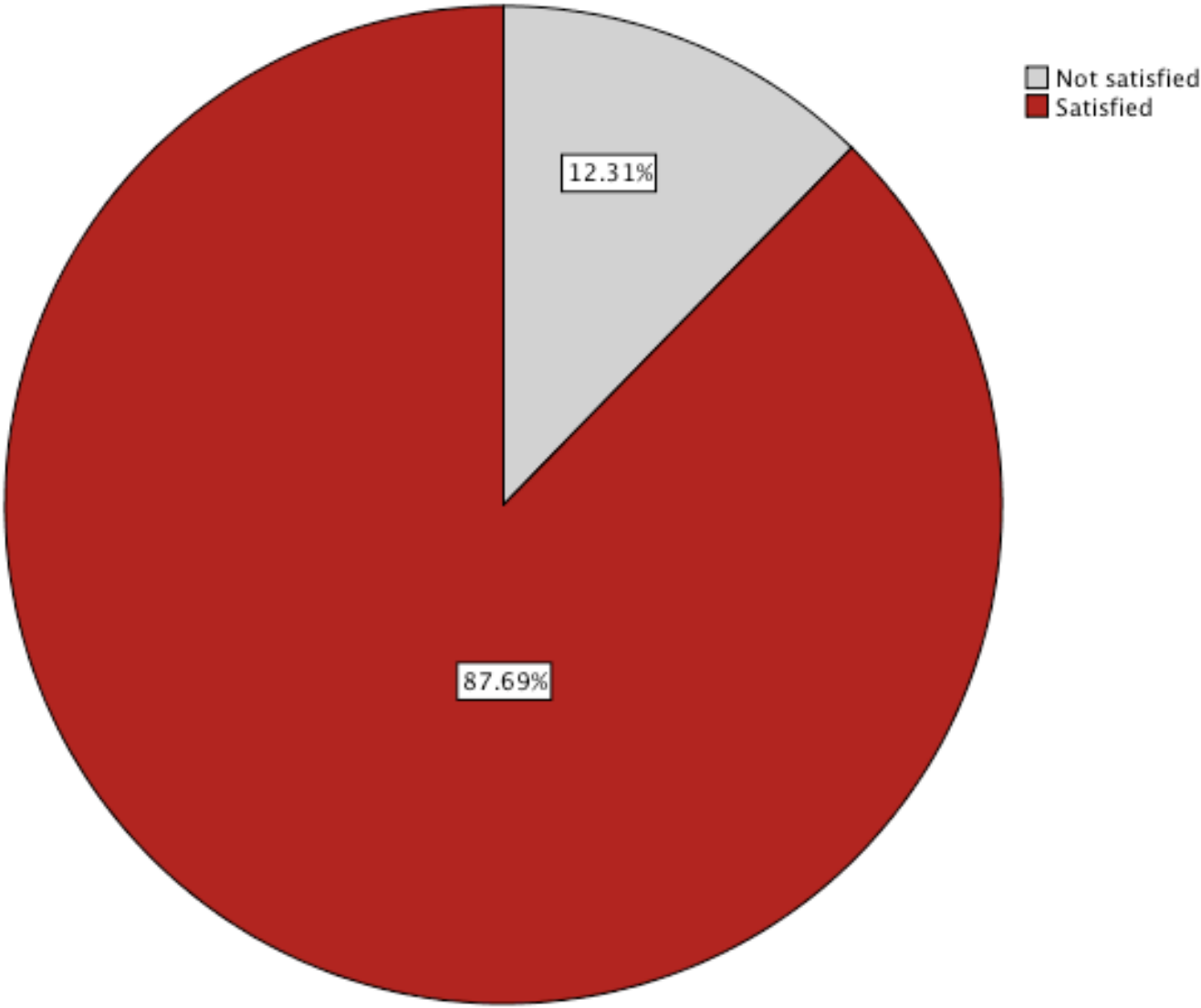
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	22	11.3	11.3	11.3
Satisfied	173	88.7	88.7	100.0
Total	195	100.0	100.0	

SATISFACTION WITH ATTITUDE OF GRADUATE STUDENTS AND TEACHING ASSISTANTS TOWARD UNDERGRADUATES



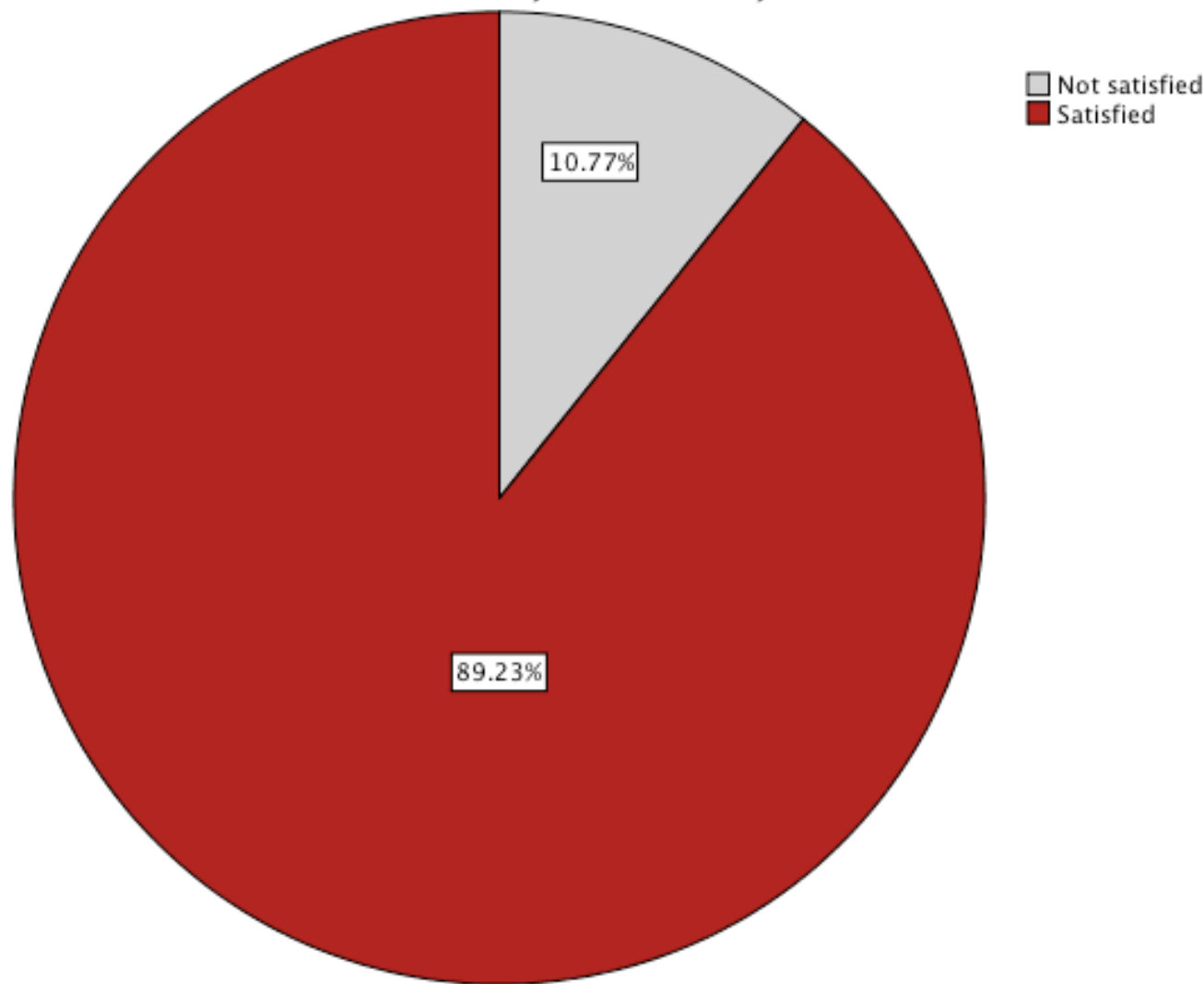
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	10	5.1	5.1	5.1
Satisfied	185	94.9	94.9	100.0
Total	195	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH DEPARTMENT IS AN INTELLECTUALLY STIMULATING AND EXCITING PLACE FOR LEARNING



	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	24	12.3	12.3	12.3
Satisfied	171	87.7	87.7	100.0
Total	195	100.0	100.0	

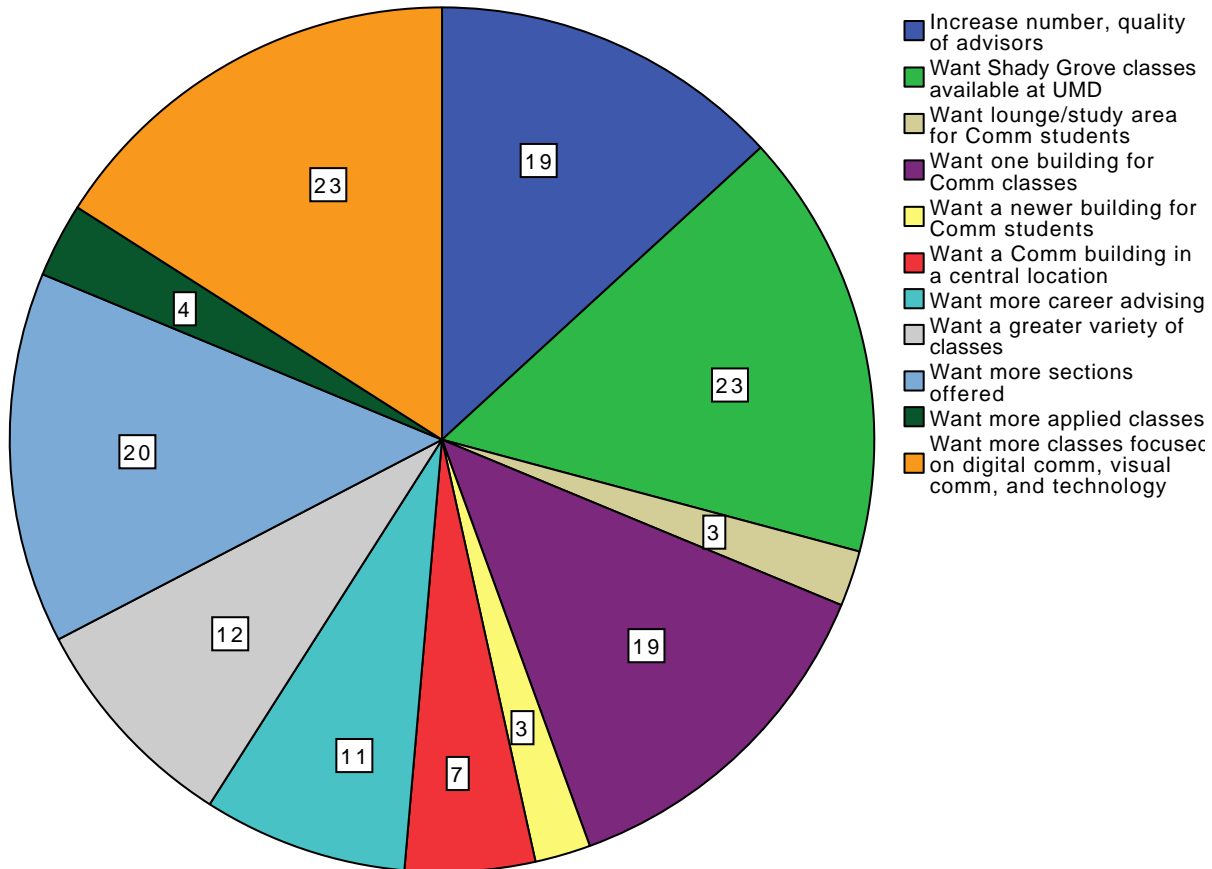
SATISFACTION WITH DEGREE TO WHICH THERE EXISTS A WELCOMING AND INCLUSIVE CLIMATE FOR ALL STUDENTS, PARTICULARLY WOMEN AND THOSE FROM DIVERSE RACIAL, ECONOMIC, AND CULTURAL BACKGROUNDS



	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	21	10.8	10.8	10.8
Satisfied	174	89.2	89.2	100.0
Total	195	100.0	100.0	

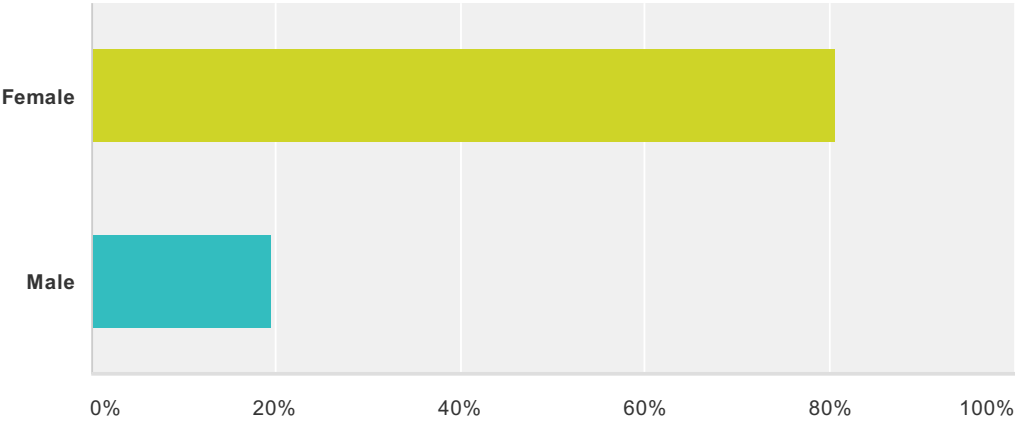
Student Responses from Open-Ended Questions

University of Maryland



Q1 Sex:

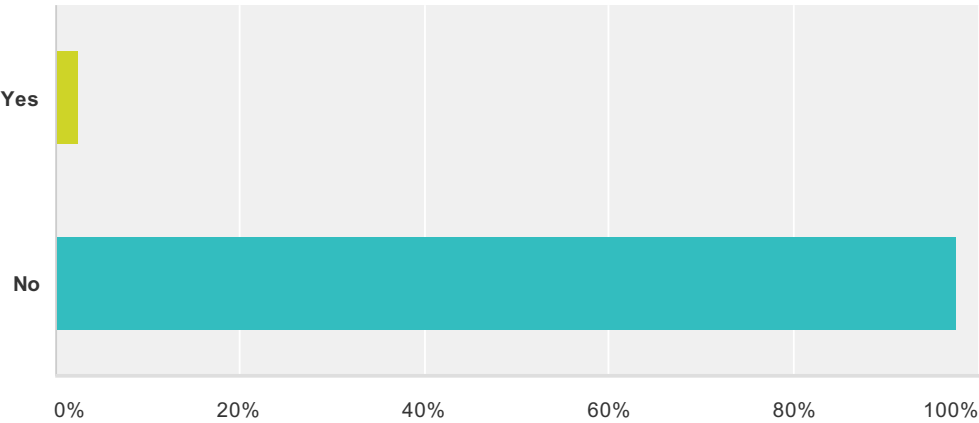
Answered: 41 Skipped: 0



Answer Choices	Responses	
Female	80.49%	33
Male	19.51%	8
Total		41

Q2 Are you of Hispanic or Latino origin?

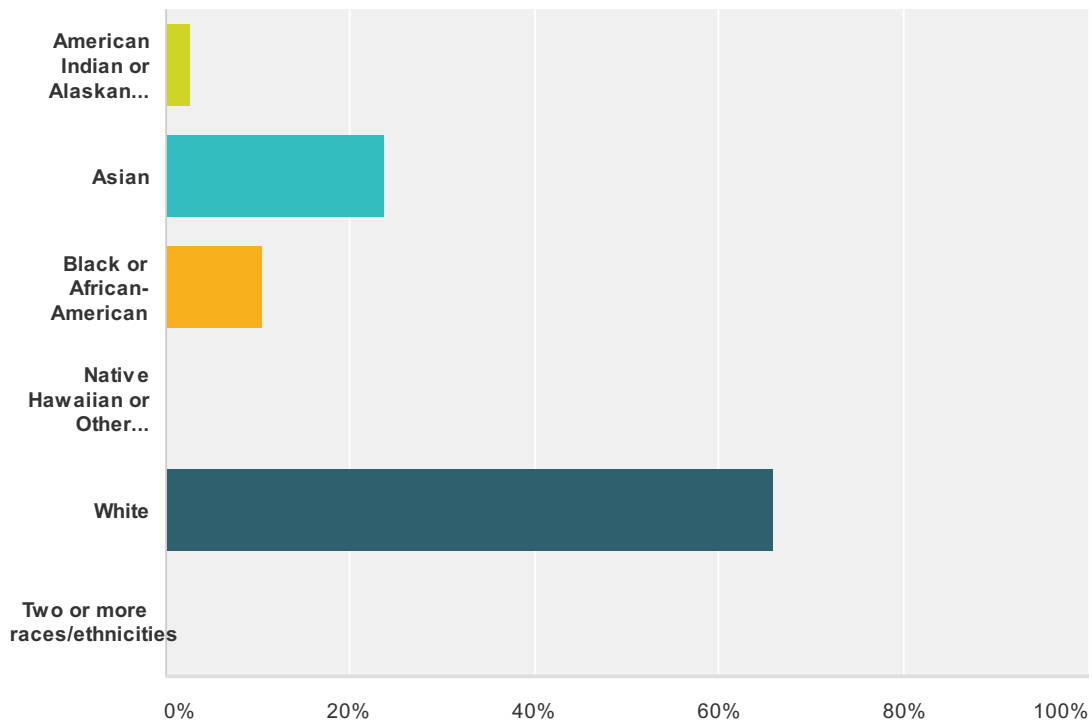
Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	2.44%	1
No	97.56%	40
Total		41

Q3 Race/Ethnicity (optional):

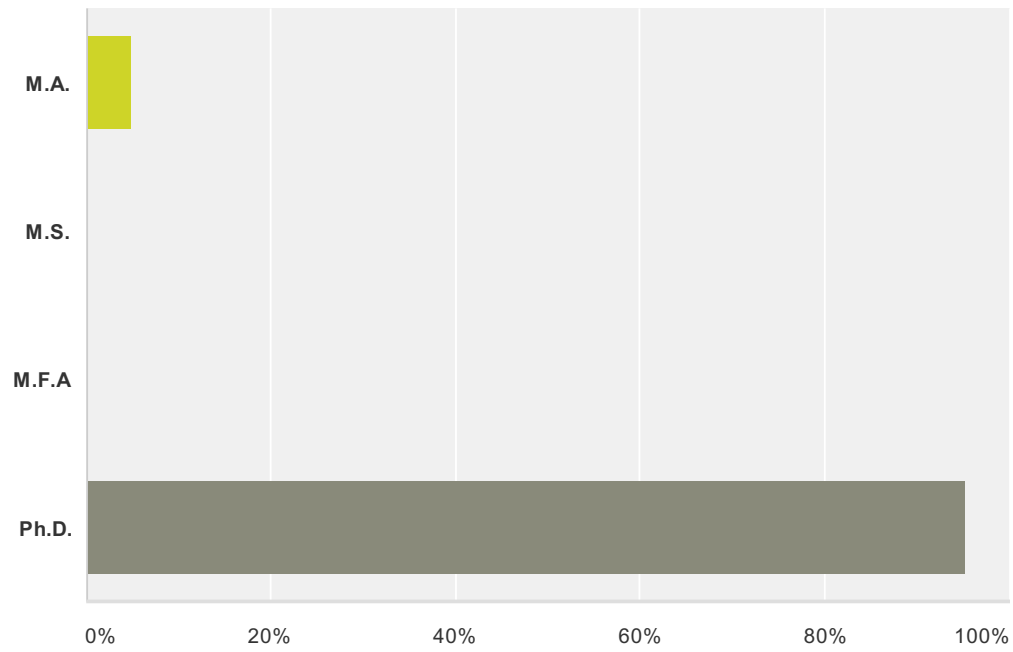
Answered: 38 Skipped: 3



Answer Choices	Responses	
American Indian or Alaskan Native	2.63%	1
Asian	23.68%	9
Black or African-American	10.53%	4
Native Hawaiian or Other Pacific Islander	0%	0
White	65.79%	25
Two or more races/ethnicities	0%	0
Total Respondents: 38		

Q4 Degree Program in which you are/were recently enrolled:

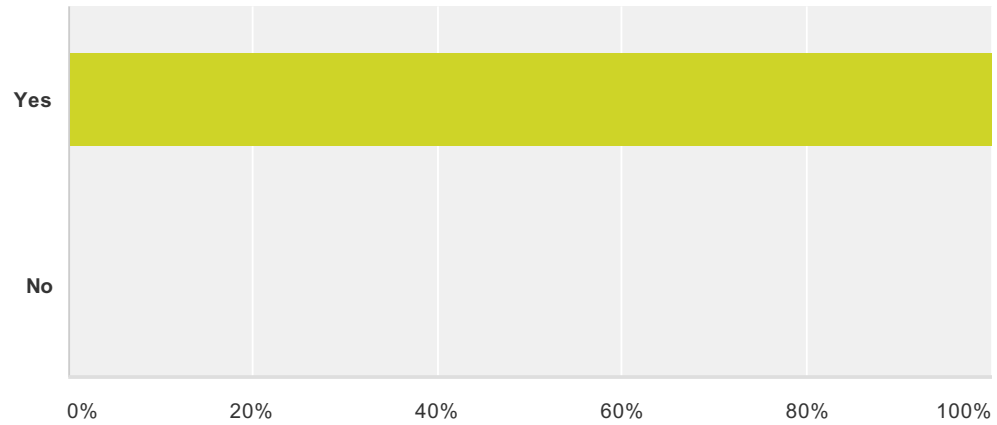
Answered: 41 Skipped: 0



Answer Choices	Responses
M.A.	4.88% 2
M.S.	0% 0
M.F.A.	0% 0
Ph.D.	95.12% 39
Total	41

Q5 Are you currently a graduate student in this program?

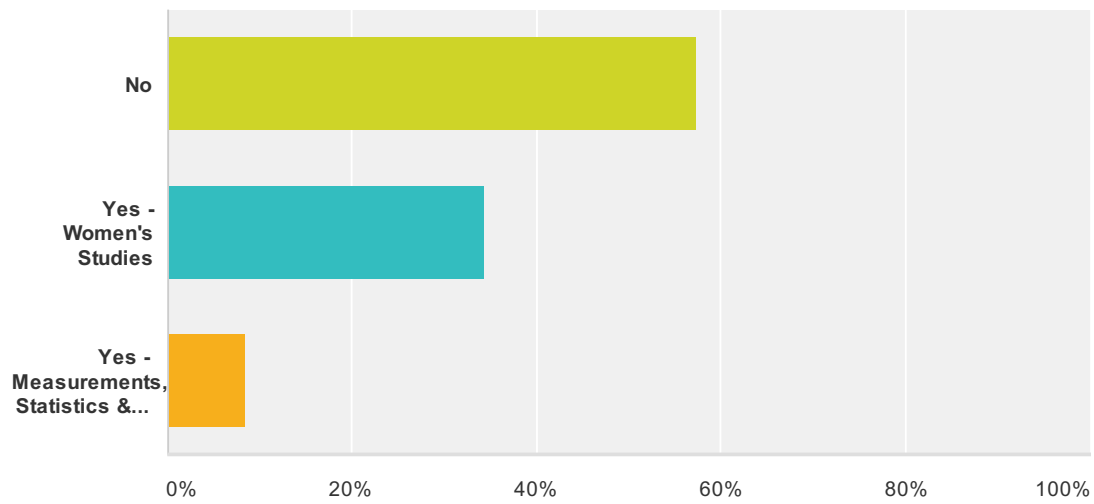
Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	100%	41
No	0%	0
Total		41

Q6 Have you applied/are you planning to apply for entry into a graduate certificate program?

Answered: 35 Skipped: 6

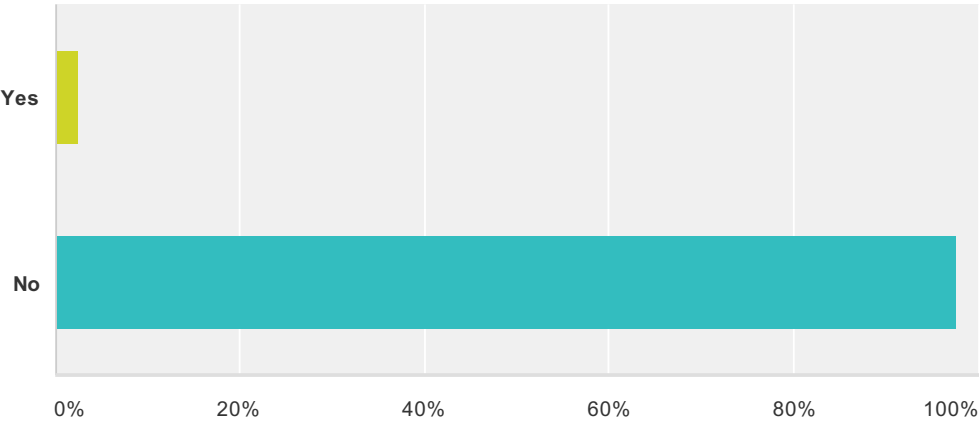


Answer Choices	Responses
No	57.14% 20
Yes - Women's Studies	34.29% 12
Yes - Measurements, Statistics & Evaluation	8.57% 3
Total Respondents: 35	

#	Yes - Other (please specify)	Date
1	maybe...	9/18/2013 2:35 PM
2	Not sure	9/13/2013 1:54 PM
3	University Teaching & Learning Program	9/11/2013 5:06 PM
4	CTE	9/11/2013 4:46 PM
5	CTE UTLP	9/11/2013 4:31 PM

Q7 Did you attend UMCP as an undergraduate?

Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	2.44%	1
No	97.56%	40
Total		41

Q8 How many semesters have you been in graduate studies in your department?

Answered: 39 Skipped: 2

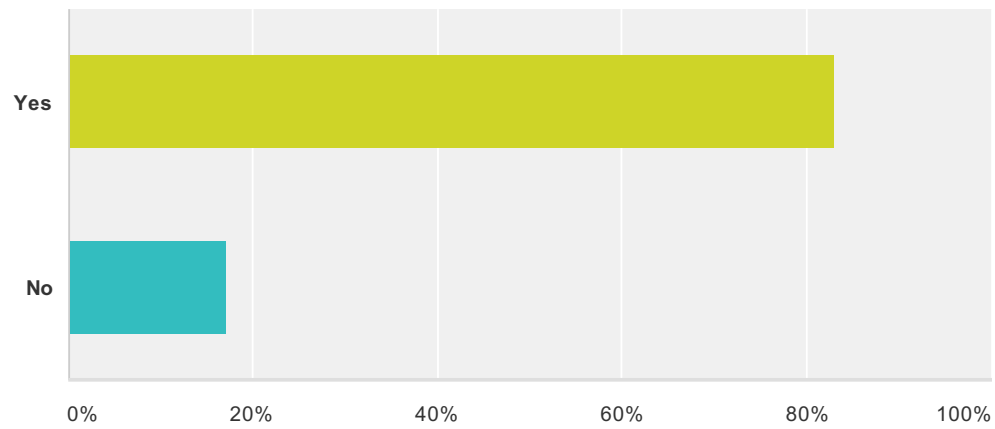
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1	1	10/13/2013 4:08 PM
2	5	10/13/2013 12:57 PM
3	1	10/13/2013 1:02 AM
4	1	10/12/2013 10:19 PM
5	1	10/12/2013 7:03 PM
6	9	10/12/2013 5:51 PM
7	1	10/6/2013 9:39 PM
8	2	10/5/2013 6:47 PM
9	1	10/5/2013 12:50 PM
10	1	9/25/2013 3:52 PM
11	1	9/23/2013 10:07 PM
12	2	9/18/2013 8:12 PM
13	3	9/18/2013 6:43 PM
14	1	9/18/2013 2:48 PM
15	1	9/18/2013 2:44 PM
16	1	9/18/2013 2:35 PM
17	3	9/18/2013 1:55 PM
18	1	9/17/2013 2:12 AM
19	1	9/16/2013 7:13 PM
20	1	9/15/2013 11:13 PM
21	2	9/15/2013 12:51 AM
22	0	9/13/2013 1:54 PM
23	1	9/13/2013 9:00 AM
24	6	9/13/2013 8:12 AM
25	3	9/12/2013 10:49 PM
26	2	9/12/2013 10:09 AM
27	3	9/12/2013 1:21 AM
28	5	9/11/2013 9:07 PM
29	9	9/11/2013 5:06 PM
30	7	9/11/2013 4:47 PM
31	2	9/11/2013 4:46 PM
32	3	9/11/2013 4:31 PM
33	1	9/11/2013 4:15 PM
34	1	9/11/2013 3:57 PM
35	1	9/11/2013 3:56 PM

Department Of Communication Graduate Survey

36	16	9/11/2013 3:15 PM
37	9	9/11/2013 3:12 PM
38	12	9/11/2013 2:45 PM
39	1	9/11/2013 2:45 PM

Q9 Have you ever been a T.A.?

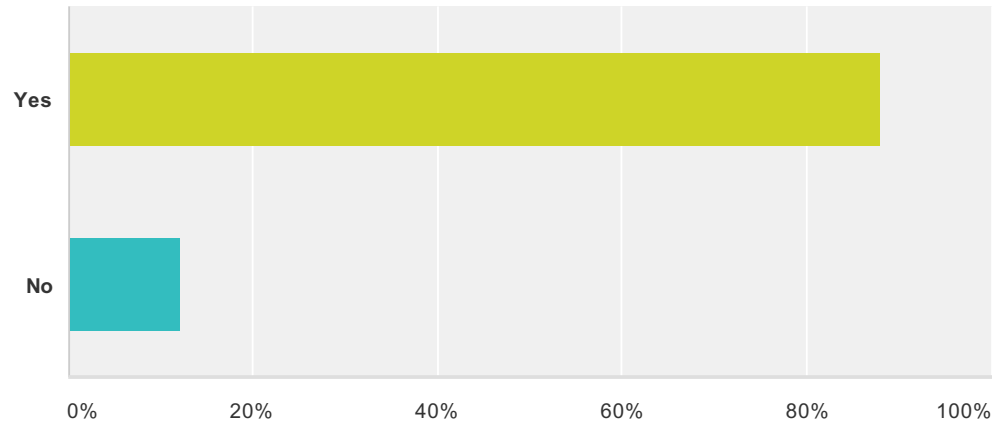
Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	82.93%	34
No	17.07%	7
Total		41

Q10 Do you work to support your graduate studies financially?

Answered: 41 Skipped: 0



Answer Choices	Responses	
Yes	87.80%	36
No	12.20%	5
Total		41

**Q11 If yes, indicate the number of hours
per week that you work during the
academic year as a:**

Answered: 37 Skipped: 4

Answer Choices	Responses
Teaching Assistant	78.38% 29
Research Assistant	8.11% 3
Graduate Assistant	24.32% 9
Other	24.32% 9

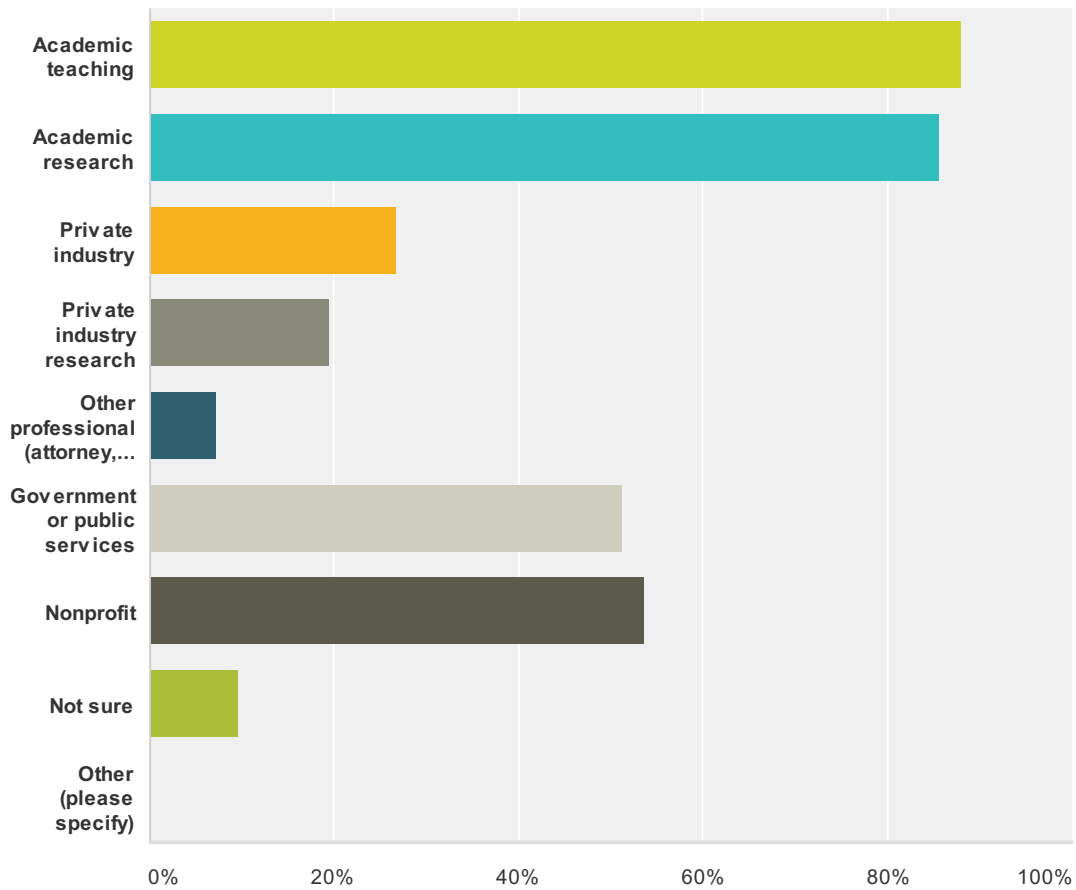
#	Teaching Assistant	Date
1	20	10/13/2013 12:57 PM
2	10	10/13/2013 1:02 AM
3	20	10/12/2013 10:19 PM
4	20	10/12/2013 7:03 PM
5	20	10/12/2013 5:20 PM
6	15	10/6/2013 9:39 PM
7	15	10/5/2013 6:47 PM
8	20	10/5/2013 12:50 PM
9	30	9/25/2013 3:52 PM
10	20	9/23/2013 10:07 PM
11	24	9/18/2013 8:12 PM
12	20	9/18/2013 3:25 PM
13	9	9/18/2013 2:48 PM
14	20	9/18/2013 2:44 PM
15	20	9/18/2013 1:55 PM
16	25	9/17/2013 2:12 AM
17	20	9/16/2013 7:13 PM
18	20	9/15/2013 11:13 PM
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21	12	9/13/2013 9:00 AM
22	30	9/13/2013 8:12 AM
23	10	9/12/2013 10:49 PM
24	20	9/11/2013 5:06 PM
25	10	9/11/2013 4:46 PM
26	10	9/11/2013 4:31 PM
27	12	9/11/2013 3:57 PM
28	20	9/11/2013 3:12 PM
29	20	9/11/2013 2:45 PM

Department Of Communication Graduate Survey

#	Research Assistant	Date
1	5	10/13/2013 12:57 PM
2	10	10/5/2013 12:50 PM
3	0	9/15/2013 12:51 AM
#	Graduate Assistant	Date
1	10	10/13/2013 4:08 PM
2	10	10/12/2013 5:20 PM
3	20	9/18/2013 2:35 PM
4	0	9/15/2013 12:51 AM
5	20	9/12/2013 10:09 AM
6	25	9/12/2013 1:21 AM
7	40	9/11/2013 9:07 PM
8	35	9/11/2013 4:47 PM
9	10	9/11/2013 3:12 PM
#	Other	Date
1	5	10/12/2013 5:20 PM
2	15	10/5/2013 6:47 PM
3	15	9/18/2013 2:48 PM
4	5	9/18/2013 1:55 PM
5	0	9/15/2013 12:51 AM
6	3	9/11/2013 4:46 PM
7	10	9/11/2013 4:31 PM
8	40	9/11/2013 3:15 PM
9	40	9/11/2013 2:45 PM

Q12 What are your professional interests? Check as many as you'd like.

Answered: 41 Skipped: 0

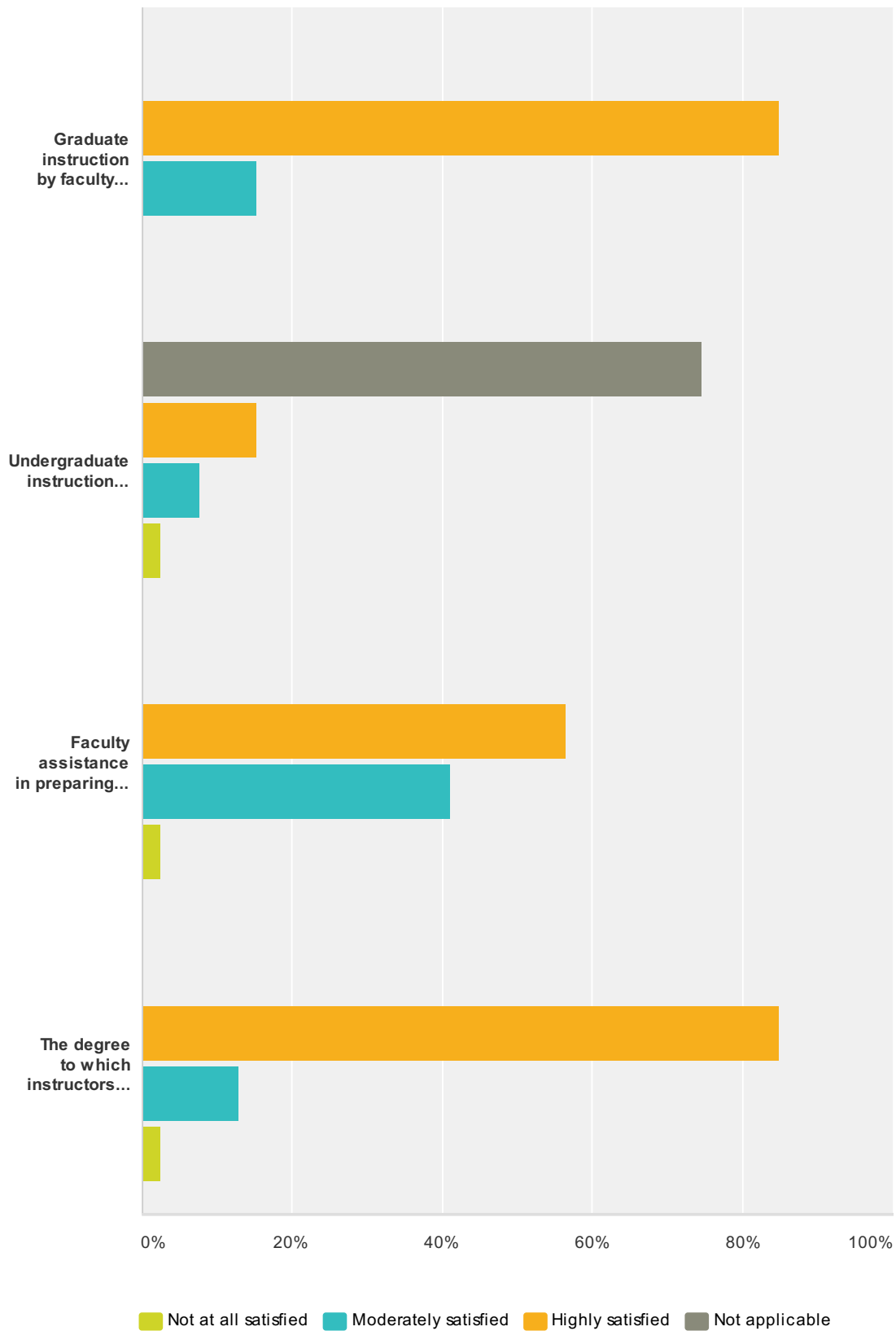


Answer Choices	Responses
Academic teaching	87.80% 36
Academic research	85.37% 35
Private industry	26.83% 11
Private industry research	19.51% 8
Other professional (attorney, doctor, artist)	7.32% 3
Government or public services	51.22% 21
Nonprofit	53.66% 22
Not sure	9.76% 4
Other (please specify)	0% 0
Total Respondents: 41	

#	Other (please specify)	Date
	There are no responses.	

Q13 Instruction:

Answered: 39 Skipped: 2



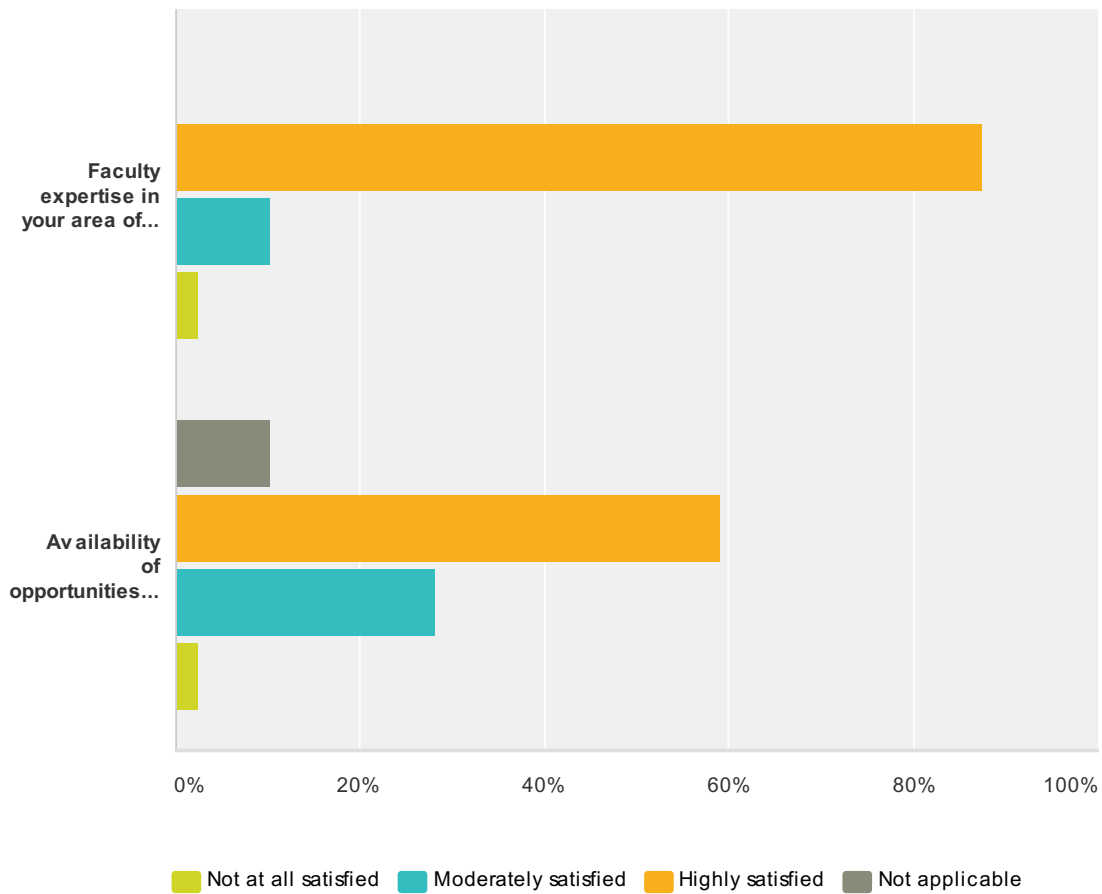
	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
Graduate instruction by faculty within the department	0% 0	15.38% 6	84.62% 33	0% 0	39

Department Of Communication Graduate Survey

	1	2	3	4	5
Undergraduate instruction by faculty within the department	2.56% 1	7.69% 3	15.38% 6	74.36% 29	39
Faculty assistance in preparing you to meet your responsibilities as a T.A.	2.56% 1	41.03% 16	56.41% 22	0% 0	39
The degree to which instructors work to create an environment that supports all students, regardless of race, ethnicity or sexual orientation	2.56% 1	12.82% 5	84.62% 33	0% 0	39

Q14 Research of Creative Activities:

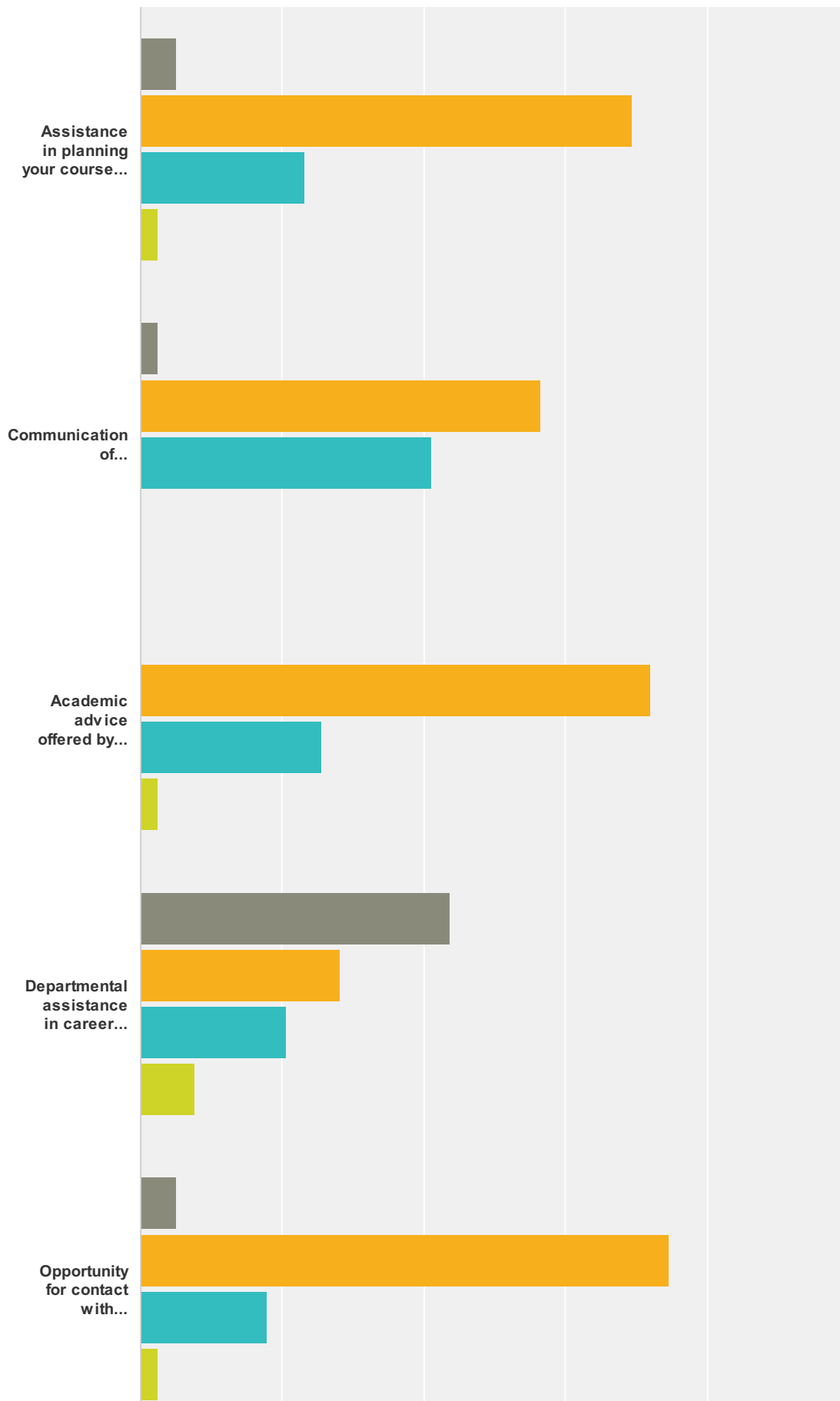
Answered: 39 Skipped: 2



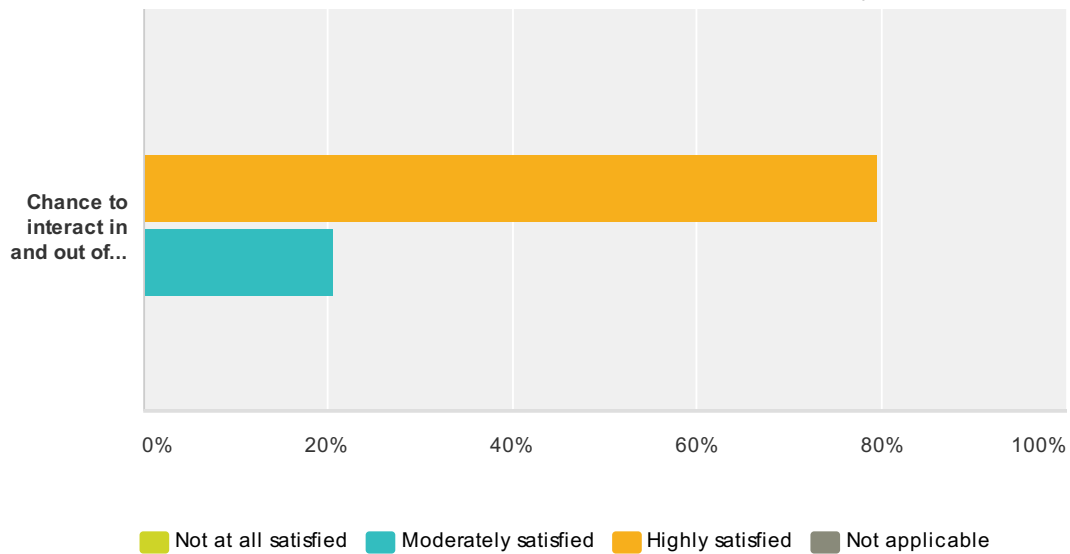
	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
Faculty expertise in your area of interest	2.56% 1	10.26% 4	87.18% 34	0% 0	39
Availability of opportunities for becoming involved in creative activities (e.g. research, performance, clinical work, laboratory or library research)	2.56% 1	28.21% 11	58.97% 23	10.26% 4	39

Q15 Advising:

Answered: 39 Skipped: 2



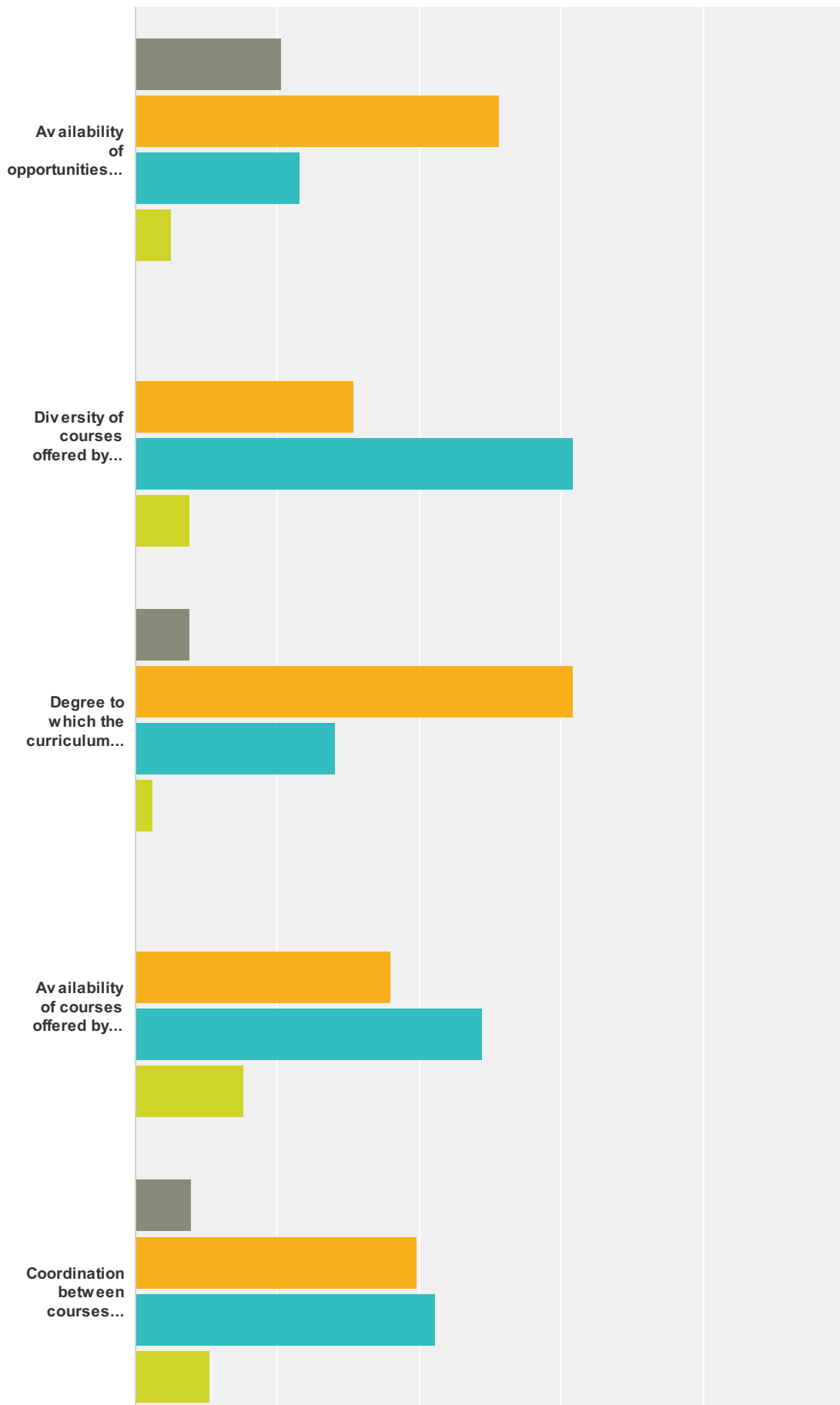
Department Of Communication Graduate Survey



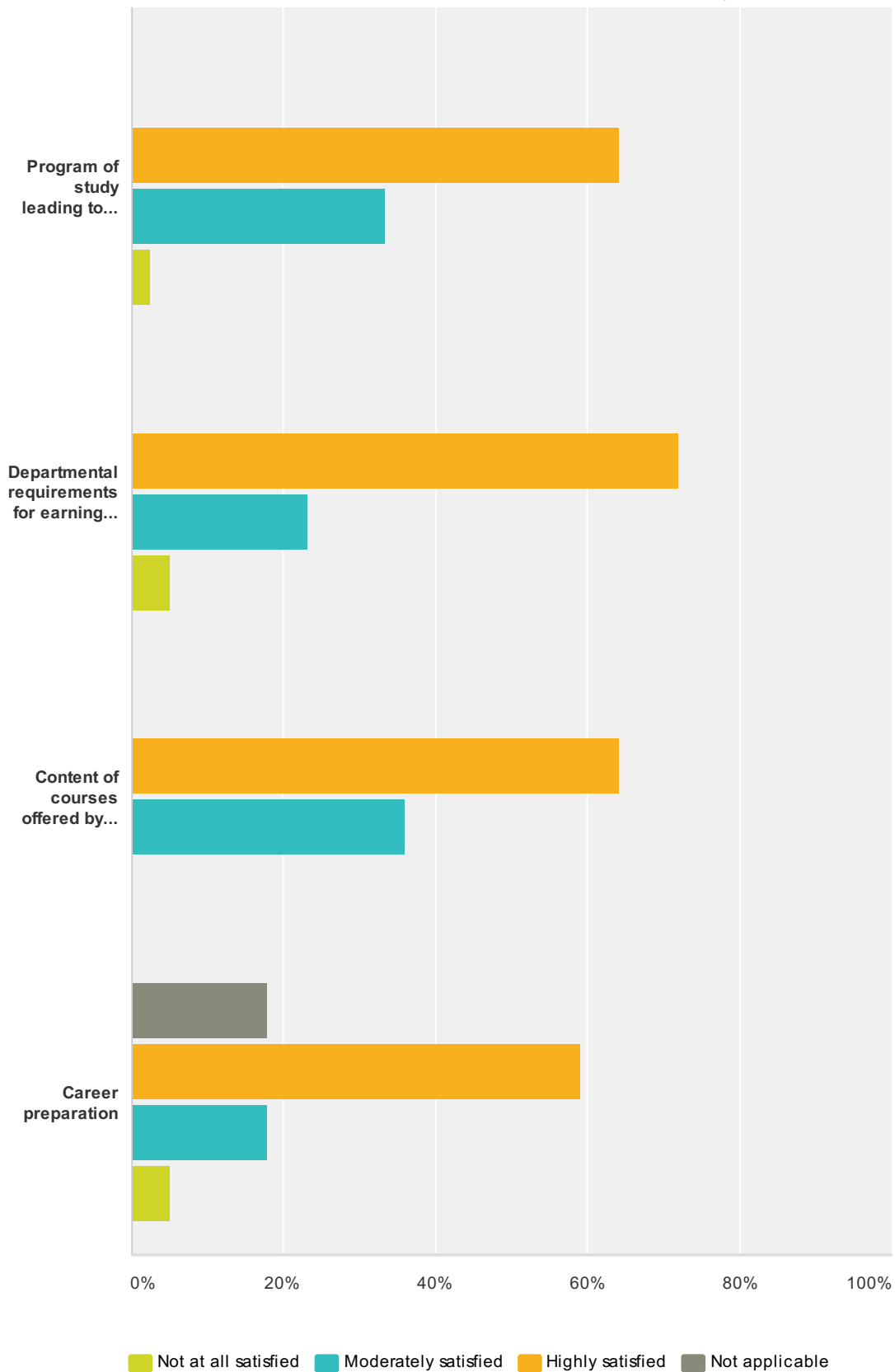
	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
Assistance in planning your course of study	2.56% 1	23.08% 9	69.23% 27	5.13% 2	39
Communication of departmental and university rules and policies for graduate students	0% 0	41.03% 16	56.41% 22	2.56% 1	39
Academic advice offered by faculty advisors	2.56% 1	25.64% 10	71.79% 28	0% 0	39
Departmental assistance in career advising and job placement	7.69% 3	20.51% 8	28.21% 11	43.59% 17	39
Opportunity for contact with faculty, especially mentoring, other than in the classroom and during formal office and advising hours	2.56% 1	17.95% 7	74.36% 29	5.13% 2	39
Chance to interact in and out of the classroom with other students, particularly those from diverse racial, social, cultural, and economic backgrounds	0% 0	20.51% 8	79.49% 31	0% 0	39

Q16 Curriculum:

Answered: 39 Skipped: 2



Department Of Communication Graduate Survey



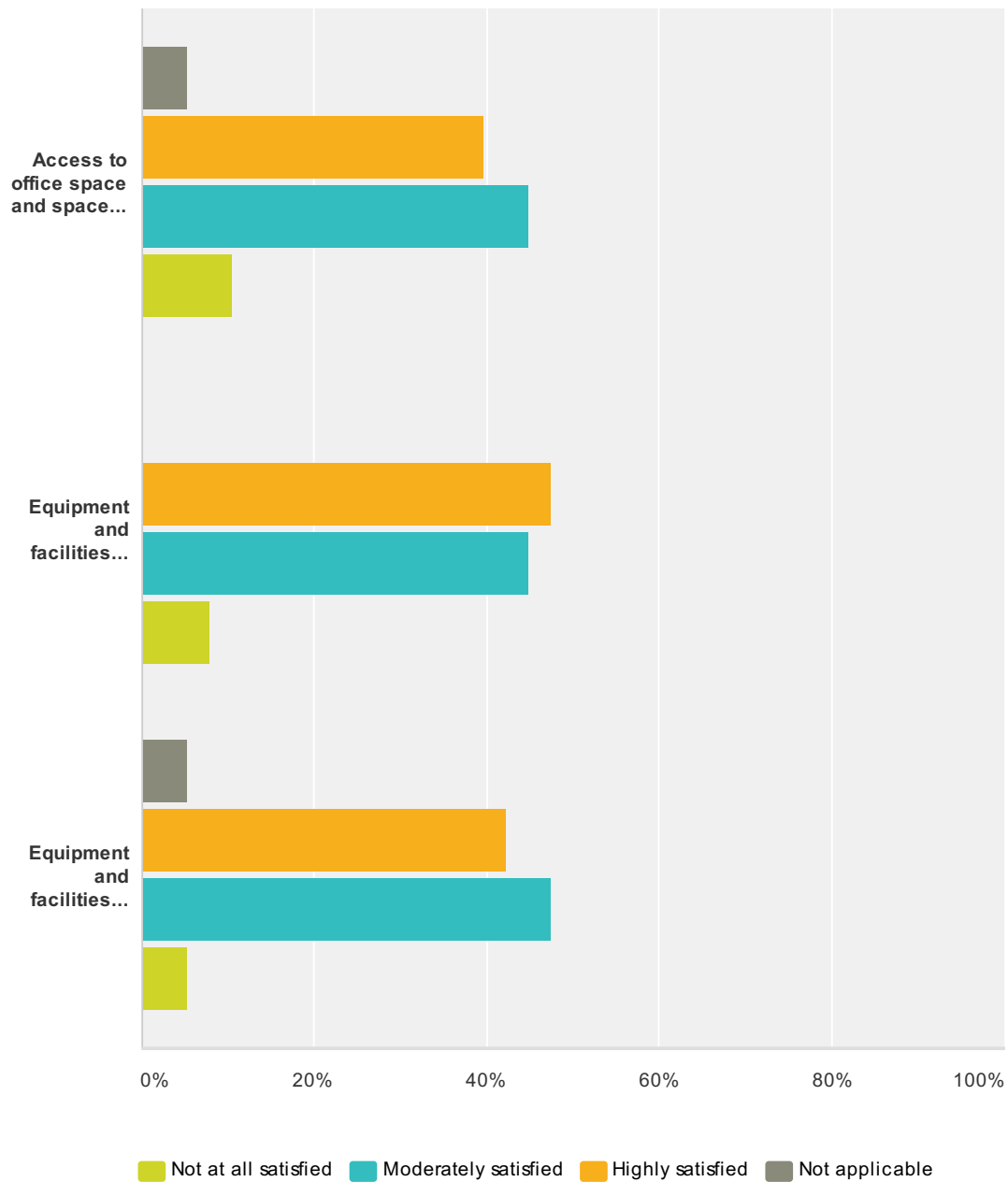
	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
Availability of opportunities for working with faculty in creative areas	5.13% 2	23.08% 9	51.28% 20	20.51% 8	39
Diversity of courses offered by the department	7.69% 3	61.54% 24	30.77% 12	0% 0	39

Department Of Communication Graduate Survey

Degree to which the curriculum includes relevant subject matter about women and minorities	2.56% 1	28.21% 11	61.54% 24	7.69% 3	39
Availability of courses offered by the department	15.38% 6	48.72% 19	35.90% 14	0% 0	39
Coordination between courses within the department	10.53% 4	42.11% 16	39.47% 15	7.89% 3	38
Program of study leading to the degree	2.56% 1	33.33% 13	64.10% 25	0% 0	39
Departmental requirements for earning the degree	5.13% 2	23.08% 9	71.79% 28	0% 0	39
Content of courses offered by the department	0% 0	35.90% 14	64.10% 25	0% 0	39
Career preparation	5.13% 2	17.95% 7	58.97% 23	17.95% 7	39

Q17 Facilities and Equipment:

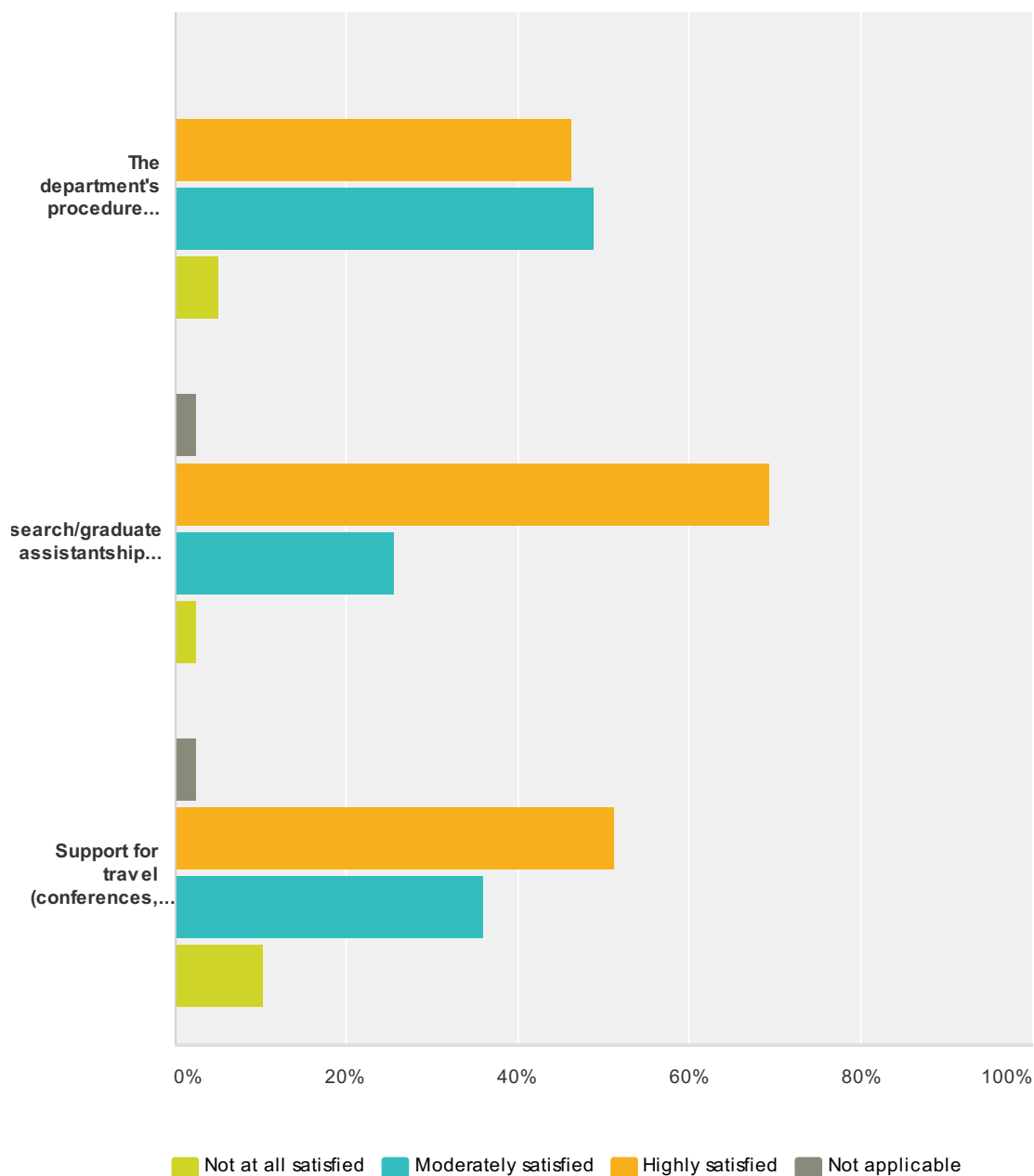
Answered: 38 Skipped: 3



	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
Access to office space and space for creative activities (labs, studios, etc.)	10.53% 4	44.74% 17	39.47% 15	5.26% 2	38
Equipment and facilities that support instruction	7.89% 3	44.74% 17	47.37% 18	0% 0	38
Equipment and facilities that support creative activities	5.26% 2	47.37% 18	42.11% 16	5.26% 2	38

Q18 Financial Assistance:

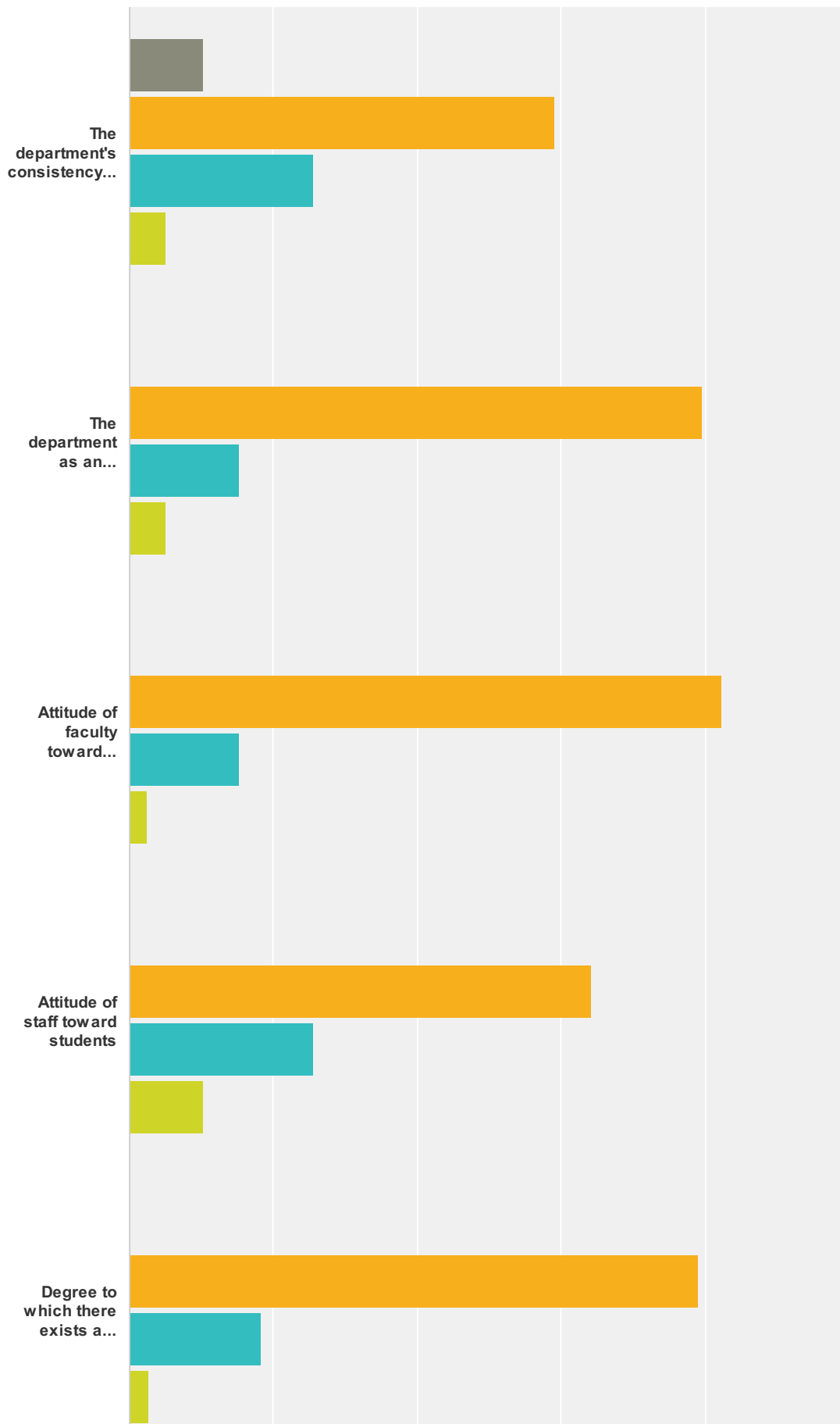
Answered: 39 Skipped: 2



	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
The department's procedure for allocation of teaching assistantships and other forms of financial assistance	5.13% 2	48.72% 19	46.15% 18	0% 0	39
T.A./research/graduate assistantship availability	2.56% 1	25.64% 10	69.23% 27	2.56% 1	39
Support for travel (conferences, research, etc.)	10.26% 4	35.90% 14	51.28% 20	2.56% 1	39

Q19 Departmental Academic Climate:

Answered: 39 Skipped: 2



Department Of Communication Graduate Survey

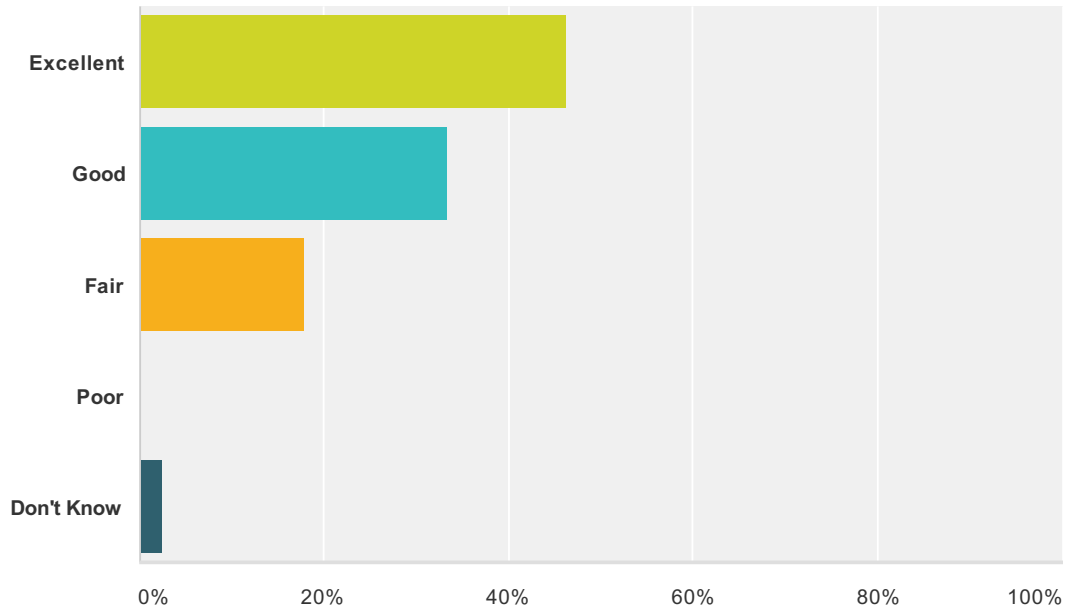


Not at all satisfied
 Moderately satisfied
 Highly satisfied
 Not applicable

	Not at all satisfied	Moderately satisfied	Highly satisfied	Not applicable	Total
The department's consistency in application of rules and policies	5.13% 2	25.64% 10	58.97% 23	10.26% 4	39
The department as an intellectually stimulating and exciting place for learning	5.13% 2	15.38% 6	79.49% 31	0% 0	39
Attitude of faculty toward teaching	2.56% 1	15.38% 6	82.05% 32	0% 0	39
Attitude of staff toward students	10.26% 4	25.64% 10	64.10% 25	0% 0	39
Degree to which there exists a welcoming and inclusive climate for all students, especially women and those from diverse racial, economic, and cultural backgrounds	2.63% 1	18.42% 7	78.95% 30	0% 0	38

Q20 Overall, the morale of graduate students in the department/program is:

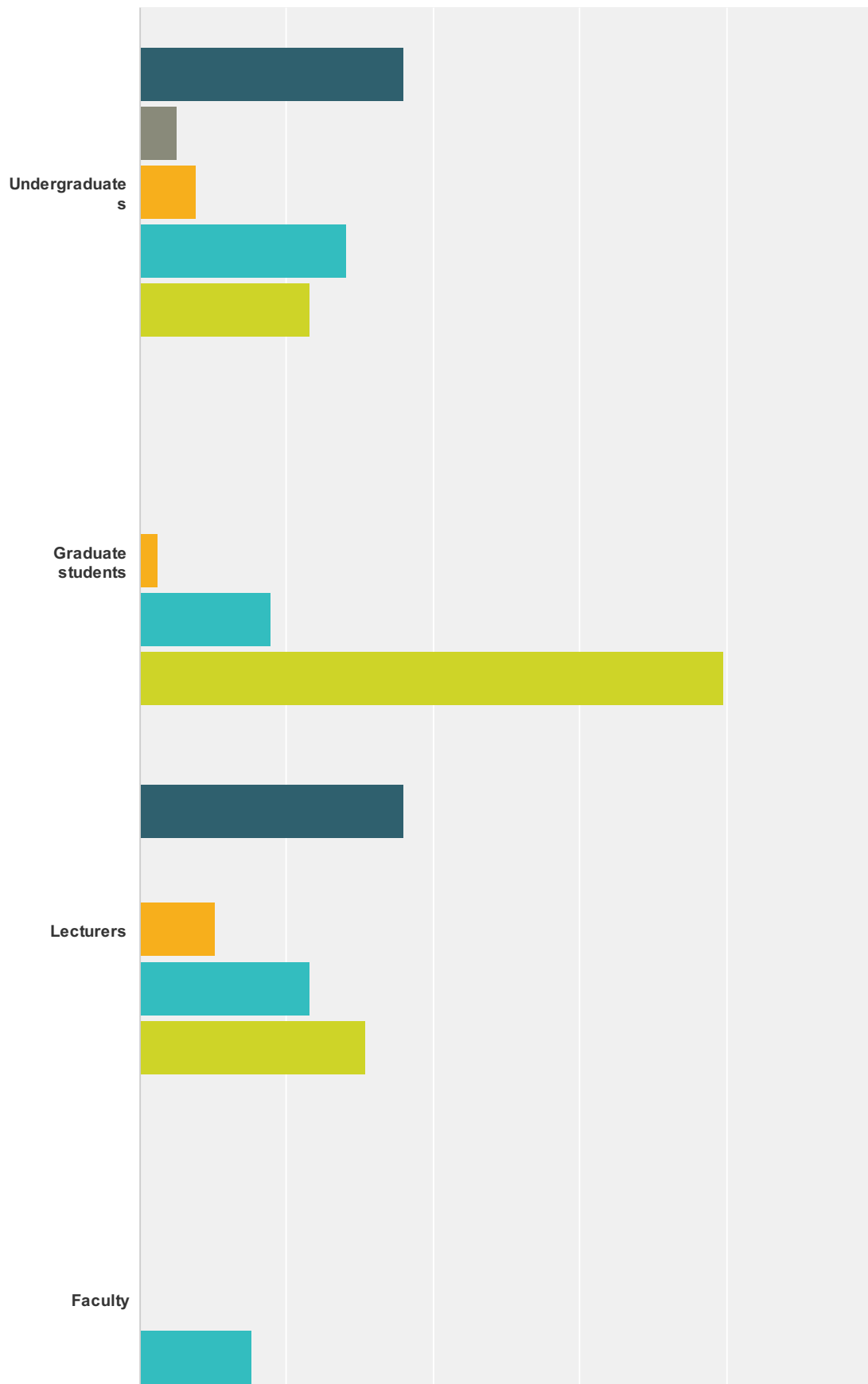
Answered: 39 Skipped: 2



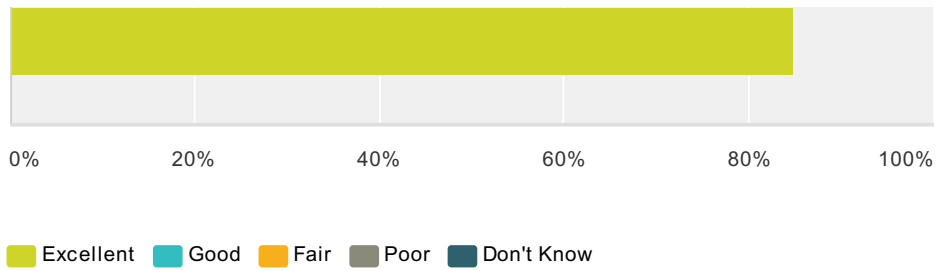
Answer Choices	Responses	
Excellent	46.15%	18
Good	33.33%	13
Fair	17.95%	7
Poor	0%	0
Don't Know	2.56%	1
Total		39

Q21 How would you characterize the general academic quality of the following groups within your department?

Answered: 39 Skipped: 2



Department Of Communication Graduate Survey



	Excellent	Good	Fair	Poor	Don't Know	Total
Undergraduates	23.08% 9	28.21% 11	7.69% 3	5.13% 2	35.90% 14	39
Graduate students	79.49% 31	17.95% 7	2.56% 1	0% 0	0% 0	39
Lecturers	30.77% 12	23.08% 9	10.26% 4	0% 0	35.90% 14	39
Faculty	84.62% 33	15.38% 6	0% 0	0% 0	0% 0	39

Q22 What specific program are you enrolled in?

Answered: 36 Skipped: 5

#	Responses	Date
1	Communication	10/13/2013 4:11 PM
2	health communication	10/13/2013 1:04 AM
3	Communication	10/12/2013 10:24 PM
4	Communication PhD program	10/12/2013 7:08 PM
5	Rhetoric	10/12/2013 5:57 PM
6	Communication Ph.D.	10/12/2013 5:30 PM
7	Rhetoric & Political Culture	10/6/2013 9:44 PM
8	Rhetoric & Political Culture	10/5/2013 6:50 PM
9	Communication	10/5/2013 12:52 PM
10	Communication Studies	9/25/2013 3:56 PM
11	PhD in Communication	9/18/2013 8:46 PM
12	Rhetoric and political culture	9/18/2013 6:52 PM
13	Rhetoric and Political Culture	9/18/2013 2:51 PM
14	rhetoric	9/18/2013 2:38 PM
15	Intercultural Communication	9/18/2013 2:03 PM
16	Communication	9/17/2013 2:17 AM
17	PhD program of Communication	9/16/2013 7:15 PM
18	rhetoric studies	9/15/2013 11:21 PM
19	Ph.D. in communication	9/15/2013 12:58 AM
20	Rhetoric and political culture	9/13/2013 2:00 PM
21	BA to PhD, Rhetoric and Political Culture	9/13/2013 9:08 AM
22	Rhetoric	9/13/2013 8:20 AM
23	Rhetoric and Political Culture	9/12/2013 10:53 PM
24	Communication: Rhetoric and Political Culture	9/12/2013 10:13 AM
25	PR	9/12/2013 1:26 AM
26	Communication, doctoral program	9/11/2013 9:11 PM
27	Rhetoric & Political Culture	9/11/2013 5:09 PM
28	Rhetoric PhD	9/11/2013 4:51 PM
29	Communication--public relations	9/11/2013 4:50 PM
30	Rhetoric and Political Culture	9/11/2013 4:36 PM
31	Communication	9/11/2013 4:17 PM
32	PhD, Rhetoric	9/11/2013 4:00 PM
33	Rhetoric and Political Culture	9/11/2013 3:59 PM
34	doctoral program in communication	9/11/2013 3:20 PM
35	Health Communication	9/11/2013 2:50 PM

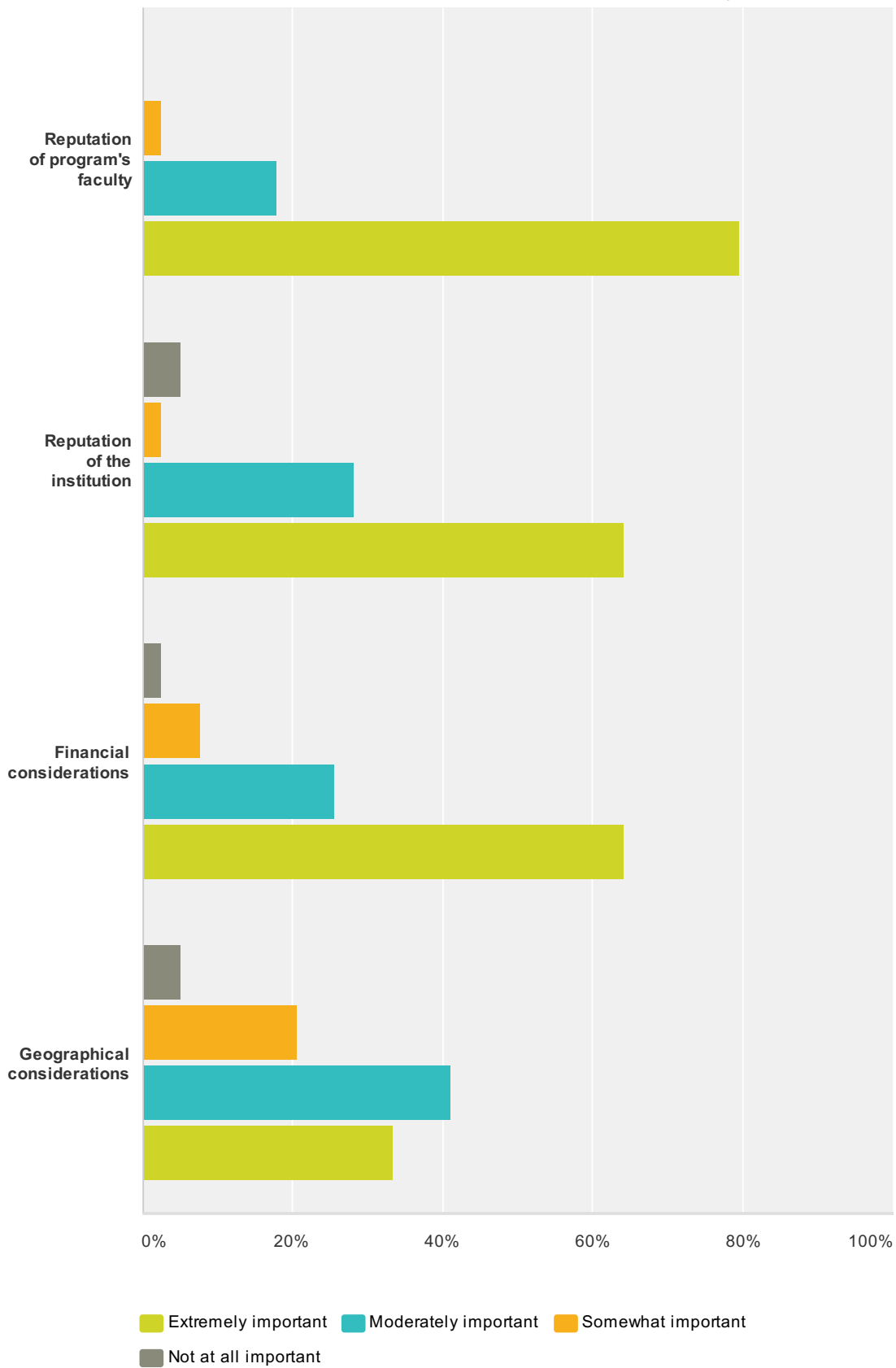
Department Of Communication Graduate Survey

36	Communication Ph.D. - Rhetoric Focus	9/11/2013 2:50 PM
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Q23 Many factors may influence an individual's selection of a particular graduate program. Using the following scale, please indicate which of the following items dictated your decision.

Answered: 39 Skipped: 2

Department Of Communication Graduate Survey



	Extremely important	Moderately important	Somewhat important	Not at all important	Total
Reputation of program's faculty	79.49% 31	17.95% 7	2.56% 1	0% 0	39
Reputation of the institution	64.10% 25	28.21% 11	2.56% 1	5.13% 2	39

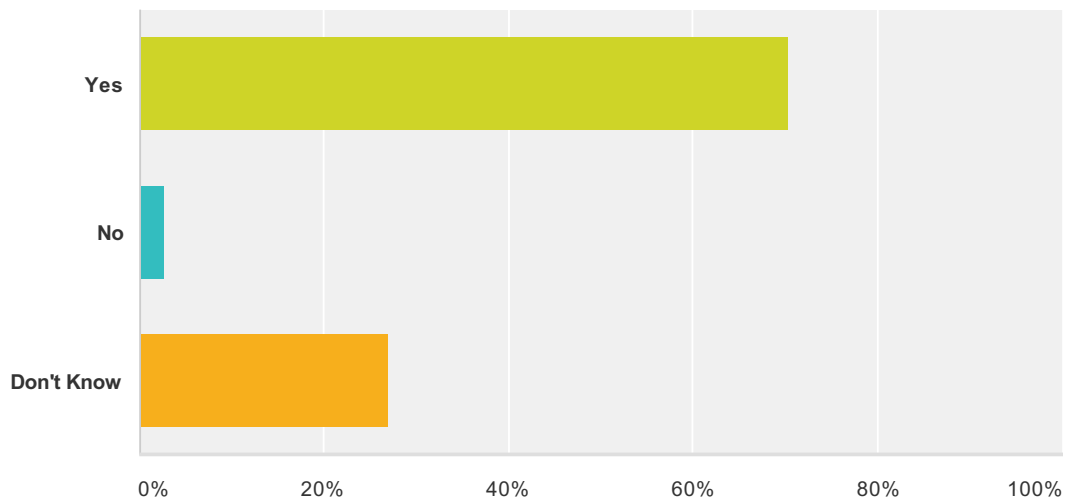
Department Of Communication Graduate Survey

Financial considerations	64.10% 25	25.64% 10	7.69% 3	2.56% 1	39
Geographical considerations	33.33% 13	41.03% 16	20.51% 8	5.13% 2	39

#	Other (please describe)	Date
1	Program duration (time to degree)	10/12/2013 5:30 PM
2	Graduate Student Relations	10/6/2013 9:44 PM
3	Availability of faculty and courses for my specific research interests	9/18/2013 2:03 PM
4	Having faculty whose areas of interest could enhance my own work	9/13/2013 9:08 AM
5	Job placement after graduation.	9/11/2013 4:51 PM
6	atmosphere in the department	9/11/2013 3:59 PM
7	program curriculum	9/11/2013 3:20 PM

Q24 Is the graduate program accurately described in the UMCP catalog and in other University or departmental publications?

Answered: 37 Skipped: 4



Answer Choices	Responses	
Yes	70.27%	26
No	2.70%	1
Don't Know	27.03%	10
Total		37

Q25 If no, what is inaccurate or misrepresented?

Answered: 6 Skipped: 35

#	Responses	Date
1	I wouldn't go so far as to say the program is misrepresented. However, some representations are rarer than readers might assume based on coverage in publications. For example, faculty areas of expertise include areas where there is only one faculty member who only partially studies something, which can be misleading. For another example, documents indicate that students entering with a master's degree can complete coursework in three semesters, but this appears to me to be true only technically rather than realistically (i.e., despite knowing several students motivated to finish coursework in three semesters, I do not know of any in the 2012 or 2013 entering cohorts who will be able to do so).	10/12/2013 5:54 PM
2	It is inaccurate that you can complete an MA to PhD in three semesters of coursework when the methods courses are offered on a third semester rotating basis. The ability to be exempt from courses similar to your MA studies is "sold" more than it really translates to the program, which seems unethical.	9/25/2013 4:00 PM
3	It's described accurately on the COMM Dept website, but not sure about other locations.	9/18/2013 2:20 PM
4	N/A	9/15/2013 1:04 AM
5	N/A	9/11/2013 5:00 PM
6	The Department of Communication website and other publication fairly represents the available programs and courses, as well as faculty and graduate student accomplishment.	9/11/2013 4:04 PM

Q26 If there are facilities or resources important for your work that are unavailable or inadequate in your department/program, please identify them and suggest how they might be improved.

Answered: 13 Skipped: 28

#	Responses	Date
1	I would like my own office space/graduate desk. I don't mind sharing but it's not much to ask either to have something I can call my own in the department.	9/23/2013 10:15 PM
2	I hope we have more offices for teaching assistants/PhD students, so we don't have to crowd into two rooms altogether. It is impossible to work/study quietly. We need more space!	9/18/2013 8:51 PM
3	Having adequate office space, including a desk for each person, would be helpful.	9/18/2013 2:58 PM
4	It would be nice to have more than one printer and more than two copy machines, one of which sometimes doesn't work. It's not super important, it would just make life easier as the department keeps growing.	9/18/2013 2:20 PM
5	Not providing paper for graduate students is a problem. Especially those that are teaching. Yes, we can use copiers but the initial print we must bring our own paper which is very inconvenient.	9/17/2013 2:19 AM
6	Ergonomic computer desks in the computer lab would be a great improvement. We spend great amounts of time working at computers, and ergonomic furniture would help to ease the physical strain--which might help to ease the mental and spiritual strain.	9/15/2013 1:04 AM
7	More independent workspace would be great	9/13/2013 2:02 PM
8	A different set up for offices would enhance productivity, but may not be a realistic goal. Also, you shouldn't have to provide our own printer paper just to print something for, say, the class we have to teach.	9/13/2013 9:12 AM
9	na	9/12/2013 10:14 AM
10	Literally 100% of travel for the purposes of conferences and things that better our education and improve our chances of finding a job should be covered by the department. \$550 isn't enough, and I shouldn't have to go hunting around for other sources of funding--this should be easy.	9/11/2013 5:00 PM
11	while all of the facilities are adequate, none of them are excellent, and it is starting to get a bit crowded.	9/11/2013 4:39 PM
12	There are so many Graduate Teaching Assistants that not all of us have our own desk. It would be helpful if the Communication Department was given more office space so that all COMM 107 TAs can have his or her own desk.	9/11/2013 4:19 PM
13	The biggest resource problem when I was still in residence in College Park was the lack of available physical work space. This is to a large extent beyond the Department of Communication's control, and it is my understanding that the department has made several improvements intended to address this issue.	9/11/2013 4:04 PM

Q27 What is your assessment of the climate for graduate study that the department/program fosters (a) in general, (b) for women, and (c) for historically underrepresented students?

Answered: 30 Skipped: 11

#	Responses	Date
1	All Excellent	10/13/2013 1:06 AM
2	(1) good (2) good (2) good	10/12/2013 10:24 PM
3	Very good. The Department of Communication is super friendly with students from diverse ethnic backgrounds and faculty and students with different sexual orientations.	10/12/2013 7:13 PM
4	The department should work to be more inclusive of diversity and reflect this in course content.	10/12/2013 6:01 PM
5	In general, from what I have observed, the climate for graduate study seems to vary across subdisciplines. The discipline of which I am dominantly a part, however, is quite supportive. I would say the climate as intense and demanding. From what I can determine from personal experience and conversations with friends/colleagues at other schools, my program is the most demanding of any other similar top-tier communication program. However, at least in my subdiscipline, students and faculty are extremely supportive and helpful. I find the program in general very accepting and respectful of women, and although I am not an historically underrepresented student, from what I can tell, the program has an open and inclusive climate for them as well.	10/12/2013 5:54 PM
6	I think that the department does an excellent job of creating an open discursive space, and of recruiting people from a wide variety of backgrounds to join the program.	10/6/2013 9:46 PM
7	I'm not sure what is meant by "climate" here, and don't want to misspeak. If the concern is for a welcoming environment, then I believe the department manages this well in terms of both content (which I feel, at least in rhetorical studies, more than adequately accounts for historically underrepresented populations) and in support for those students (who seem to be assisted by their advisors very well). I would like for there to be better representation of traditionally underrepresented populations on faculty, however I also understand that this problem is not isolated to our department--but is also to some extent systemic.	10/5/2013 6:53 PM
8	The climate for all students is good.	9/25/2013 4:00 PM
9	from what I know as of now the climate is satisfactory for all three points	9/23/2013 10:15 PM
10	(a) excellent (b) we have more women in the department and I (as a woman) feel supported (c) we also have many International students and I (as a Chinese student) feel supported as well	9/18/2013 8:51 PM
11	I believe that the climate for graduate study is great for the graduate students in general. Women make up the majority of students and professors, so there is not a gender issue. However, historically underrepresented students make up a small fraction of the overall graduate student population. They seem to be excluded from unofficial social events and are often treated rudely in graduate seminars and in group meetings.	9/18/2013 7:02 PM
12	(a) Everyone is collegial and supportive. (b) In our department, there is a great deal of discussion around feminist theory and perspective, which is unique in my experience. The general climate for women seems to be a positive one. (c) There seems to be an under-representation of underrepresented students in the graduate COMM department. However, there has been a great deal of exposure at this point to issues of diversity and inclusion in the classroom. (c)	9/18/2013 2:58 PM
13	a) The program is extremely tough. It's definitely not sink or swim, though it feels that way sometimes. It's definitely not an environment for the weak, and those that admit to having difficulty or to not wanting to pursue academic careers are looked down upon by some faculty and sometimes teased by fellow students. That said, there are many professors and students that are very supportive and willing to help you out in anything. b) The Department is made up mostly of female professors and students, so the climate is positive. There are no gender issues that I'm aware of in the Department. c) There are a lot of foreign students, particularly from China. There are only 1 Hispanic student and 2 black students. There are no climate issues with this, though the Chinese students tend to purposely separate themselves from the rest of the student body in general, at least socially. In class or meetings, there are no issues at all.	9/18/2013 2:20 PM

Department Of Communication Graduate Survey

14	I would say all three are equally conducive to learning through a positive and supportive environment.	9/17/2013 2:19 AM
15	Excellent	9/16/2013 7:16 PM
16	The department can do more to increase the number of minority students who are admitted to the various programs.	9/15/2013 11:23 PM
17	The department is as welcoming to female students and students from historically underrepresented groups as it is to students from historically dominant groups.	9/15/2013 1:04 AM
18	It seems excellent	9/13/2013 2:02 PM
19	Seems to be quite good, although I hesitate to weigh in definitively since I'm not a member of those groups. I would say that I would like to see more domestic diversity. Academia needs more professors from historically underrepresented communities of color, and our department isn't making much of a dent in that regard.	9/13/2013 9:12 AM
20	I think all three categories receive attention from the department, which makes a great effort to establish a welcoming and supportive environment. The climate between graduate students, however, has been a little less supportive.	9/12/2013 10:56 PM
21	As a white woman, I think the representation and climate are excellent across all categories.	9/12/2013 10:14 AM
22	It seems that the Department is effective at recruiting minority students only in particular areas of study, and only from particular regions of the world. For example, while a number of Asian students come to study quantitative methods, there are very few students of color in areas like Rhetoric or PR.	9/11/2013 5:11 PM
23	The program creates an excellent climate in general and for underrepresented students and women specifically. A few people leaving the program should be an indictment of those folks' inability to handle graduate school than of the entire department and all grad students. Some people aren't cut out for grad school, and that doesn't mean grad school is bad.	9/11/2013 5:00 PM
24	We have a really good climate, and most faculty and other graduate students are willing to help you or provide assistance in any way they can. There is often a focus on including international students, which is great. There doesn't seem to be much specifically aimed at including women (aside from some work-life balance discussions), but that doesn't seem like a loss or like it's missing.	9/11/2013 4:52 PM
25	(a) when the grad director isn't having a vendetta it's lovely here (b) I feel that women are quite well supported and represented in our department (c) there don't seem to be very many of them...	9/11/2013 4:39 PM
26	I think that the department fosters a very supportive environment for all people.	9/11/2013 4:19 PM
27	In general I would say that the department/program puts a lot of weight on collegiality and not only competition. Since we are mostly women in my cohort, I feel that there isn't any specific climate fostered or addressed because there is no underrepresentation happening. In terms of historically underrepresented groups the department puts a lot of stress on paying attention to diversity and inclusion. The climate that results from that stresses acceptance, tolerance, and open-mindedness.	9/11/2013 4:05 PM
28	(A) I last served as a GTA in 2011, and consequently do not have a good sense of what the current climate is like. In 2011, there were several systemic issues that resulted in an unpleasant organizational climate, to the extent that I held office hours at McKeldin Library during my final semester on assistantship. I know that other doctoral students at the time chose to live far outside of College Park (and in at least two cases commuted multiple hours each way, twice per week) in part because they felt the department was unwelcoming and hostile to them. It is my understanding that the department has subsequently attempted to address at least some of the issues that contributed to discontent. I cannot comment on the extent to which such interventions have or have not achieved success. (B) I believe the department takes issues of gender equality seriously, both in terms of curriculum and day-to-day operations. Several doctoral students have enrolled in and/or completed Women's and Gender Studies certificate program in recent years. The current department chair and graduate director both consider issues of gender as part of their research agendas and have encouraged students to pursue similar lines of inquiry. (C) The department environment has previously been problematic for both students of color and international students from outside of the United States (especially students from the People's Republic of China or South Korea). I believe these problems reflected systemic issues within the Department of Communication as an organizational unit, and NOT a conscious decision by any individual to engage in discrimination. I believe the faculty of the department have experienced a greater awareness of these problems in recent years, and have made efforts to remedy them. Again, I cannot comment on the extent to which such interventions have or have not been successful.	9/11/2013 4:04 PM

Department Of Communication Graduate Survey

29	In my short time here it has been excellent. The climate that I was looking for (congenial, open, faculty accessibility) was met in the UMDCP Communications program and so far that has held true to my expectations. Personally, I have never had much problem as a woman in any particular situation; but I have come to understand that different people have different experiences. Thus far, I would have to say that the department is careful to foster a sense of equality, not of superiority. I also would have to say that the deliberate way in which diversity concerns have been treated since orientation is refreshing. It isn't this "thing" we say we have and do... it is something we encourage each other to talk about and name in healthy constructive ways. It has been truly rewarding so far.	9/11/2013 4:03 PM
30	I think is excellent. I just love my department so much!	9/11/2013 2:51 PM

Q28 Please use the space below to make any additional comments about the strengths and weaknesses of the department/program.

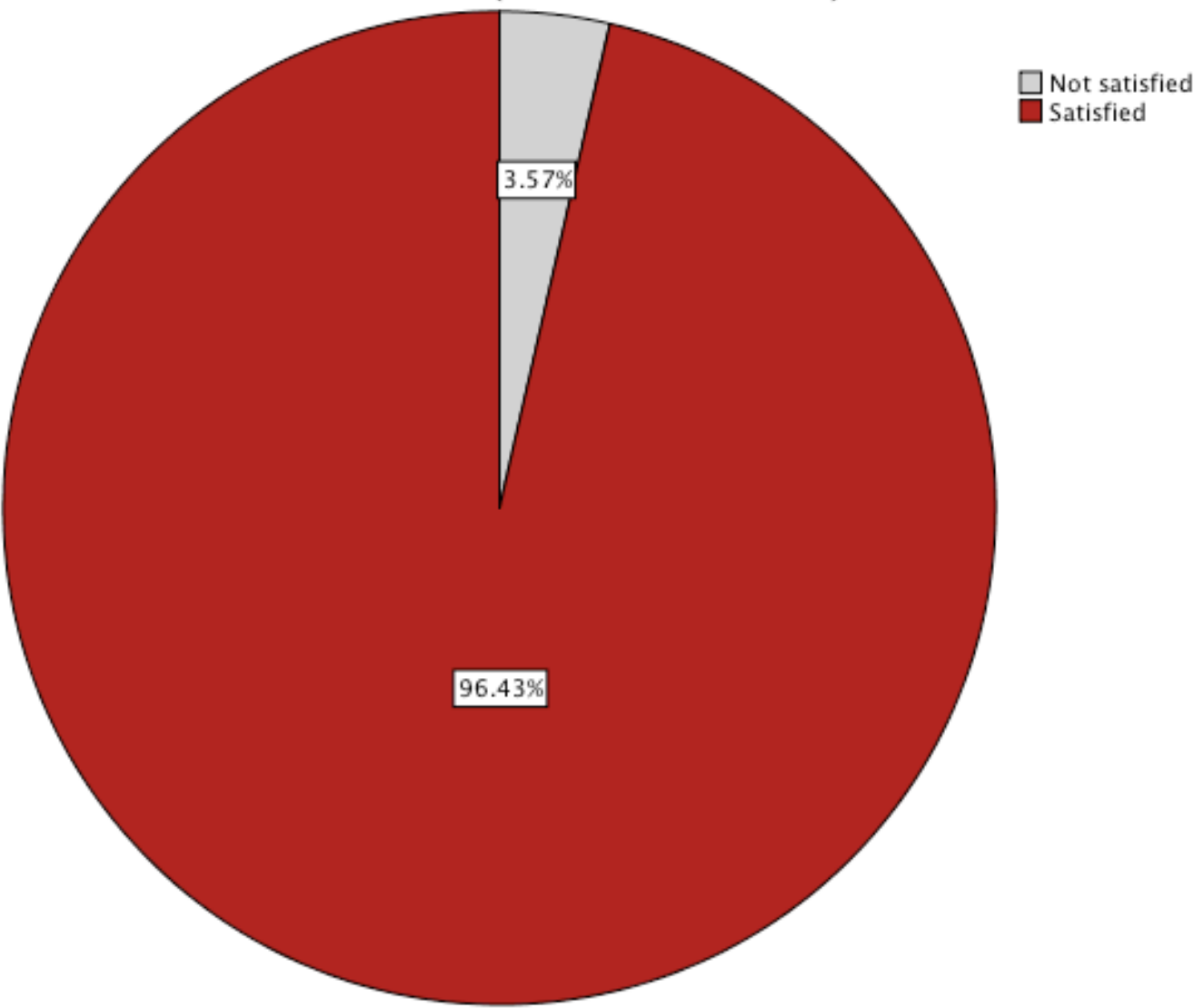
Answered: 15 Skipped: 26

#	Responses	Date
1	I think that methods courses should be offered more frequently. As a first year PhD I'm still figuring out what exactly I want to study but I feel constrained in one area because of the lack of method courses available.	10/13/2013 4:12 PM
2	Strengths: Excellent graduate students to work with. Faculty members are demanding but very supportive in the meantime. Director of Graduate Study Prof. Parry-Giles shows care to graduate students in the program. People are collegiate and care each other. Here we have an extremely friendly and collegiate atmosphere.	10/12/2013 7:13 PM
3	I have a great advisor who has helped me navigate this program.	10/12/2013 6:01 PM
4	Strengths: program reputation, faculty reputation, faculty willingness to work with graduate students, opportunities to work with centers and/or on funded research, mutual support among grad students, excellent training in both research and teaching and preparation for the academic job market. Weaknesses: varying quality of graduate students (some seem to be the top in the country and others seem unprepared for graduate study in general); expectations so high in every arena that at times they might be unattainable; unlivable wages; extreme slowness of business office in processing payments (students very often wait weeks and months before starting to receive overload pay for a given semester); classes are not offered often enough (rotating area classes or special topics classes is fine and to be expected; however, offering the required sequences of methods classes on a sparse rotation is unacceptable).	10/12/2013 5:54 PM
5	It took longer than I think is appropriate to receive fellowship and teaching money this year. Expediting this process would be greatly appreciated!	10/6/2013 9:46 PM
6	I'm happy here.	10/5/2013 6:53 PM
7	Way more work than other departments. It is inhumane.	10/5/2013 12:53 PM
8	The financial compensation is too low to sustain life in this area. Students with overload's don't get compensated right away- this is a serious problem for working students that are struggling financially. Courses that are essential to the degree need to be offered at least once a year, like quantitative and qualitative methods.	9/25/2013 4:00 PM
9	The department needs to work harder to foster positive relationships between white, Asian, and other minority graduate students.	9/18/2013 7:02 PM
10	Having taken courses in other departments, the Comm Dept is clearly on academically strong. The program is a lot of work, but it creates strong scholars. The faculty are very friendly and helpful and clearly enjoy what they do and want to instill that love of research into their students. However, the department clearly wants to bread academicians, and talk of working anywhere else is downplayed and frowned upon. The biggest issue is that the department has research tracks, but no faculty or courses for some of those tracks, specifically intercultural and organizational comm. Or, a track has only one professor. And, there are only 2 qualitative research scholars. It is extremely unfair to admit students that study these areas and not have instructors to teach them or courses for them to take.	9/18/2013 2:20 PM
11	N/A	9/15/2013 1:04 AM
12	Strong recruitment with strong continued support.	9/13/2013 2:02 PM
13	Graduate students should make way more money than they do and faculty should stop acting like getting a PhD is some kind of elaborate hazing ritual. If there are problems in the department culture, I believe they start at the faculty level. People are "protective" of their advisees--which is fine--but then are dismissive of other students who aren't their advisees, when the goal should be to make every student graduating from the program better.	9/11/2013 5:00 PM

Department Of Communication Graduate Survey

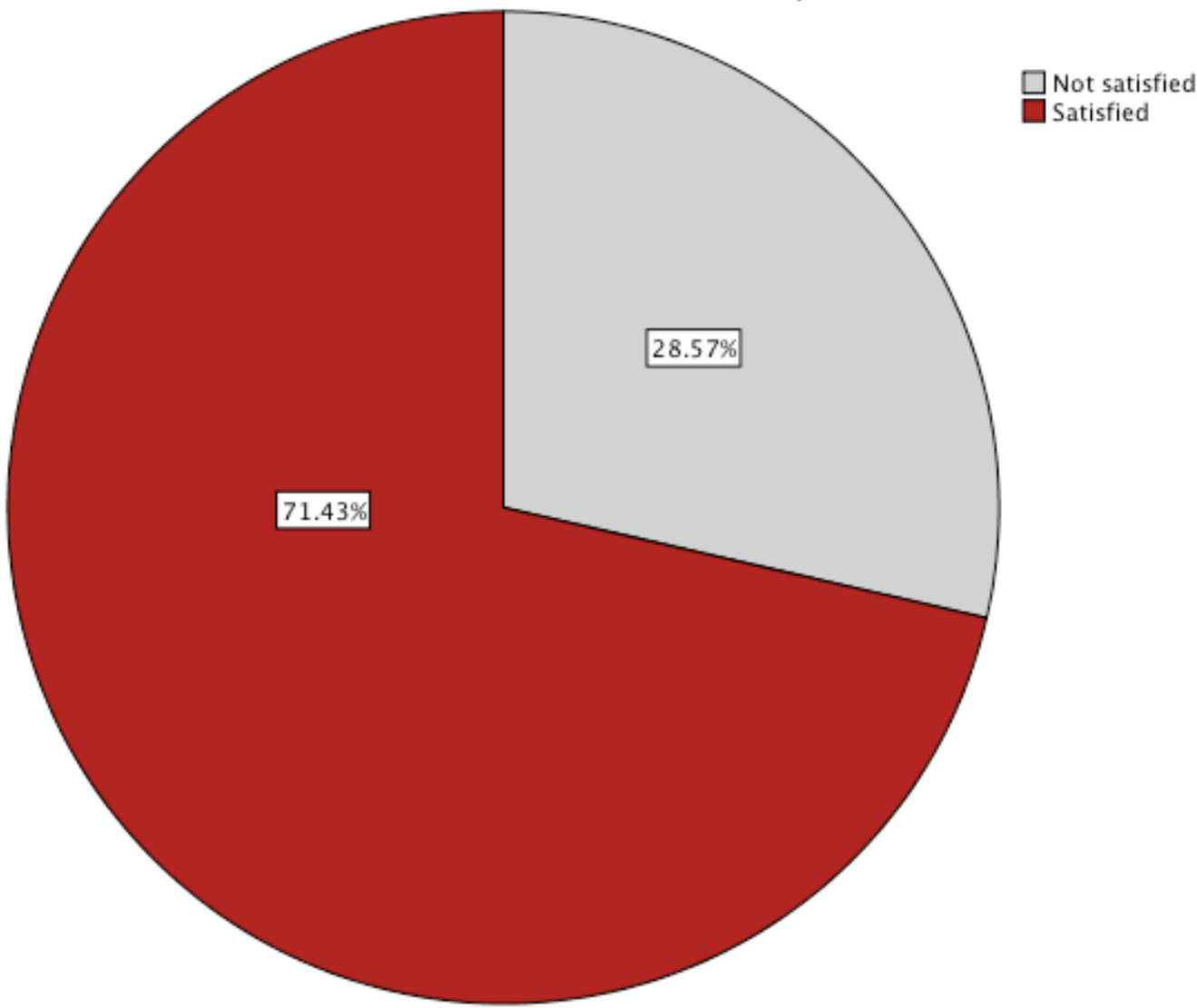
14	I think the biggest strength of the department is the attitude towards collegiality vs. competition. I visited during the Open House in March in order to get an impression of how competitive this program will be and decided to come because of the inclusive atmosphere. Encouraging students to work together instead of "against" each other is something that not all graduate level institutions do, but for me it is essential since I believe that we will all do better because of it.	9/11/2013 4:05 PM
15	For being a Department of Communication, the department surprisingly struggles with communication at times. I encourage the department as a whole to think more carefully about the image that it projects, not just to graduate students, but to all internal constituencies (including graduate faculty, lecturers/adjuncts, undergraduates, and other departments within the university). Several of the problems experienced in later years could have been avoided if there had been a greater willingness to listen to diverse perspectives and to be transparent about decisions, both of which are essential communication skills emphasized in multiple research areas within the department.	9/11/2013 4:04 PM

SATISFACTION WITH INSTRUCTION BY FACULTY WITHIN THE DEPARTMENT
(AT SHADY GROVE)



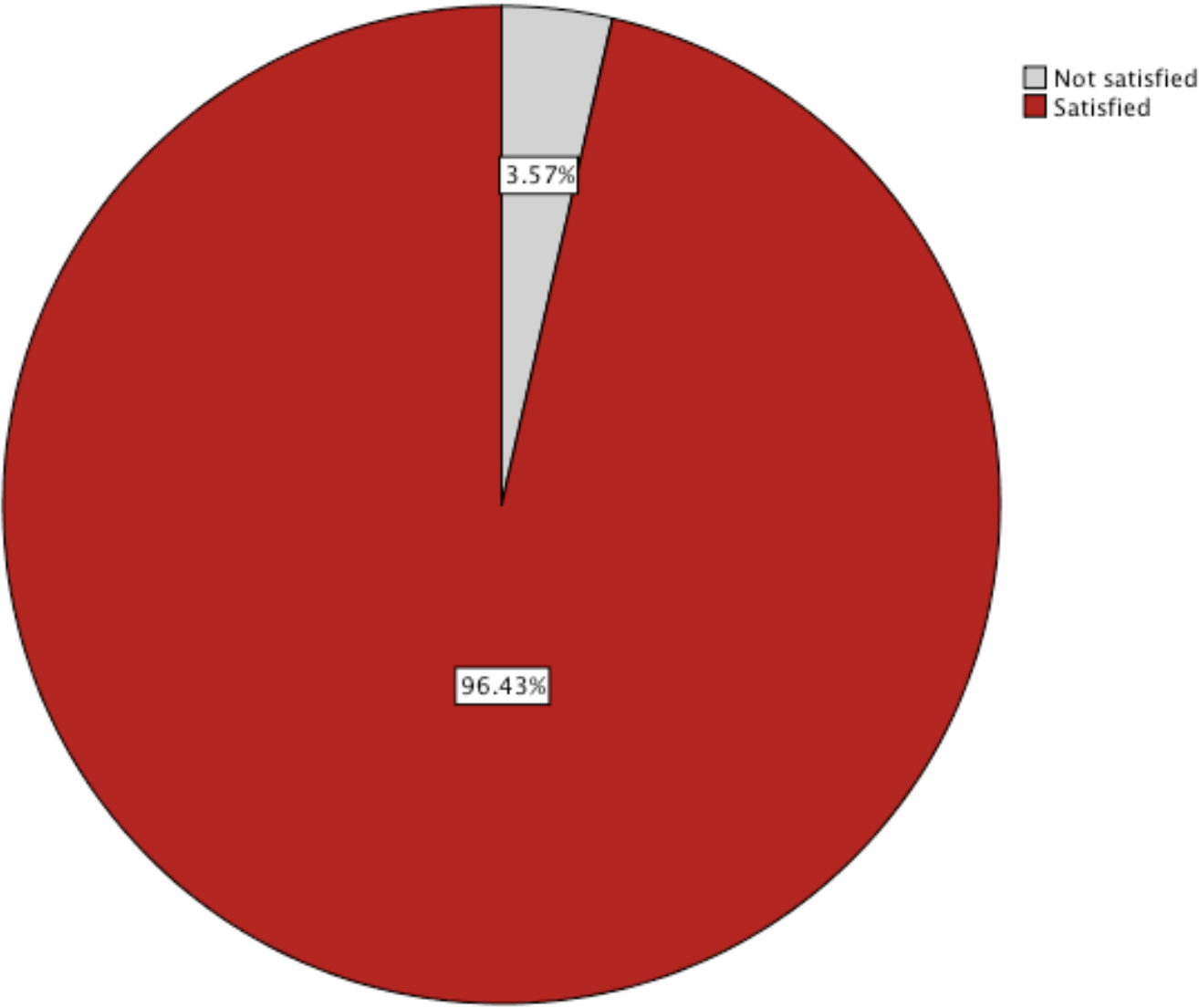
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Not satisfied	1	3.6	3.6	3.6
Satisfied	27	96.4	96.4	100.0
Total	28	100.0	100.0	

SATISFACTION WITH INSTRUCTION BY TAs WITHIN THE DEPARTMENT (AT SHADY GROVE)



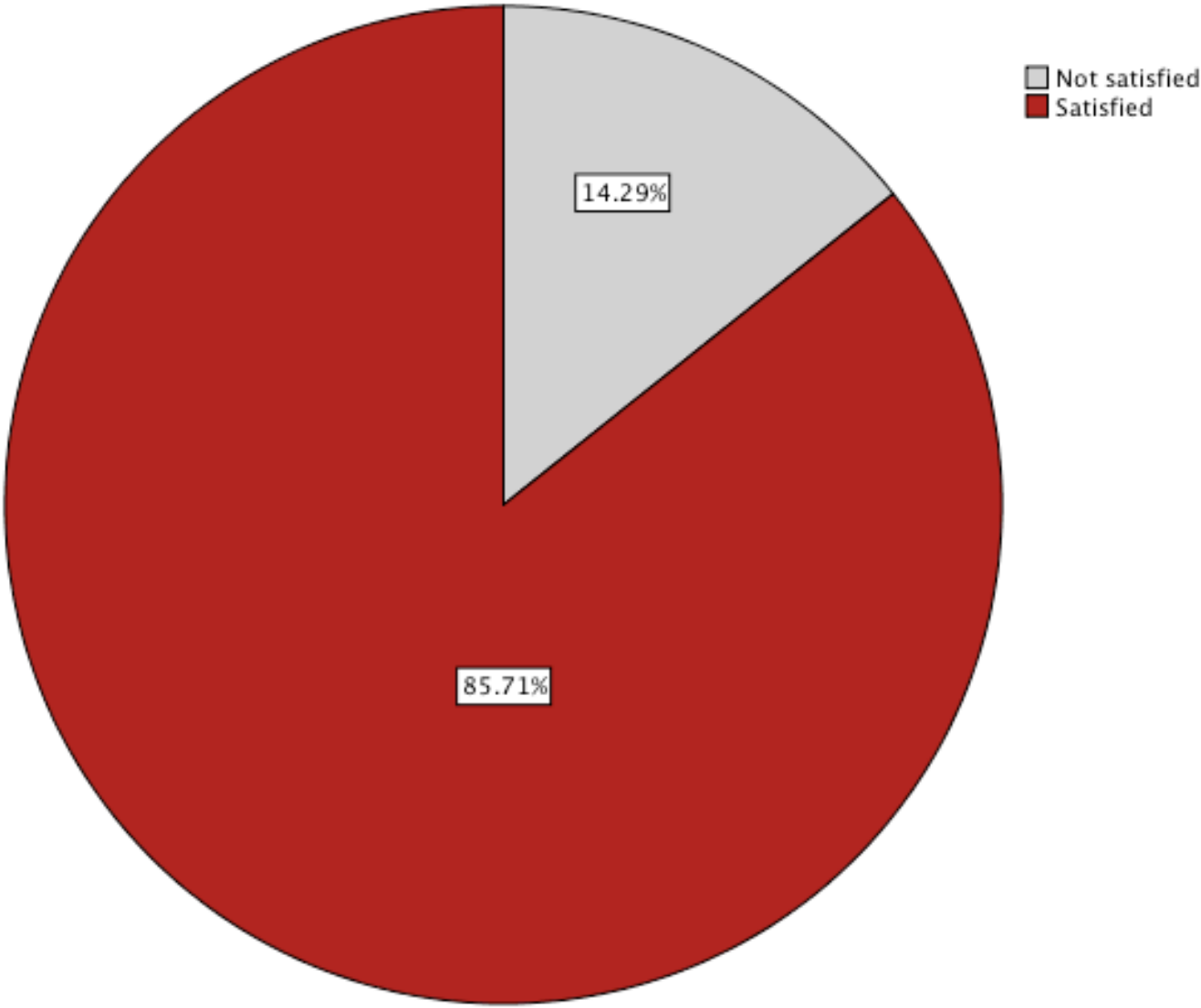
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	8	28.6	28.6	28.6
Satisfied	20	71.4	71.4	100.0
Total	28	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH INSTRUCTORS WORK TO CREATE AN INCLUSIVE, SUPPORTIVE ENVIRONMENT (AT SHADY GROVE)



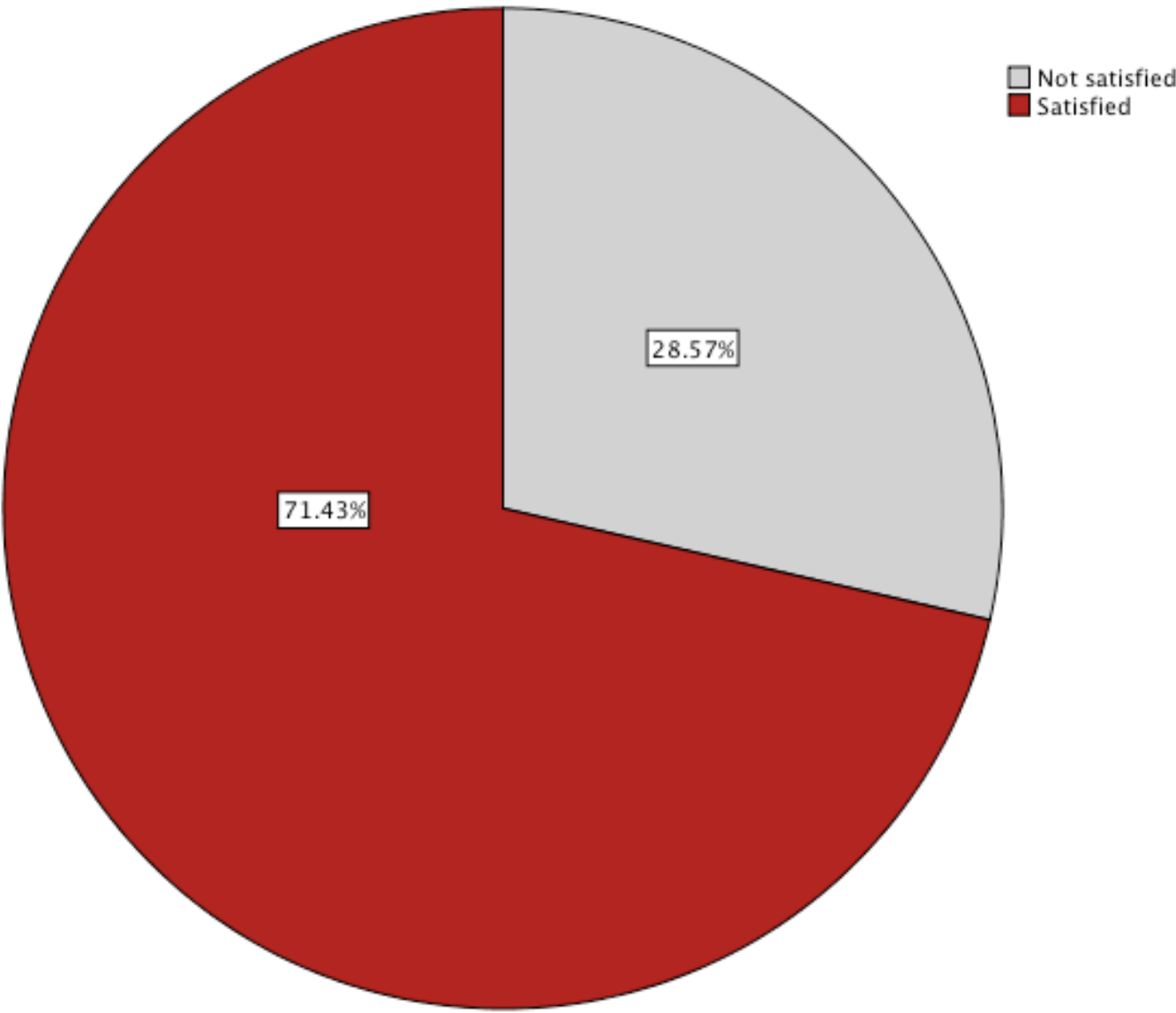
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	1	3.6	3.6	3.6
Satisfied	27	96.4	96.4	100.0
Total	28	100.0	100.0	

SATISFACTION WITH ACADEMIC ADVICE OFFERED BY THE
UNDERGRADUATE ADVISORS (AT SHADY GROVE)



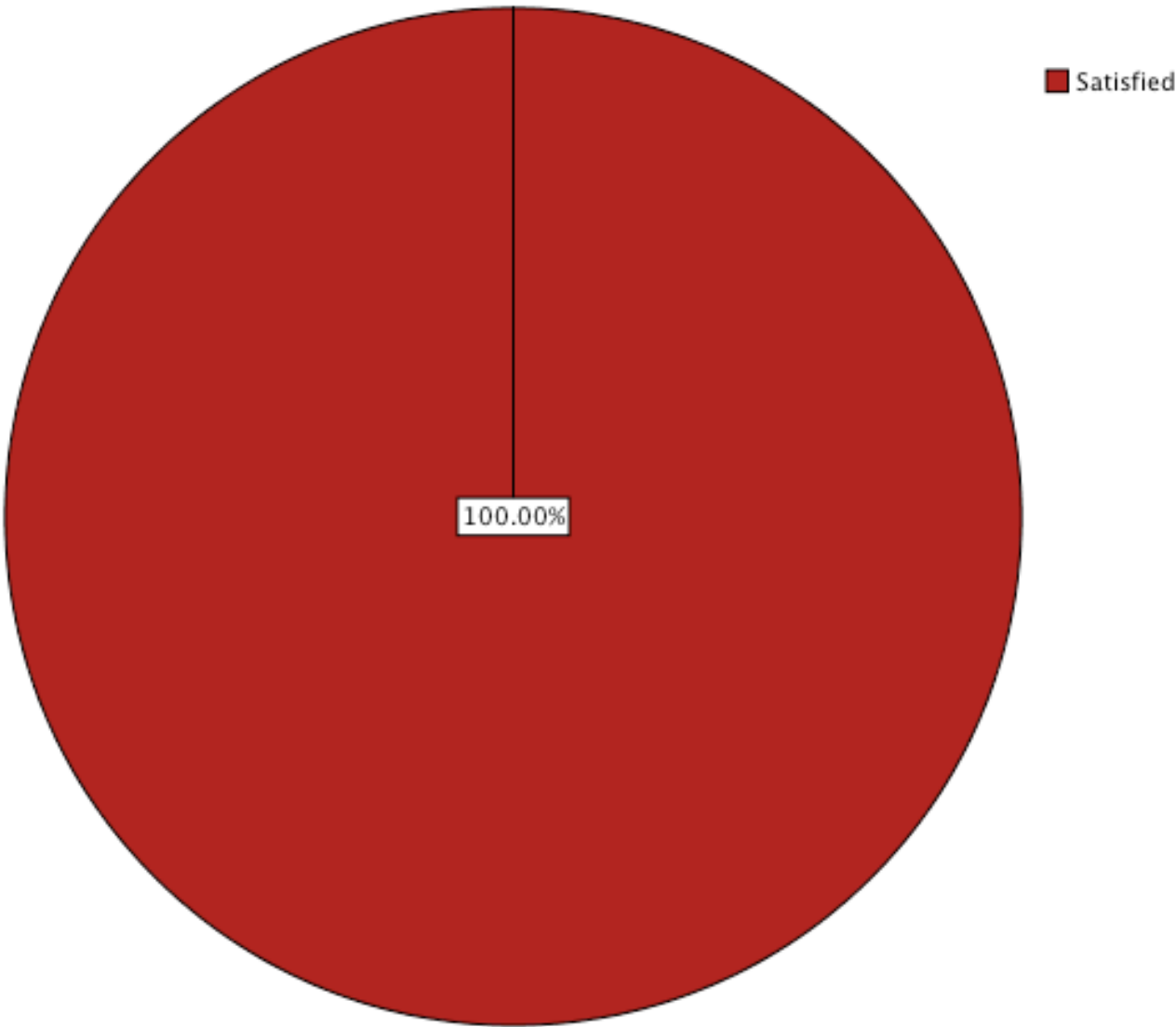
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	4	14.3	14.3	14.3
Satisfied	24	85.7	85.7	100.0
Total	28	100.0	100.0	

SATISFACTION WITH CAREER ADVISING (AT SHADY GROVE)



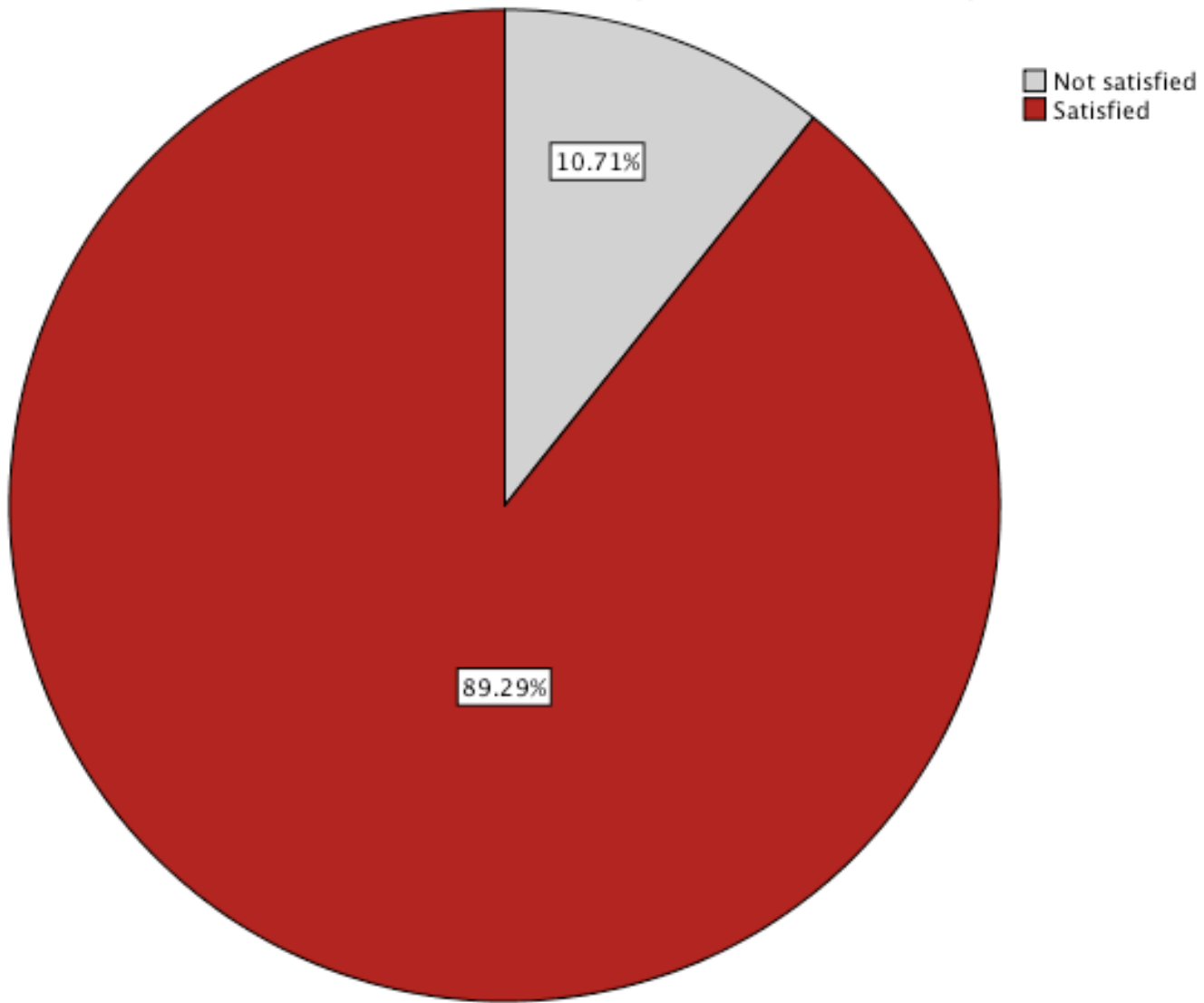
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	8	28.6	28.6	28.6
Satisfied	20	71.4	71.4	100.0
Total	28	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH MAJOR MEETS EDUCATIONAL GOALS (AT SHADY GROVE)



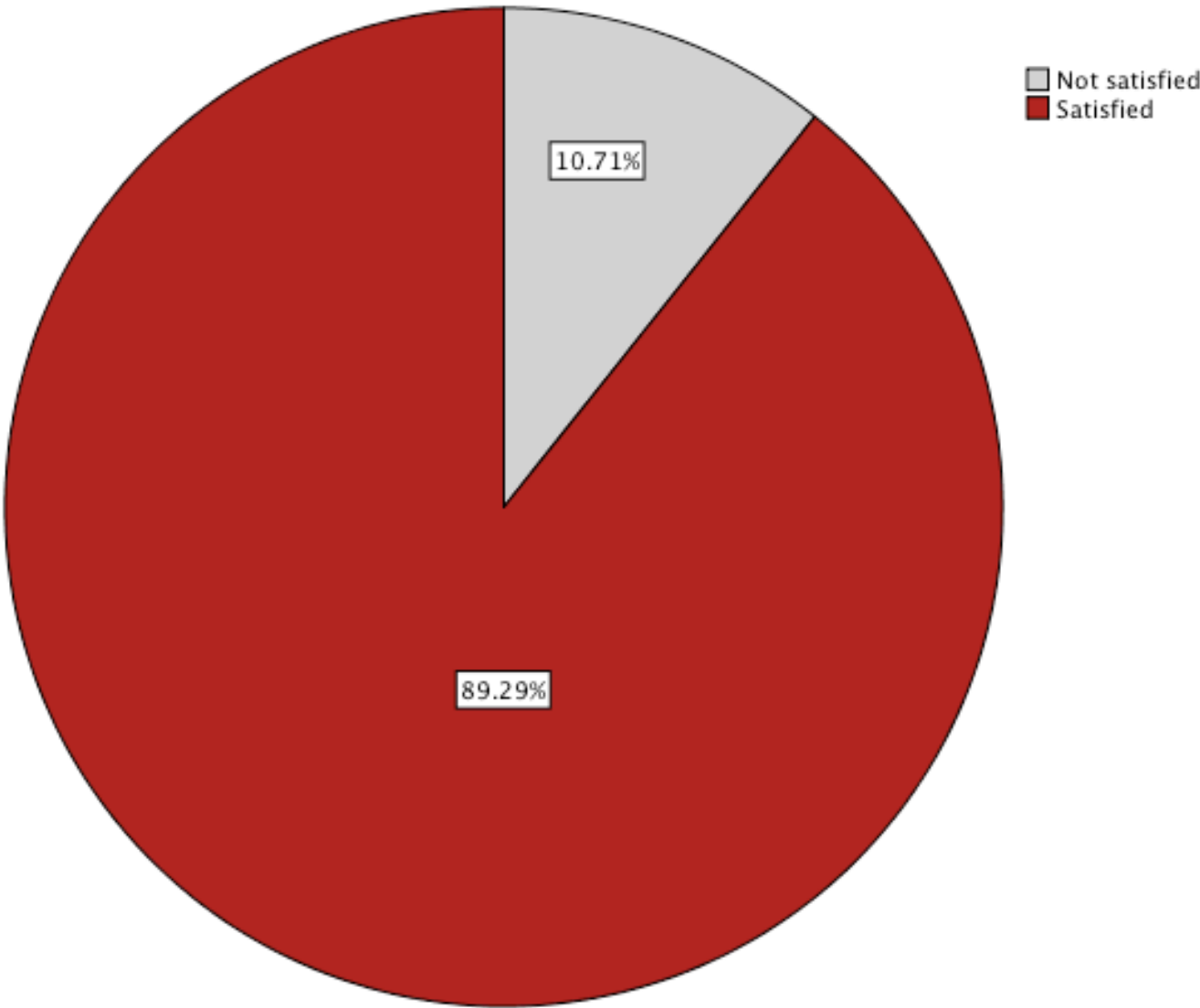
	Frequency	Percent	Percent	Cumulative Percent
Satisfied	28	100.0	100.0	100.0

SATISFACTION WITH AVAILABILITY OF COURSES OFFERED BY THE DEPARTMENT (AT SHADY GROVE)



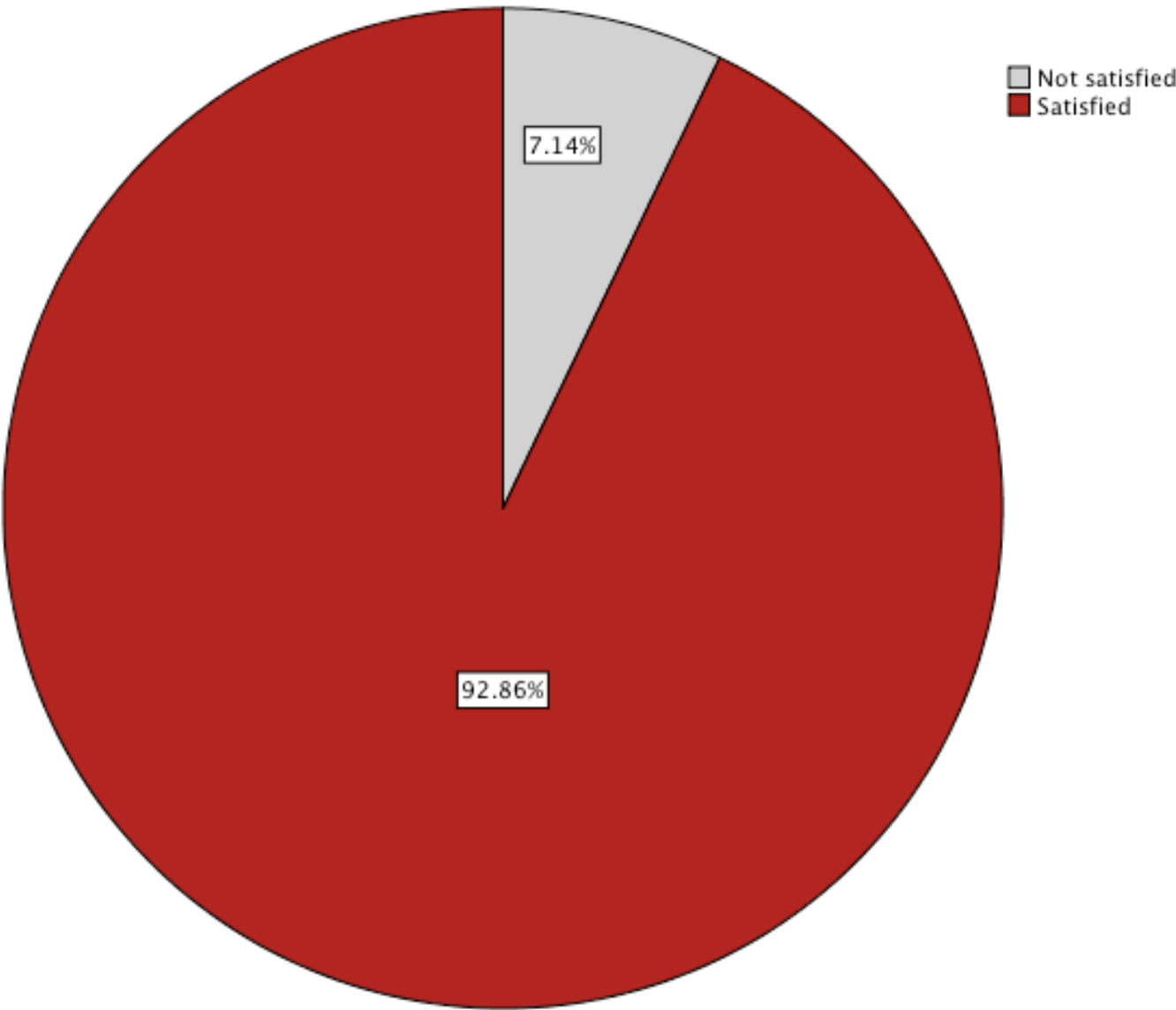
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	3	10.7	10.7	10.7
Satisfied	25	89.3	89.3	100.0
Total	28	100.0	100.0	

SATISFACTION WITH COORDINATION AMONG COURSES WITHIN THE DEPARTMENT (AT SHADY GROVE)



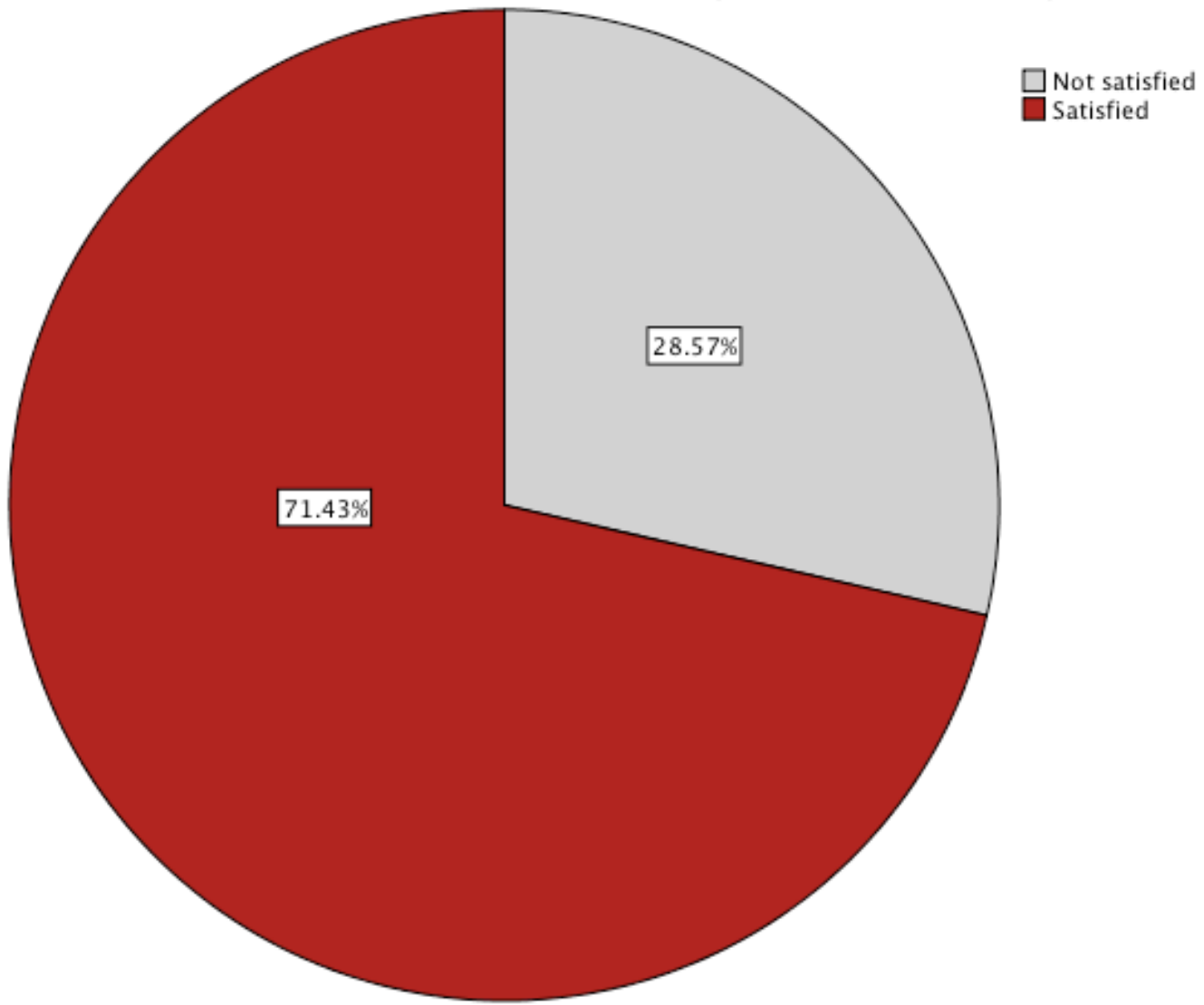
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	3	10.7	10.7	10.7
Satisfied	25	89.3	89.3	100.0
Total	28	100.0	100.0	

SATISFACTION WITH CONTENT OF COURSES (AT SHADY GROVE)



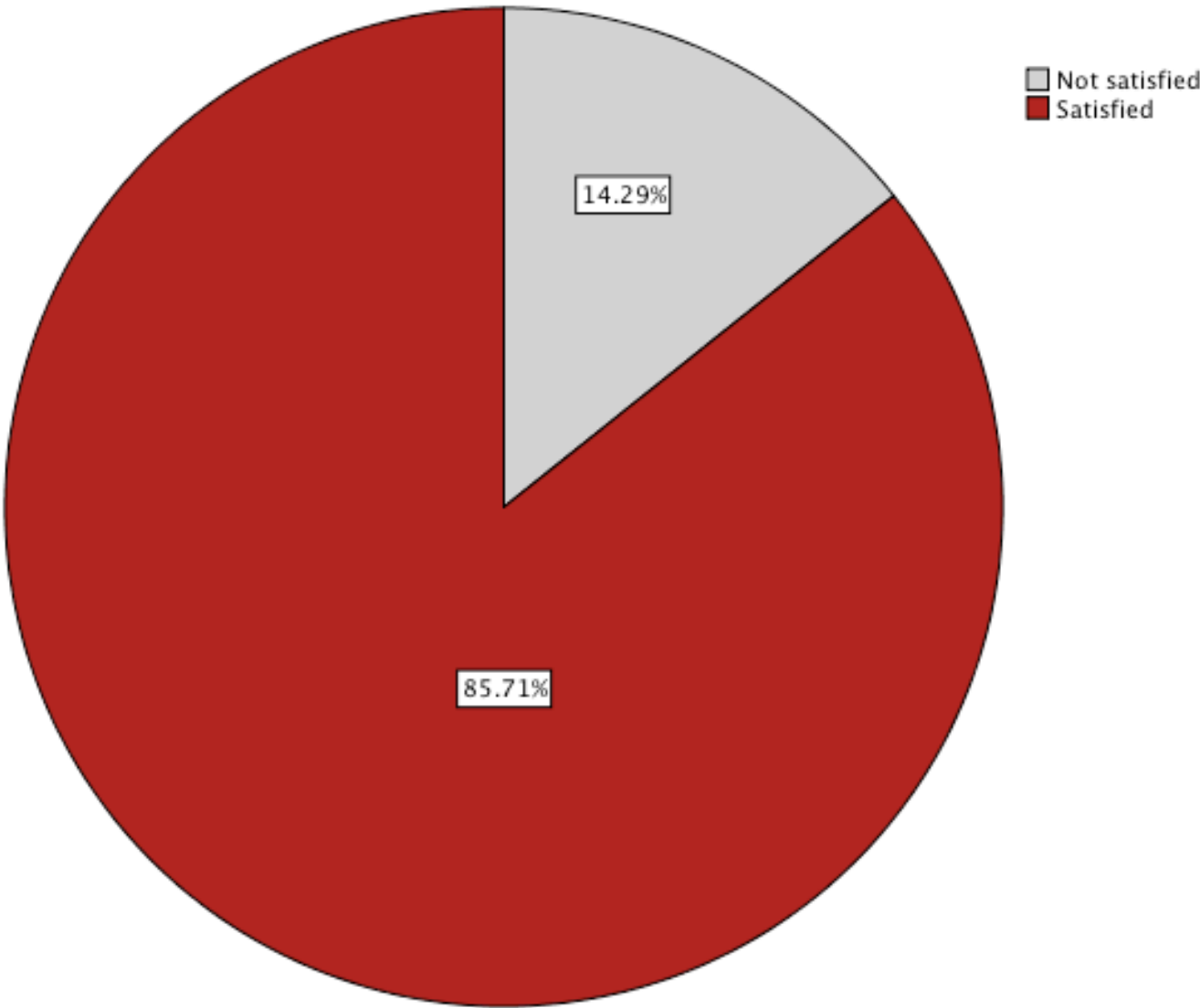
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	2	7.1	7.1	7.1
Satisfied	26	92.9	92.9	100.0
Total	28	100.0	100.0	

SATISFACTION WITH COORDINATION AMONG COURSES IN THIS AND OTHER DEPARTMENTS (AT SHADY GROVE)



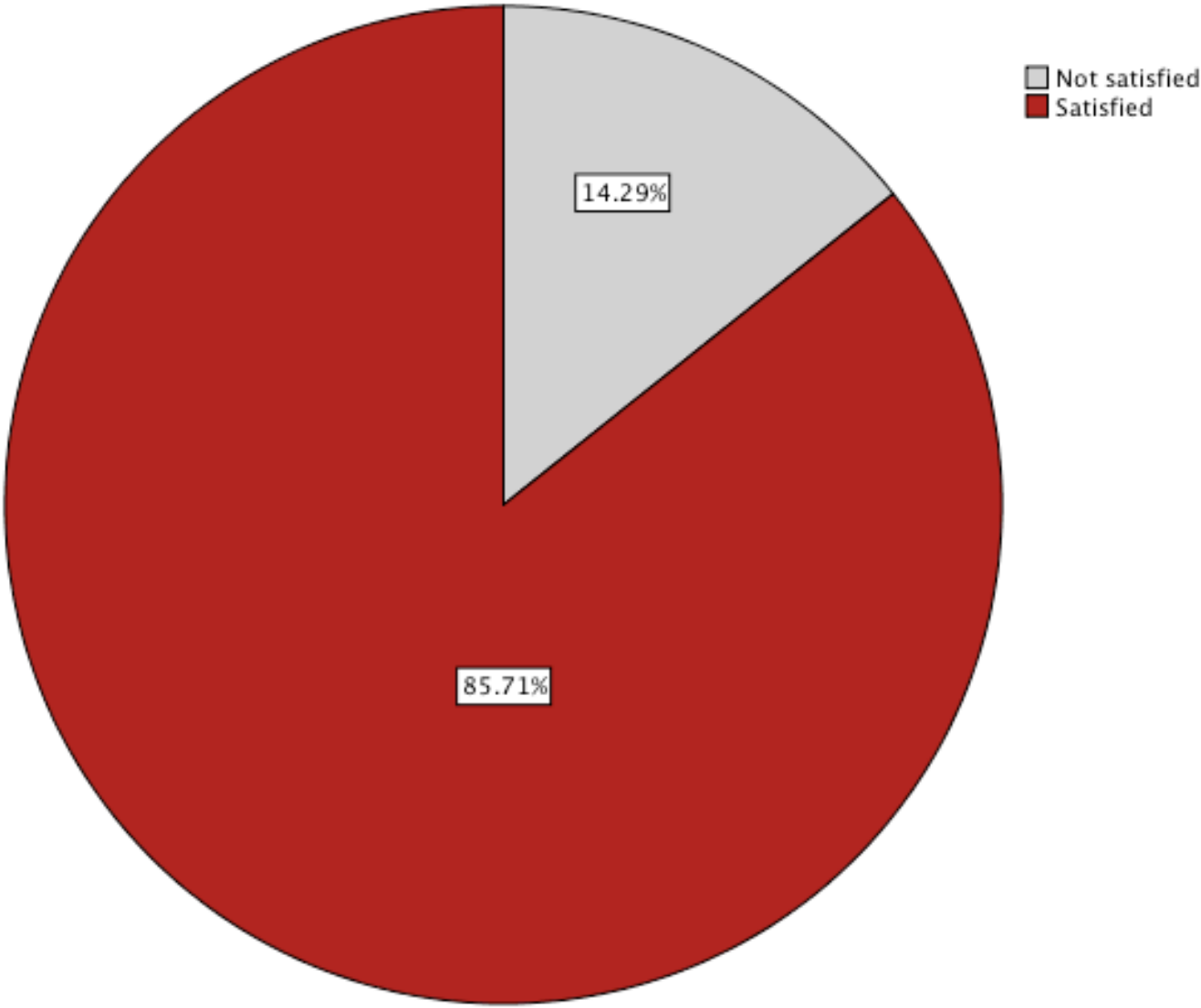
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	8	28.6	28.6	28.6
Satisfied	20	71.4	71.4	100.0
Total	28	100.0	100.0	

SATISFACTION WITH PROGRAM OF STUDY LEADING TO DEGREE (AT SHADY GROVE)



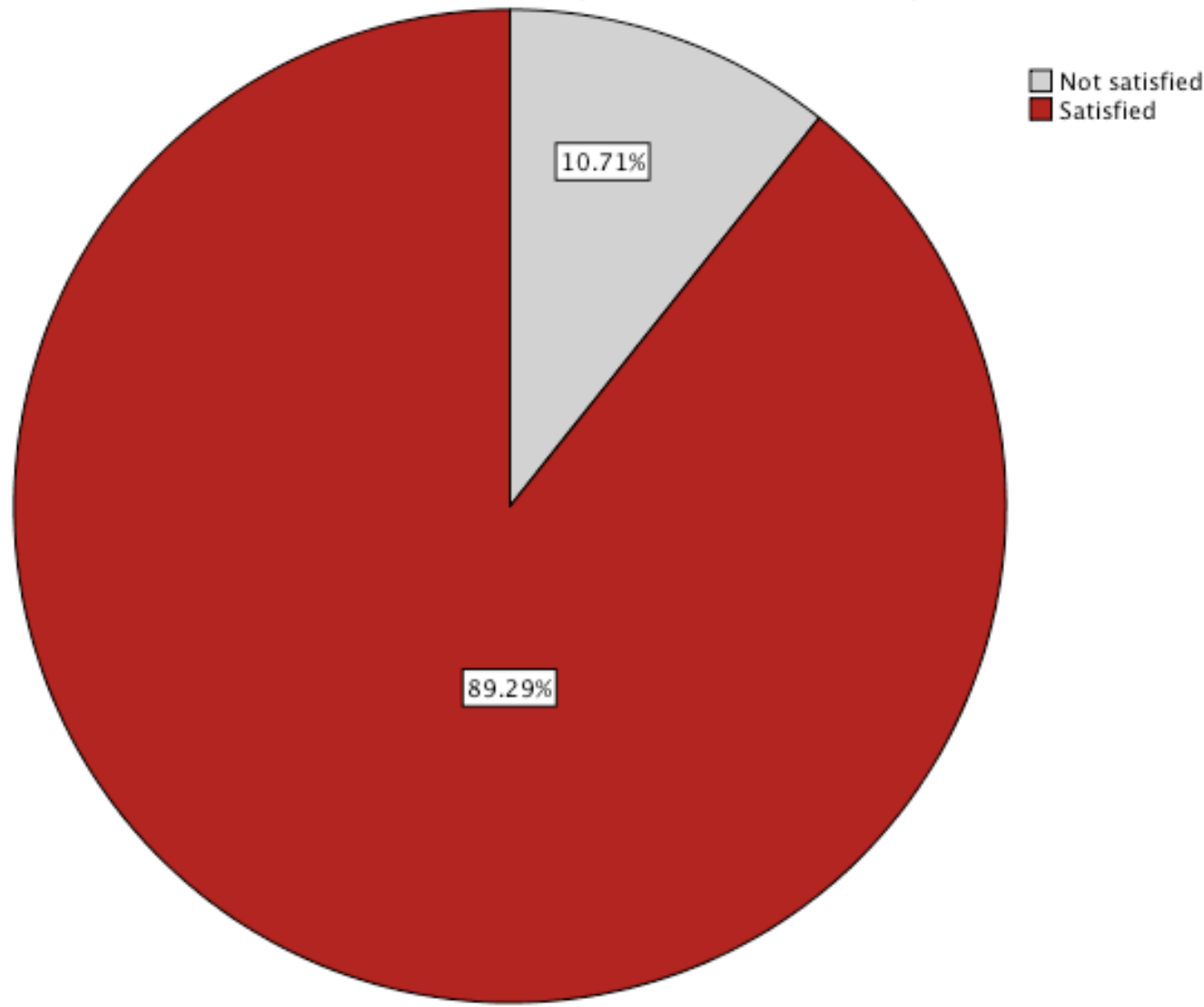
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	4	14.3	14.3	14.3
Satisfied	24	85.7	85.7	100.0
Total	28	100.0	100.0	

SATISFACTION WITH DEPARTMENTAL REQUIREMENTS FOR EARNING A DEGREE (AT SHADY GROVE)



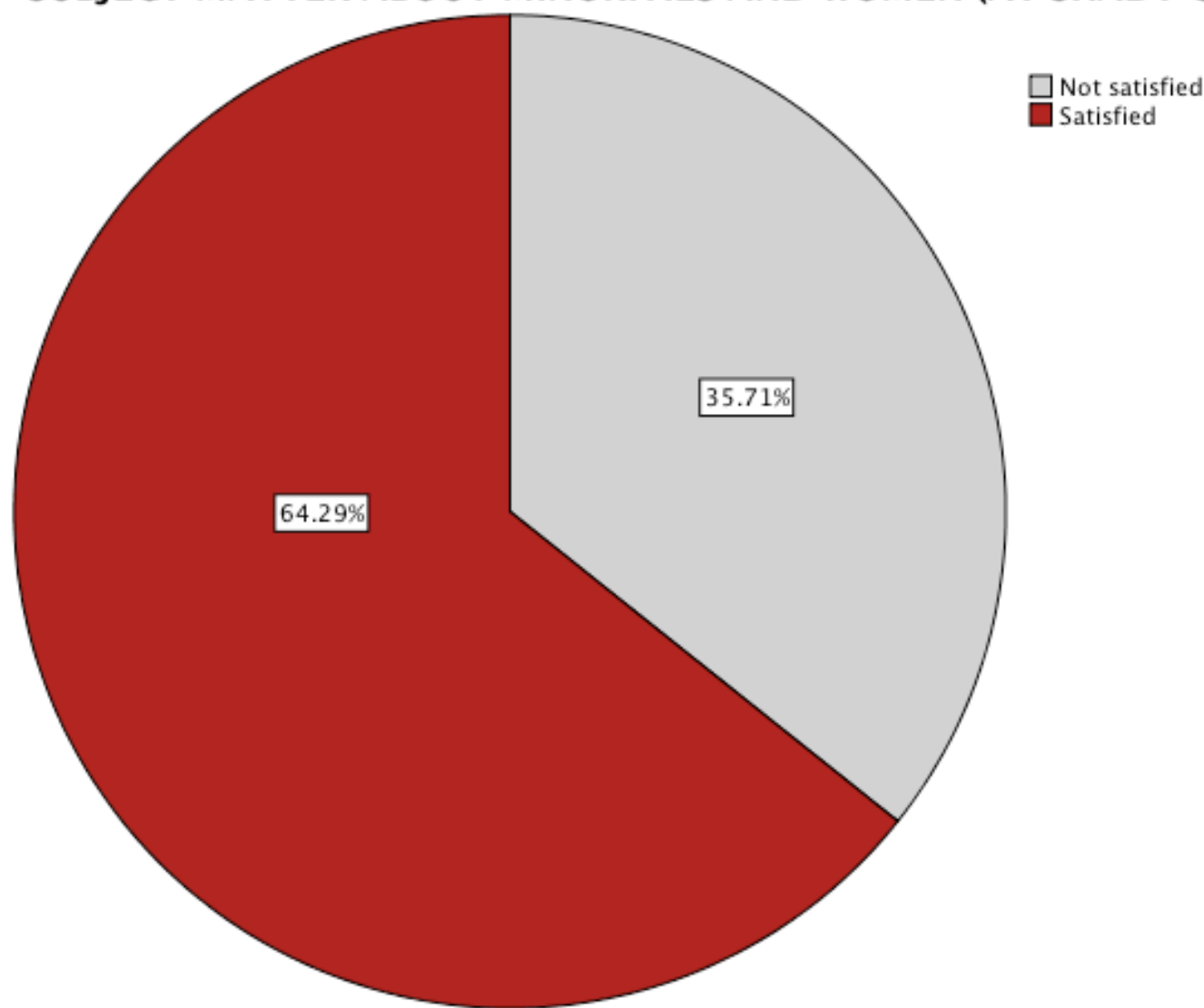
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	4	14.3	14.3	14.3
Satisfied	24	85.7	85.7	100.0
Total	28	100.0	100.0	

SATISFACTION WITH ABILITY TO REGISTER FOR COURSES IN THE CORRECT ORDER (AT SHADY GROVE)



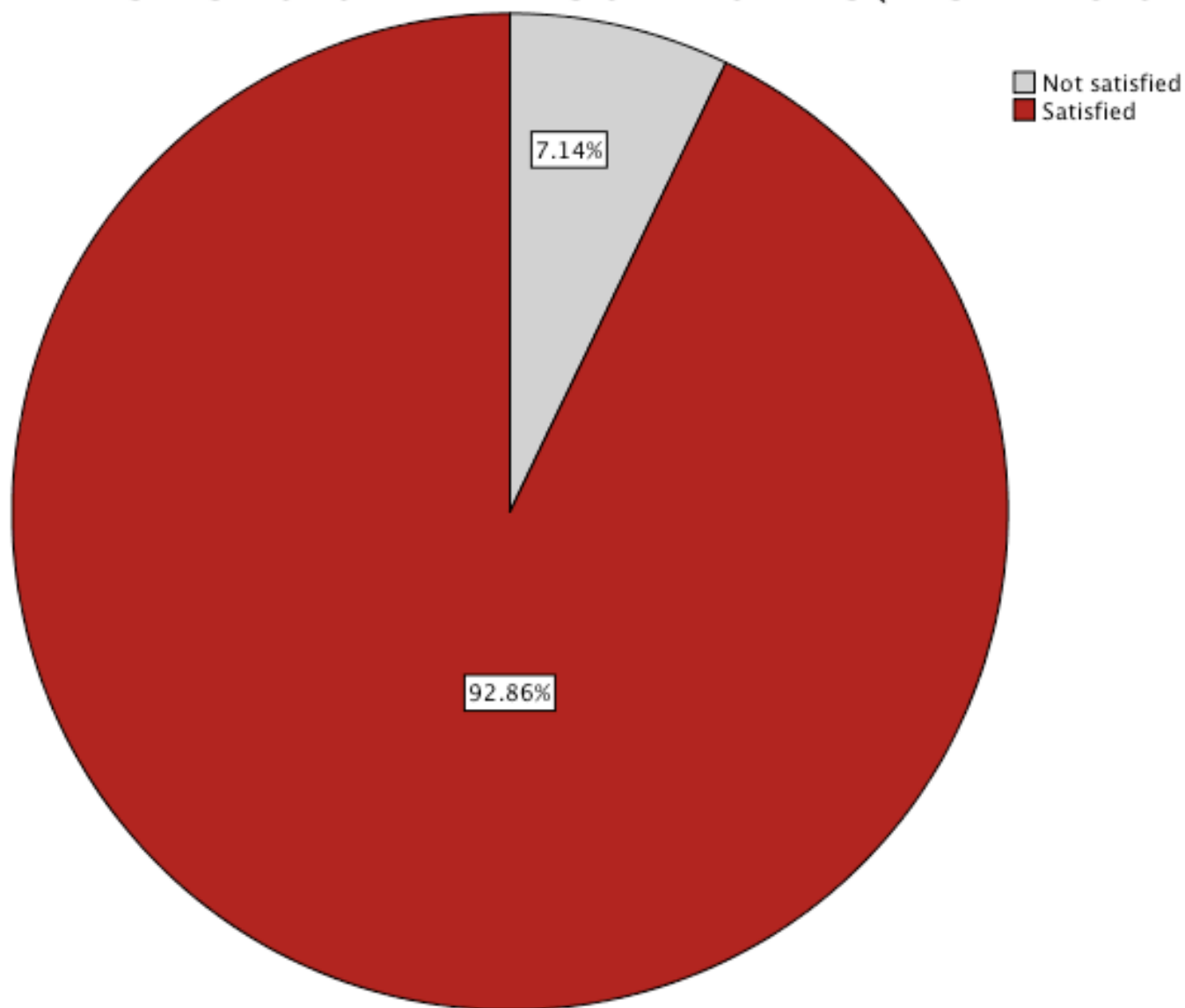
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	3	10.7	10.7	10.7
Satisfied	25	89.3	89.3	100.0
Total	28	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH CURRICULUM INCLUDES RELEVANT
SUBJECT MATTER ABOUT MINORITIES AND WOMEN (AT SHADY GROVE)



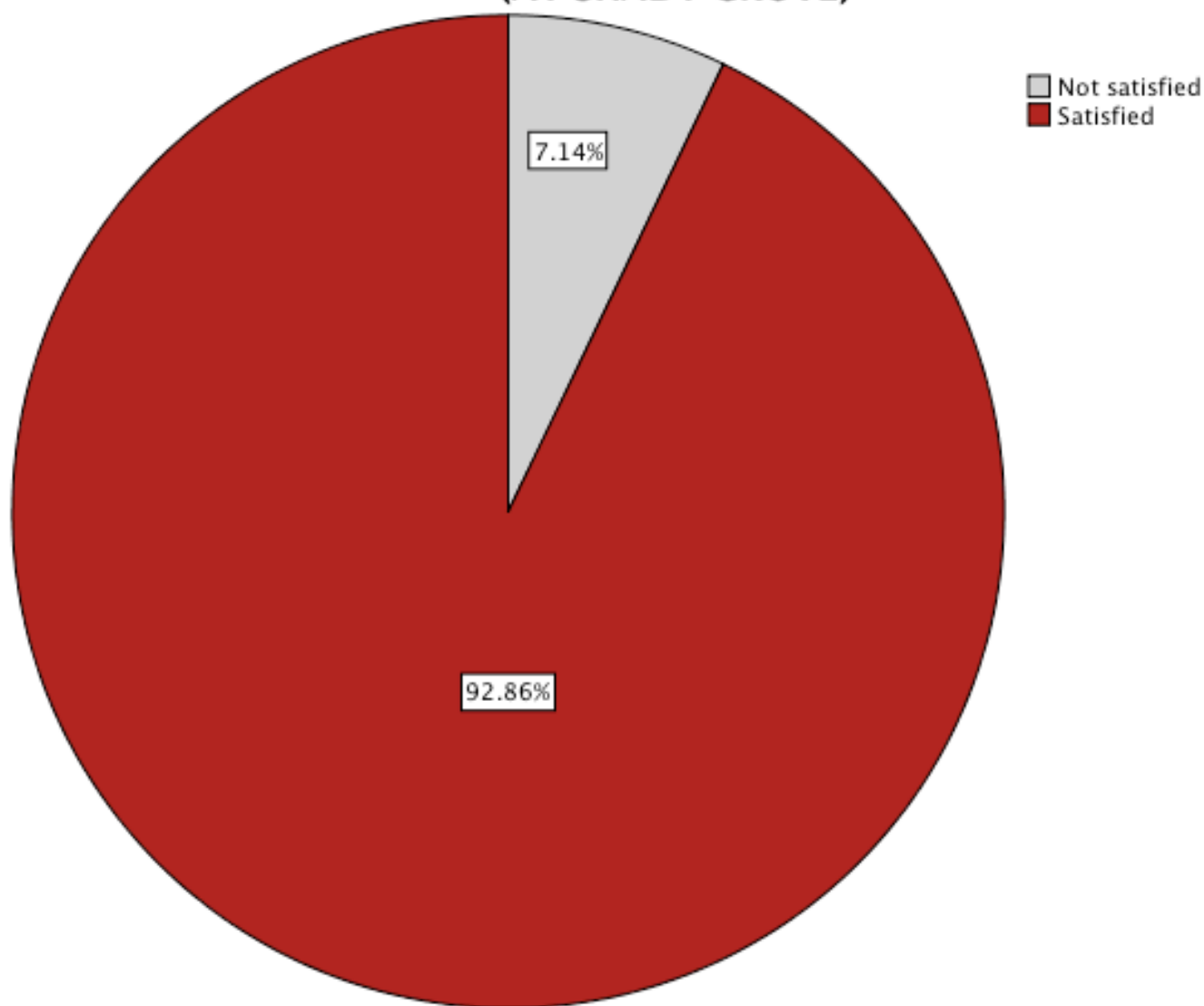
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	10	35.7	35.7	35.7
Satisfied	18	64.3	64.3	100.0
Total	28	100.0	100.0	

SATISFACTION WITH PHYSICAL FACILITIES (AT SHADY GROVE)



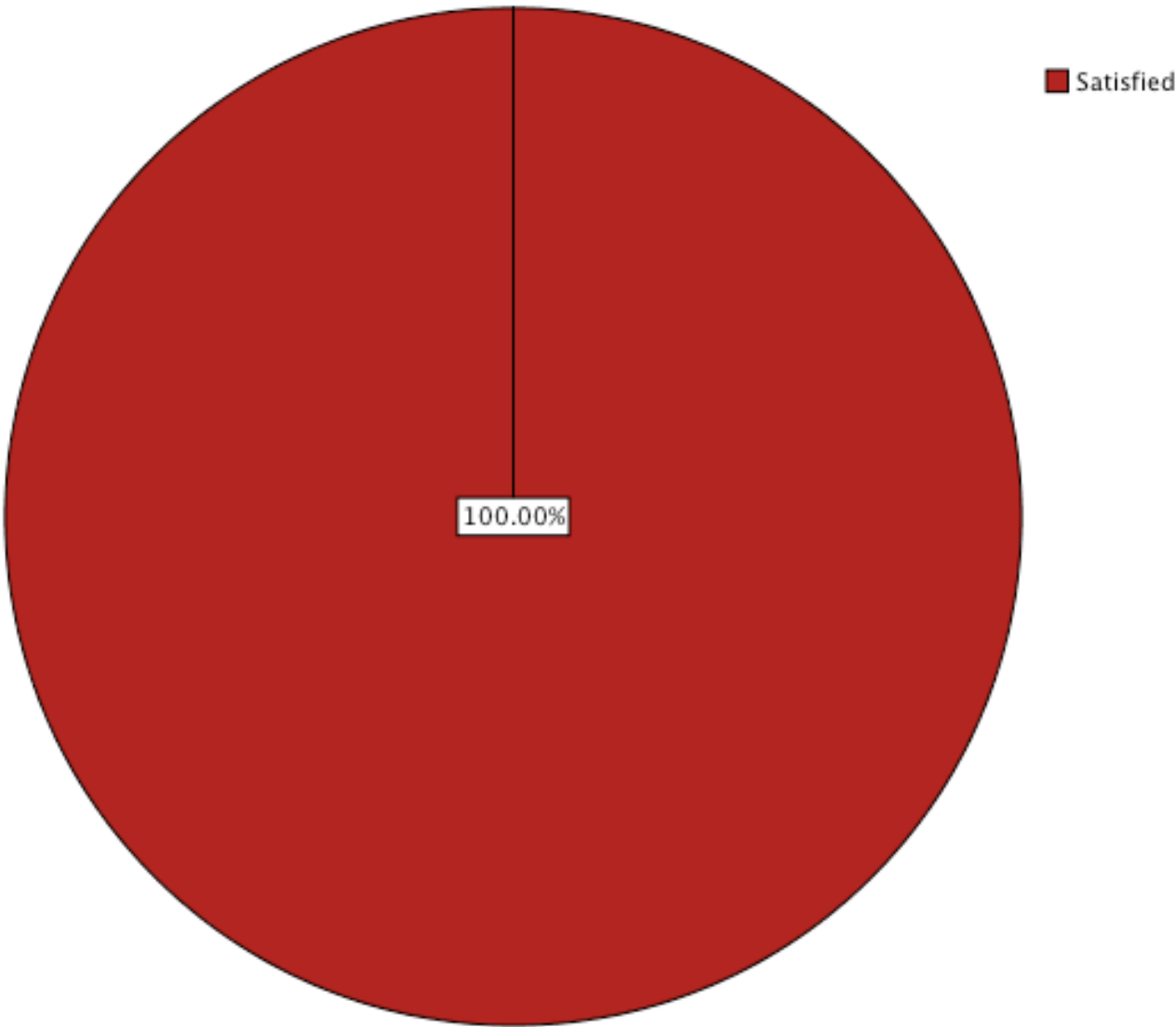
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	2	7.1	7.1	7.1
Satisfied	26	92.9	92.9	100.0
Total	28	100.0	100.0	

SATISFACTION WITH INSTRUCTIONAL EQUIPMENT AND TEACHING AIDS (AT SHADY GROVE)



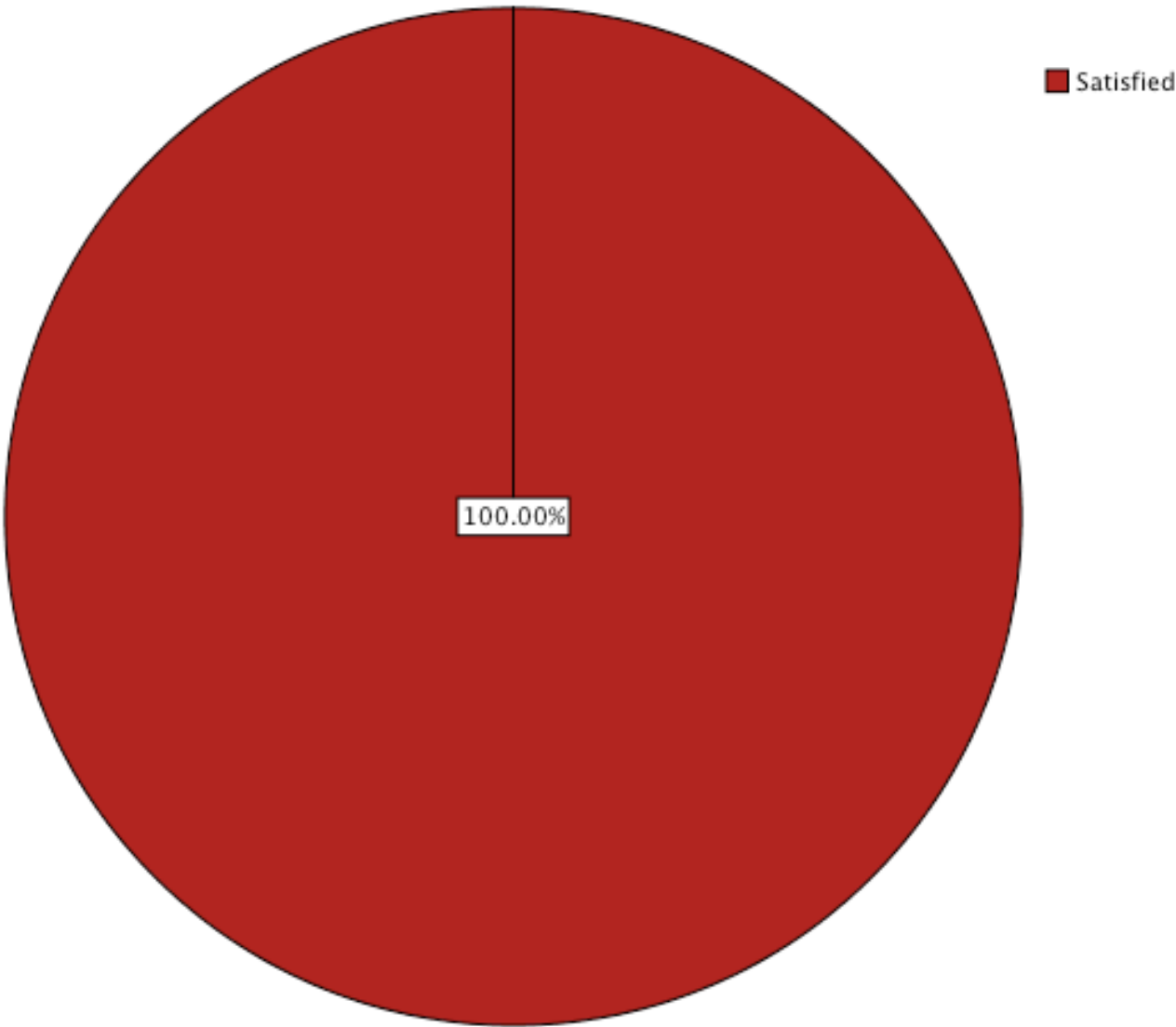
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	2	7.1	7.1	7.1
Satisfied	26	92.9	92.9	100.0
Total	28	100.0	100.0	

SATISFACTION WITH ACADEMIC CLIMATE IN DEPARTMENT FOR UNDERGRADUATES, IN GENERAL (AT SHADY GROVE)



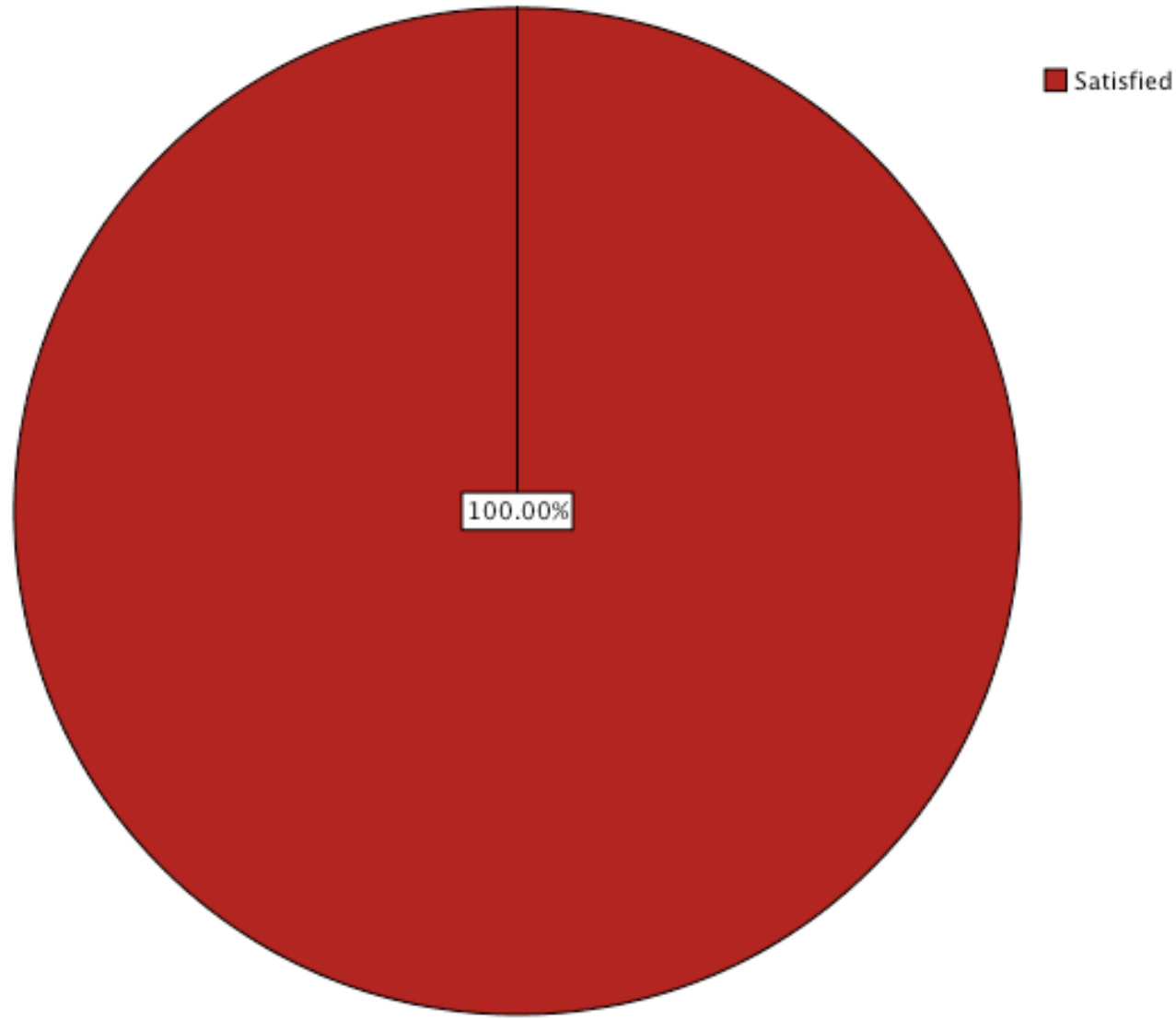
	Frequency	Percent	Percent	Cumulative Percent
Satisfied	28	100.0	100.0	100.0

SATISFACTION WITH DEGREE TO WHICH CLIMATE CONTRIBUTES TO INTELLECTUAL GROWTH (AT SHADY GROVE)



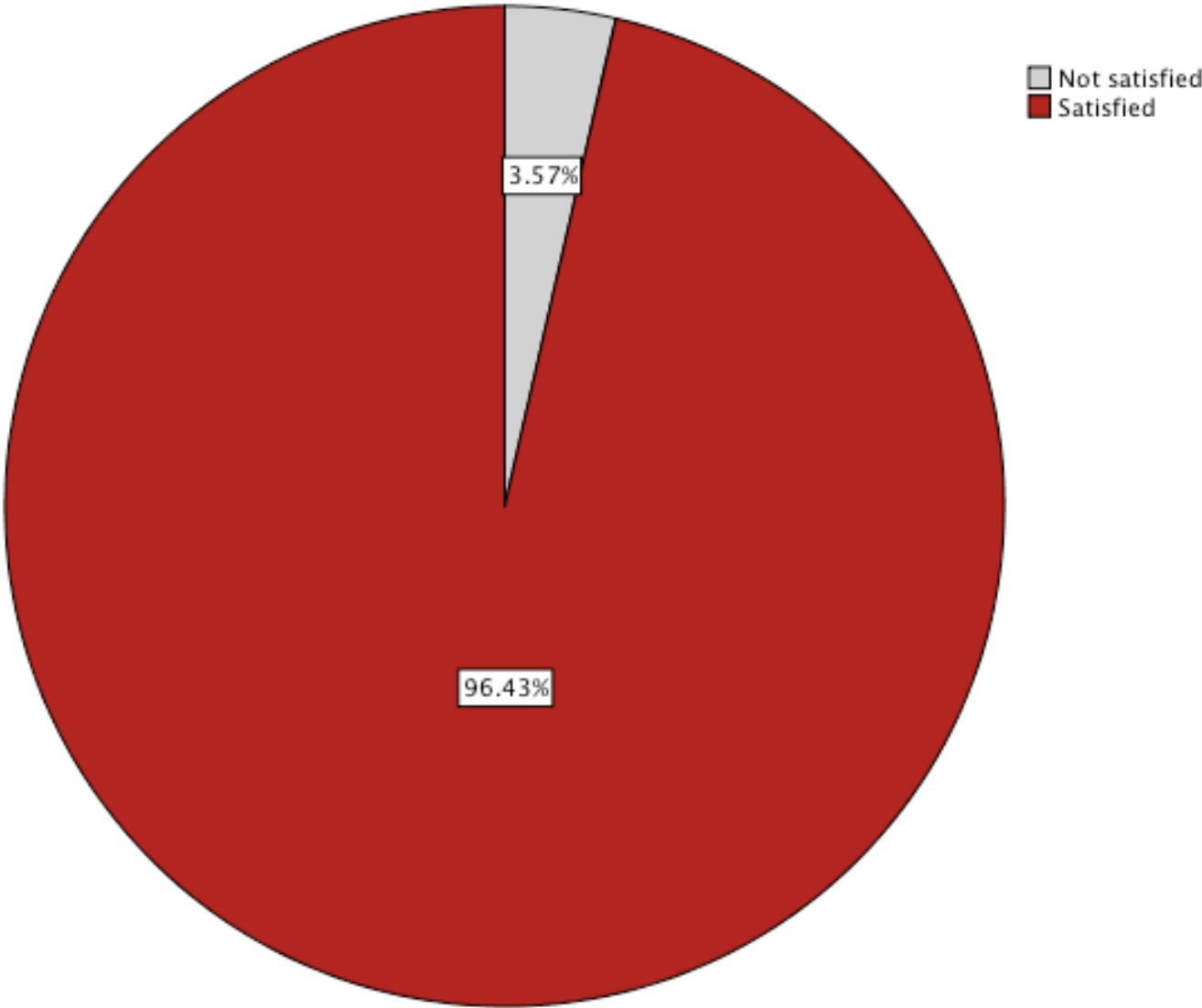
	Frequency	Percent	Percent	Cumulative Percent
Satisfied	28	100.0	100.0	100.0

SATISFACTION WITH ATTITUDE OF FACULTY TOWARD TEACHING UNDERGRADUATES (AT SHADY GROVE)



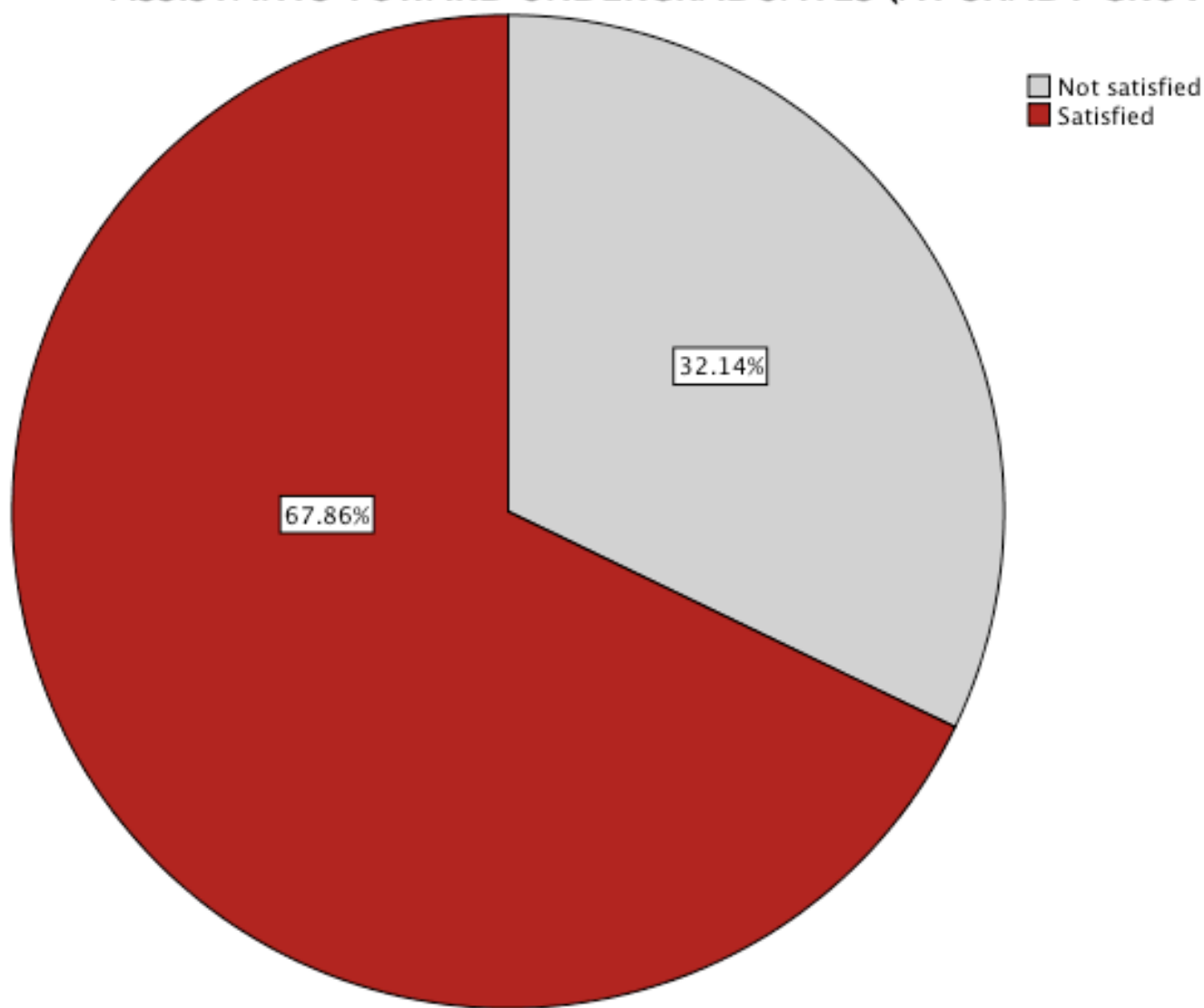
	Frequency	Percent	Percent	Cumulative Percent
Satisfied	28	100.0	100.0	100.0

SATISFACTION WITH ATTITUDE OF STAFF TOWARD UNDERGRADUATES (AT SHADY GROVE)



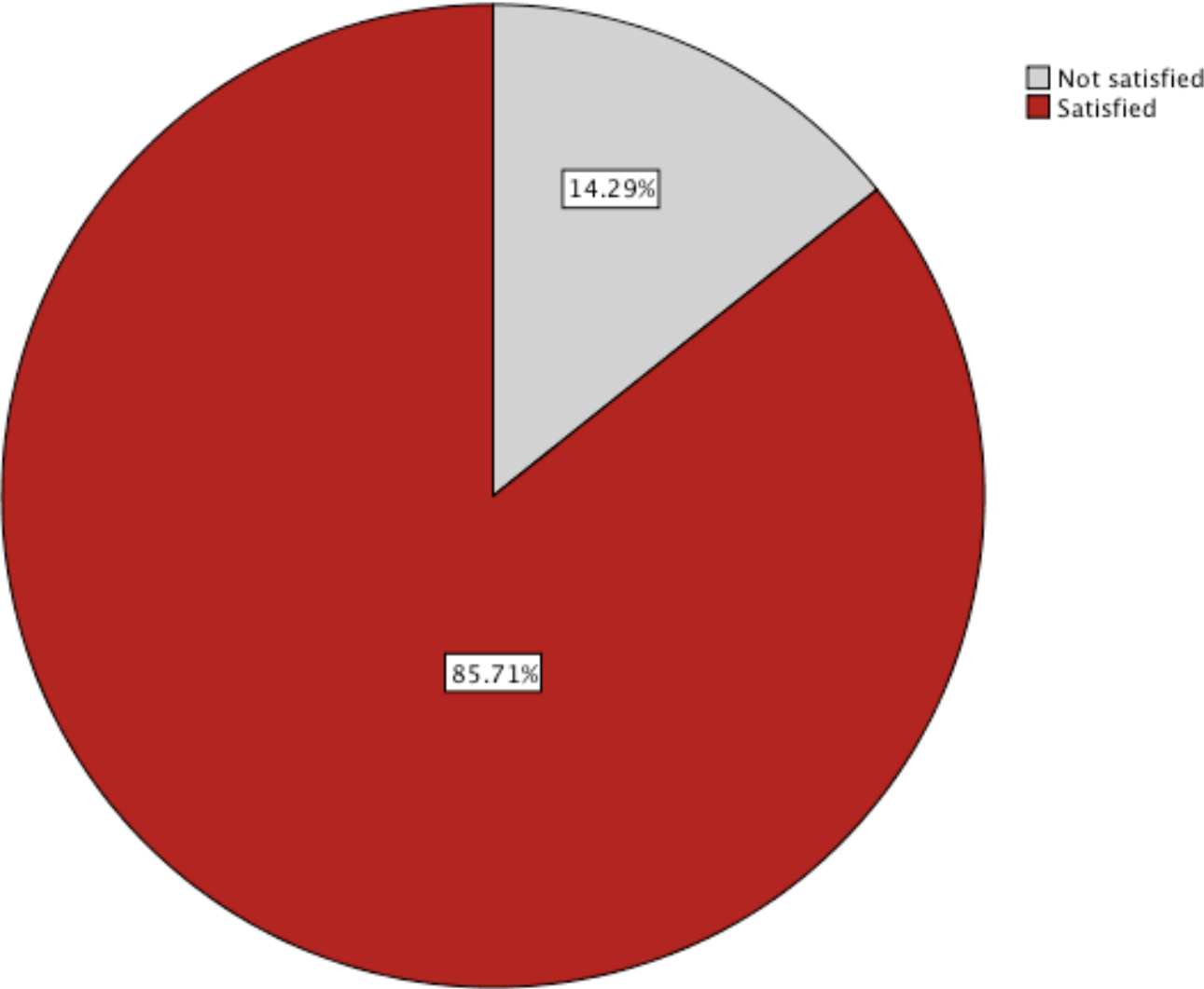
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	1	3.6	3.6	3.6
Satisfied	27	96.4	96.4	100.0
Total	28	100.0	100.0	

SATISFACTION WITH ATTITUDE OF GRADUATE STUDENTS AND TEACHING ASSISTANTS TOWARD UNDERGRADUATES (AT SHADY GROVE)



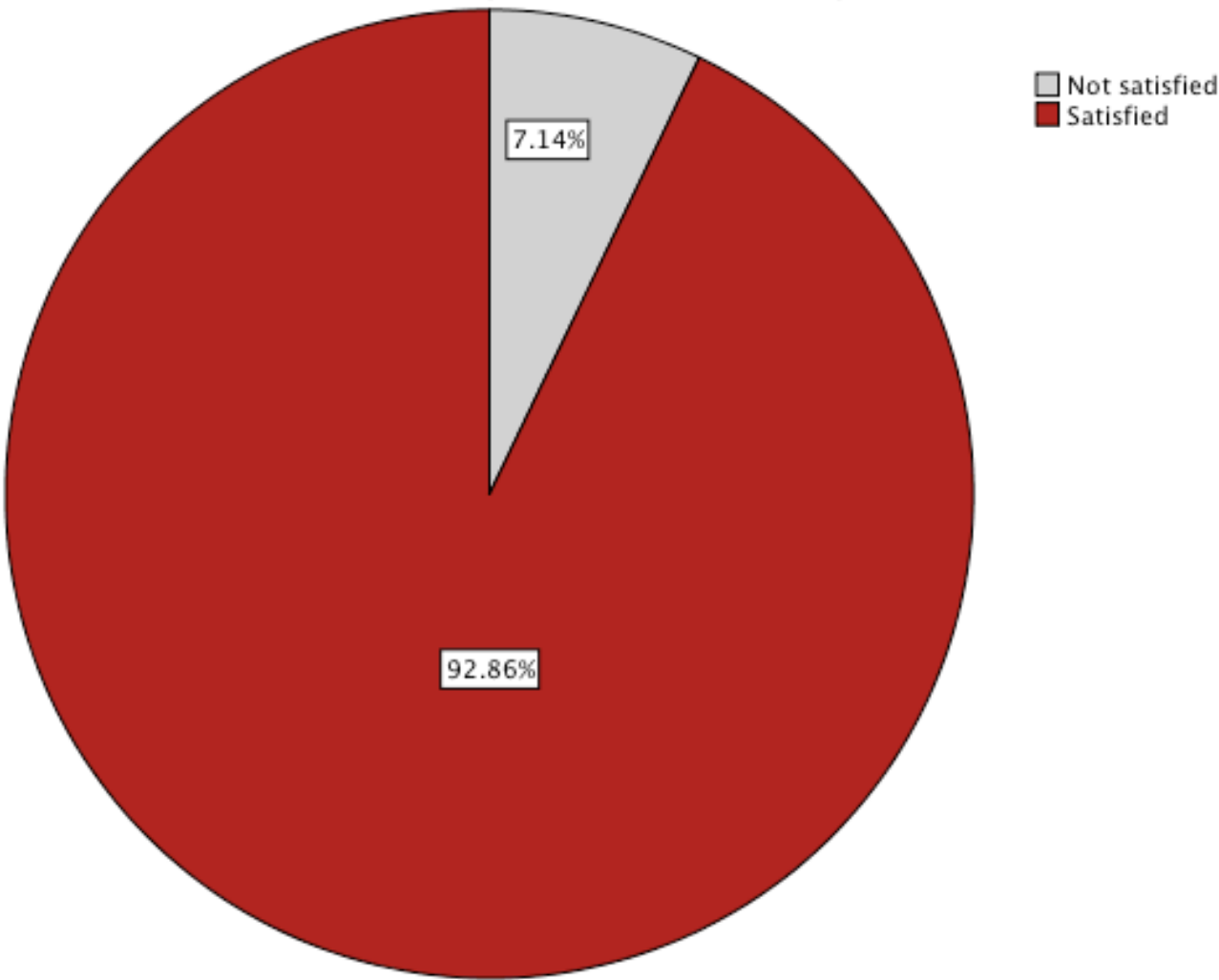
	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	9	32.1	32.1	32.1
Satisfied	19	67.9	67.9	100.0
Total	28	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH DEPARTMENT IS AN INTELLECTUALLY STIMULATING AND EXCITING PLACE FOR LEARNING (AT SHADY GROVE)



	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	4	14.3	14.3	14.3
Satisfied	24	85.7	85.7	100.0
Total	28	100.0	100.0	

SATISFACTION WITH DEGREE TO WHICH THERE EXISTS A WELCOMING AND INCLUSIVE CLIMATE FOR ALL STUDENTS, PARTICULARLY WOMEN AND THOSE FROM DIVERSE RACIAL, ECONOMIC, AND CULTURAL BACKGROUNDS (AT SHADY GROVE)



	Frequency	Percent	Percent	Cumulative Percent
Not satisfied	2	7.1	7.1	7.1
Satisfied	26	92.9	92.9	100.0
Total	28	100.0	100.0	

University of Maryland

Department of Communication



Policies & Procedures

TABLE OF CONTENTS

<u>PLAN OF ORGANIZATION</u>	<u>1</u>
<u>BYLAWS TO THE PLAN OF ORGANIZATION</u>	<u>16</u>
<u>OTHER POLICIES & PROCEDURES</u>	<u>20</u>
<u>APPOINTMENT, PROMOTION, & TENURE PROCEDURES</u>	<u>42</u>

Department of Communication

University of Maryland

Plan of Organization

Article I. Administrative Officers

Section 1.01 Department Chair

- (a) Selection: Appointed by the Dean of the College of Arts and Humanities, consistent with College policies and procedures for selection of department chairs.
- (b) Duties
 - 1. Act as the chief advocate of the department.
 - 2. Plan and administer the budget.
 - 3. Maintain an advising system for students.
 - 4. Facilitate programs, including promoting development of academic programs, scheduling academic offerings in consultation with the Administrative Committee, and administering departmental facilities in consultation with the Faculty Advisory Committee.
 - 5. Recommend all Departmental personnel actions, including appointments of tenure and non-tenure faculty, renewals of faculty contracts, promotions of faculty, and termination of faculty.
 - 6. Monitor and review performance of appointed officers and standing committees.
 - 7. Supervise departmental staff.
 - 8. Stimulate affirmative action in the department.
 - 9. Ensure compliance with all applicable Federal, State, University, College, and departmental laws, regulations, and policies.
 - 10. With the advice of the Faculty Advisory Committee, exercise the power of appointment of such standing committees as specified in this plan, and such other ad hoc committees and task forces as will facilitate the department's business.

Section 1.02 Associate Chair

- (a) Selection: Appointed by department chair in consultation with the Faculty Advisory Committee.
- (b) Duties:

1. To assist the chair in the operation of the department, and perform duties as assigned but not to have responsibilities as specified in this Plan designated for the chair.
2. To serve as department Equal Education Employment Officer.
3. To serve as secretary at all Departmental Assembly meetings and Appointment, Promotion, and Tenure Committee meetings.

Section 1.03 Director of Graduate Studies

- (a) Selection: Appointed by department chair.
- (b) Duties
 1. Act as the chief advocate and representative of departmental graduate studies, including representation of the department at University ceremonies.
 2. Monitor and promote the development of the departmental graduate program(s).
 3. Coordinate recruitment, orientation, and advising of new graduate students.
 4. Coordinate financial awards and assistance to graduate students.
 5. Advise the department chair regarding the schedule of graduate-level academic offerings.
 6. Serve as the chair of the Graduate Studies Committee and as a member of the Administrative Committee.
 7. Ensure compliance with all policies and procedures established by the University and Graduate School for graduate studies.

Section 1.04 Director of Undergraduate Studies

- (a) Selection: Appointed by department chair.
- (b) Duties
 1. Act as the chief advocate and representative of departmental undergraduate studies, including representation of the department at University ceremonies.
 2. Monitor and promote the development of the departmental undergraduate program.
 3. Coordinate the recruitment and advising of undergraduate students.
 4. Coordinate special academic programs for undergraduate students, including service as Honors Coordinator.

5. Advise department chair regarding the schedule of undergraduate-level academic offerings.
6. Serve as chair of the Undergraduate Studies Committee and as member of the Administrative Committee.
7. Ensure compliance with all policies and procedures established by the University and College for undergraduate studies.

Section 1.05 Director of the Communication Research Center

- (a) Selection: Appointed by the department chair.
- (b) Duties: Supervise the Communication Research Center and advise department chair regarding the development of departmental research facilities.

Section 1.06 Library Liaison

- (a) Selection: Appointed by department chair.
- (b) Duties: Coordinate relations between the department and the University library system.

Section 1.07 Director of the Oral Communication Center

- (a) Selection: Appointed by department chair.
- (b) Duties: Supervise the use and maintenance of departmental audio-visual facilities and equipment as well as advise the department chair regarding audio-visual services.

Section 1.08 Internship Coordinator

- (a) Selection: The Outreach Coordinator, who is appointed by the department chair, serves as the Internship Coordinator.
- (b) Duties: Coordinate departmental internship activities and coordinate relations between the department and internship programs in the University.

Section 1.09 Honors Coordinator

- (a) Selection: The Director of Undergraduate Studies, who is appointed by the department chair, serves as the Honors Coordinator.
- (b) Duties: Coordinate departmental Honors Program and coordinate relations between the department and the University honors program. Article II. Standing Committees

Section 1.10 Director of the Center for Political Communication and Civic Leadership

- (a) Selection: Appointed by the department chair in consultation with the Faculty Advisory Committee.
- (b) Duties: Assume responsibility for the operation of the Center.

Section 1.11 Director of the Center for Health and Risk Communication

- (a) Selection: Appointed by the department chair in consultation with the Faculty Advisory Committee.
- (b) Duties: Assume responsibility for the operation of the Center.

Section 1.12 Institutional Review Board Coordinator

- (a) Selection: Appointed by the department chair.
- (b) Duties: Coordinate applications for the Institutional Review Board.

Section 1.13 Coordinator of the Shady Grove Program

- (a) Selection: Appointed by the Department Chair.
- (b) Duties
 1. Coordinate the operations of the departmental undergraduate program at the Shady Grove Campus.
 2. Bring issues and recommend policies affecting the Shady Grove program to the Undergraduate Studies Committee and/or the Department Chair.
 3. Supervise and coordinate recruitment for the major at Shady Grove.
 4. Supervise and coordinate the department's class schedules at the Shady Grove campus.

Article II. Standing Committees

Section 2.01 Departmental Assembly

- (a) Department chair (as chair) with all members of the departmental faculty plus one staff member, one graduate student member, and one undergraduate student member, except in matters pertaining to personnel and amendments to this plan, where membership shall be limited to the departmental faculty. The departmental faculty shall be defined as (1) all the departmental tenured and tenure-track faculty, and (2) all the departmental non-tenure-track faculty and exempt staff who teach at least 6 credits per academic year with multi-year appointments whose full-time appointment is in the department and who have been in that status beyond one year. The tenured faculty shall be defined as Associate Professors and Professors whose tenure decision required action by the department's Appointment, Promotion, and Tenure Committee.
- (b) Functions: Formulate and recommend policies to the department chair regarding all aspects of departmental administration.

Section 2.02 Appointment, Promotion, and Tenure Committee

- (a) Membership: All tenured Associate Professors and Professors whose designated tenure home is the Department of Communication. The Department chair serves on the committee ex-officio without vote.
- (b) Chair: The chair shall be elected for a one year term by the APT Committee in the spring of the academic year.
- (c) Duties
 - 1. Act on and make recommendations to the department chair with respect to all tenure track positions. The department chair will consult with the Appointment, Promotion, and Tenure Committee regarding other faculty appointments when possible.
 - 2. To participate in the annual evaluations of assistant professors as specified in the department APT policies.
 - 3. The full committee shall act on and make recommendations to the department chair with respect to promotions from Assistant Professor to Associate Professor.
 - 4. Members of the committee who are Professors—the Senior Appointment, Promotion, and Tenure Committee—shall act on and make recommendations to the department chair with respect to promotion from Associate Professor to Professor.
 - 5. Establish and disseminate regulations, procedures, and guidelines for departmental appointment, promotion, and tenure.

Section 2.03 Administrative Committee

- (a) Membership: The Chair, the Associate Chair, the Director of Graduate Studies, and the Director of Undergraduate Studies.
- (b) Functions
 - 1. Supervise the day-to-day functions of the department.
 - 2. To develop the class schedule for the department each term including instructional assignments.

Section 2.04 Faculty Advisory Committee

- (a) Membership: Three faculty members elected by the departmental faculty. At its first meeting, the committee shall elect its chair. The department chair may also sit with the committee.
- (b) Functions

1. Consult regularly with the chair of the department on matters of interest and concern to the department, including budget decisions, curricular matters, strategic planning, and facility planning.
2. Provide advice to the chair regarding the chair's appointments of all standing committees of the department.
3. Provide a slate of candidates from within the department from which administrators above the department level may appoint representatives to participate in the search, nomination, and review of administrators within the department.
4. The chair shall report to the Faculty Advisory Committee as to the action on the disposition of recommendations from departmental committees.
5. Meetings may be called by the department chair, or the chair of the Committee, or at the request of the other two members of the Committee.

Section 2.05 Graduate Studies Committee

- (a) Membership: The Director of Graduate Studies (as chair) plus at least two faculty members and one non-voting graduate student member appointed by the department chair from a slate of candidates provided by the Faculty Advisory Committee. At least two faculty members shall be members of the Graduate Faculty.
- (b) Functions
 1. Formulate and recommend policies to the Departmental Assembly and department chair regarding all aspects of the graduate program(s).
 2. Review all applications to the graduate program(s) in the department (graduate student member excepted).
 3. Serve as the Committee on Programs, Courses, and Curricula regarding matters uniquely graduate in character.

Section 2.06 Undergraduate Studies Committee

- (a) Membership: The Director of Undergraduate Studies (as chair) plus at least two faculty members (of which at least one shall be a tenure-track faculty member), one non-voting graduate student, and one non-voting undergraduate student member. All but the Director of Undergraduate Studies shall be appointed by the department chair from a slate of candidates provided by the Faculty Advisory Committee.
- (b) Functions
 1. Formulate and recommend policies to the Departmental Assembly and department chair regarding all aspects of the undergraduate program.

2. Serve as the Committee on Programs, Courses, and Curricula regarding all matters uniquely undergraduate in character.
3. Serve as the departmental Honors Committee.

Section 2.07 Salary Advisory Committee (established in Departmental Merit Policy)

- (a) **Membership:** The Salary Advisory Committee shall consist of one faculty member from each of the following groups: (1) full professors, (2) associate professors, and (3) assistant professors, instructors, and lecturers on tenure leading lines.
- (b) **Selection:** The Salary Advisory Committee shall be directly elected (by secret, written ballot) by the tenure-track and tenured faculty after receiving a report from the Faculty Advisory Committee nominating members for that year. In formulating its nominating report, the Faculty Advisory Committee shall seek diversity in gender, race, and scholarly interests.
- (c) **Functions:** The Salary Advisory Committee shall provide recommendations to the department chair regarding the awarding of merit dollars for all faculty members on permanent budget lines under the review of the department chair.

Section 2.08 Steering Committee of the Center for Political Communication & Civic Leadership

- (a) **Membership:** The Committee shall consist of five voting members including the Director and a Department of Communication graduate student. A majority of the Committee shall be faculty members in the Department of Communication. The Committee may add non-voting ad hoc members as it feels are necessary to fulfill its duties.
- (b) **Selection:** The Committee shall be appointed according to departmental procedures after consultation with the Center Director. In selecting new members, the department shall take care that there be continuity on the Steering Committee.
- (c) **Functions:** The Steering Committee functions as the policymaking body of the Center, and the Committee may exercise additional duties as specified in the Center's bylaws.

Section 2.09 Meetings of Standing Committees

- (a) All standing committees shall meet at least once per semester.
- (b) Except when immediate action is required, committee members shall be notified no later than one week prior to a meeting.
- (c) Meetings may be called in the following ways:
 1. By the committee Chair.
 2. By a written petition of one-third of the committee members.
 3. By resolution of the committee.
 4. By department chair.

- (d) A quorum of any committee shall be a majority of its members (unless specified at a higher level in published policies of the committee).
- (e) Robert's Rules of Order (newly revised) shall govern problems of parliamentary procedure not covered in this Plan of Organization.
- (f) Generally, the principle governing procedure for governance of the department is that any official votes should follow a full discussion of issues conducted in a properly called meeting of the committee (or subcommittee) and open to the full committee (or subcommittee) membership. Votes on business before departmental governance committees (standing committees established by this plan and subsequent ad hoc committees) may be taken by non-standard methods (postal mail, email, facsimile, Internet sites) under one of the following scenarios:
 - 1. An election is to be held for service or office. In this case, if a procedure for soliciting nominations is in order, nominations must be received in an open meeting.
 - 2. Approval of a report, proposal, or other document that has received vetting during a prior discussion at a properly called meeting of the committee. Thus, final drafts of the products of this business can be approved through non-standard means. The ballot in such votes should contain the option: "request an additional meeting of the committee." If any voting member shall select this option, a meeting shall be called and the non-standard vote voided.
 - 3. Approval of minutes. The ballot in such votes shall contain the option: "subject to the following addition, deletion, or correction." In the case where this option elicits a response from any voter, the approval shall revert to a properly called meeting of the committee.
 - 4. When a 2/3 vote of members present and voting at a properly called meeting authorizes the nonstandard methods of voting. Such a vote should: (a) affirm that the requisite discussion has taken place, (b) specify the mode of voting (postal, email, etc), (c) designate a period of time the vote is to remain open, and (d) specify a method of reporting the final vote.
 - 5. Other circumstances specified in policies and documents that supercede this plan.
 - 6. Other exceptions or classes of exception may be approved by the Departmental Assembly by a 2/3 vote. To be in order, such proposals must be narrowly drawn for a specified vote or class of vote, and must (a) define the circumstances under which votes are allowed; (b) specify the acceptable mode(s) of voting (postal, email, etc.); and (c) specify procedures for each voter to indicate their preference to employ standard methods to vote. Under these procedures, an indication by anyone participating in the vote of a desire for consideration at an open committee meeting shall invalidate the vote.

Article III. Grievance Procedures

For all grievances, the department shall follow applicable procedures contained (or implied) in the University's Graduate School Catalog, Undergraduate Catalog, and the Faculty Handbook or any successors to these policies.

Article IV. Amendments

Amendments to this plan of organization shall be presented in writing to the Faculty Advisory Committee. The Faculty Advisory Committee shall then submit them with its recommendation to the Departmental Assembly. A three-fifths majority of members present and voting shall be required for adoption.

Adopted: May 1989; Revised: April 6, 2001; February 1, 2008; April 6, 2012

Appendix A—Policy on Merit Pay Distribution

I. Authority and Responsibility

The department chair has the authority and responsibility to determine merit increases with the approval of the Dean. However, the department chair is required to follow the provisions of the Merit Pay Distribution Plan which follows.

II. Merit Pay Distribution Plan

Conformity, Approval, and Amendment. This plan and any future amendments to the plan must be consistent with the UMCP Policy on Merit Pay Distribution and must be approved by a majority vote of the faculty of the department in a secret ballot.

III. The Salary Advisory Committee

The Salary Advisory Committee shall provide recommendations to the department chair regarding the awarding of merit dollars for all faculty members on permanent budget lines under the review of the department chair.

The Salary Advisory Committee shall be directly elected (by secret, written ballot) by the tenure-track and tenured faculty after receiving a report from the Faculty Advisory Committee nominating members for that year. In formulating its nominating report, the Faculty Advisory Committee shall seek diversity in gender, race, and scholarly interests. The Salary Advisory Committee shall consist of one faculty member from each of the following groups: (1) full professors, (2) associate professors, and (3) assistant professors, instructors, and lecturers on tenure leading lines.

IV. Procedures

The Salary Advisory Committee shall provide merit recommendations to the department chair based on evaluations of faculty members that give significant attention to all of the following areas of faculty performance: teaching and advisement; research, scholarship, and creative activity; and service.

Evaluation of each area of faculty performance shall be based on specific criteria.

Teaching and Advisement. The criteria used to evaluate teaching shall minimally include extent of teaching participation, and innovation and development of course materials and methods. The criteria used to evaluate mentoring shall include participation in undergraduate advising, involvement in the mentoring of students including supervising research teams and facilitating student publication, participation in graduate final oral examination committees, and successful completion of master's and doctoral students.

Research, Scholarship, and Creative Activity. The criteria used to evaluate research, scholarship, and creative activity shall minimally include quality, significance, and continuity of the faculty member's activities, particularly insofar as these may be observed in published research, conference presentations, successful receipt of grant and contract funding, and evidence of research in progress including prospective publications under review or applications submitted for grants and contracts.

Service. The criteria used to evaluate service shall minimally include participation in the responsibilities of the department's business including standing and ad hoc committee assignments, course supervisions, administrative tasks, and activity coordination; service on college and university standing and ad hoc committees including participation in shared governance; participation in review of research for the discipline including manuscript review and convention program selection processes; representing the discipline and the university in contacts with media and other non-university and public organizations.

The evaluation shall reflect faculty member performance over at least the three previous years.

Performance for the current year merit awards will be based on an average of merit assessments for at least the previous three years.

Length of employment shall not be the major determinant of merit recommendations by the Salary Advisory Committee or of merit determinations by the department chair.

The chair may seek, and the committee may provide, such other advice on issues related to salary as either deems appropriate.

The department chair shall supply the Salary Advisory Committee with all information to be used in evaluating [the performance of] each faculty member.

The Salary Advisory Committee shall prepare its recommendations in a meeting of the committee held annually during the Spring Semester and at other times as necessary. All members of the committee must be present at this meeting.

Recommendations to the Chairperson shall be in dollar increments.

The Chair shall report his or her final salary recommendations to a meeting of the Salary Advisory Committee at which the chairperson shall receive comments of the committee on the awards. Both the Salary Advisory Committee and the Chair will each certify that they have followed the Department's Policy on Merit Pay distribution and/or indicate areas where they have deviated from the Policy with a rationale provided justifying that deviation.

Faculty members will receive a letter from the Chair indicating their new salaries and showing the adjustments in salary due to across-the-board cost of living adjustments and to merit-based increases. This letter shall also contain information on the Salary Advisory Committee's evaluation of the faculty member's merit rating. It will include a statement informing the faculty member of their right to meet with the chair and to appeal the decision on their merit based pay increase.

The Chair shall also conduct an annual evaluation of the salary structure of the department and consult with the appropriate College administrators to address salary compression or salary inequities that are present or have developed in the department. The Chair shall periodically review the makeup of the Salary Advisory Committee, over the previous five years, to assure that a reasonable representation of faculty diversity has been achieved and if it has not, take appropriate action to rectify the situation.

The Chairperson shall be available to discuss salary with any faculty member who so requests.

V. Appeals

Within ten days of the notification of their merit pay allocation, any faculty member may request an appeal of their evaluation by the Salary Advisory Committee and their merit pay allocation by submitting a letter to the Department Chair. The appeal will be heard by the Salary Appeals Committee, consisting of the Department Chair, the chair of the Salary Advisory Committee, and the chair of the Appointments, Promotion, and Tenure Committee. A decision will be rendered by a majority of the Salary Appeals Committee and the decision of the Salary Appeals Committee is final.

Approved by Tenure and Tenure Leading Members of Faculty – April 1, 1994; Amended April 10, 2009; February 4, 2011; May 6, 2011; March 2, 2012.

Appendix B—Workload in the Department of Communication

I. Statement of Standard Workload

1. The Standard Workload is a definition of the overall goal for distribution of faculty activity for the department. Individual members of the faculty will vary from this workload as their contributions to the department are various. The standard workload can serve, however, as a starting point for the planning of individual faculty loads.
 - a. Standard Work load in the Department of Communication shall consist of the following for full time faculty:
 - b. Research: Being a doctoral department in a research university, faculty are expected to conduct an active and continuous program of research resulting in published work in the discipline's bookstream or journals. Research will constitute approximately 35 percent of the workload. (University standard: 35-45 percent)
 - c. Instruction: The stewardship of knowledge implies passing the fruits of our research to students. All members of the faculty will participate in instruction. Instruction will constitute approximately 50 percent of the workload (or the equivalent of five course units per year) (University standard: 45-55 percent) divided as follows:
 1. Classroom: Faculty will teach in both the graduate and undergraduate programs of the department as assigned by the chair. Classroom instruction will constitute approximately 40 percent of the workload (or the equivalent of 4 course units per year).
 2. Directed Research and Individual Studies: The department's graduate program commits it to active participation in the advising and committee work consequent to the education of advanced students. Directed Research and Individual Studies will constitute approximately 10 percent of the workload (or the equivalent of 1 course unit per year).
 - d. Service: Participating in the life of a university and a discipline requires that the faculty be active citizens of the department, the college, the university, and the profession. Service will constitute approximately 15 percent of the workload. (University standard: 5-15 percent)
2. Relationship of Departmental Workload definition to the University Policy.
 - a. Research: The Departmental definition is within the University's guideline range.
 - b. Instruction: The Departmental definition is within the University's guideline range. The University has developed a profile for providing instruction in Communication which features heavy involvement of graduate teaching assistants. As a result of this profile, the instructional effort of full-time faculty features a heavier commitment to graduate courses and directed research than

would be true in departments with a normal faculty/graduate student ratio. Consistent with the University guidelines, departmental instruction may consider class size, development of new courses, modality of instruction, and level of instruction in defining instructional load.

- c. Service: The Departmental definition is within the University's guideline range. Because many service activities are required within departments regardless of faculty size, a small department will have a higher percentage of service demands. This service demand is also exaggerated in departments with service courses staffed by teaching assistants and supervised by faculty. Both of these factors dictate a heavier proportion of effort to service in Communication than in many departments. In addition, our department has assumed a leadership role on campus and in our discipline. As a result of these factors our service load is near the maximum specified by University guidelines.

II. Annual Planning and Accountability Procedures

1. Individual Faculty Workload Planning: Each year, in the spring prior to construction of schedules for the next academic year, the faculty member and the chair shall determine the faculty member's projected workload distribution for the following year. This may follow the standard distribution or a variation from it based on estimates of prospective research, instructional, and service commitments. This determination shall involve assessment of professional development of the faculty member and the needs of the department.
 - a. Planning agreements shall include at least the following: an estimate (by percentage) of the workload distribution for the coming year; an agreement on the number of classroom assignments for the coming year; any assignments of teaching or research assistants to the faculty member; any extraordinary service commitments that require adjustments to workload distribution; any compensatory arrangements dictated by accountability review in previous years. Agreements should generally provide explanation for activities which justify deviation from standard workload.
 - b. In addition to distribution of effort, university policy recognizes that certain conditions may lead to prospective workload in excess of fulltime during a given semester. It is entirely appropriate under such circumstances to adjust classroom teaching assignments to reattain full-time load, to assign teaching assistants to courses or research assistants to faculty, or to negotiate arrangements in which faculty are compensated for excessive load in the current semester with reduced classroom assignments in subsequent semesters.
2. Individual Faculty Workload Accountability: Each spring, faculty shall provide the chair with data permitting an assessment of the workload during the current academic year compared to the planned workload. Because precise planning is difficult and opportunities occur without regard for even well-constructed plans, this process shall allow adjustments in the future to be assigned by the chair in consultation with the

Faculty Advisory Committee. Such adjustments may result in additional assignments if activity has fallen short of anticipated activity in one or more of the areas, or in reduced assignments if activity has exceeded activity in one or more areas.

- a. Excessive workload may be compensated by either:
 - 1. Assignment of a research assistant in subsequent semesters,
 - 2. Equivalent release from teaching assignment in subsequent semesters, or
 - 3. appropriate adjustments of workload distribution in subsequent semesters.
- b. Faculty may "bank" excess load for up to a period of two years for achieving recognized professional development goals.
- c. Faculty members released from courses by course load compensation are not relieved of other duties except after submission of a formal proposal for, and granting of, leave by the university.
- d. Every faculty member will teach at least one course per year unless participating in an approved sabbatical or leave.
- e. Agreements for compensation may be timed so as to recognize both the faculty member's earned compensation and the department's needs.

Adopted by the Departmental Assembly, 9 September 1994

Bylaws to the Plan of Organization

I. Clarification statement about Bylaws

Bylaws of the Plan of Organization for the Department of Communication at the University of Maryland (hereafter “Bylaws”) are designed to implement provisions of the aforementioned Plan of Organization. Amendments of these Bylaws shall be presented in writing to the Faculty Advisory Committee. The Faculty Advisory Committee shall then submit them with its recommendation to the Departmental Assembly. Notice of introduction of a motion to amend the Bylaws must be placed in the call of the meeting of the Departmental Assembly at which the amendment will be considered. A majority of fifty five percent of members of the Department Assembly present and voting shall be required for adoption.

II. Bylaws

A. Procedure for electing the Faculty Advisory Committee

1. At the first meeting of the faculty of the year (meeting with the Departmental Assembly or in a special meeting at the discretion of the chair), the chair shall announce the election of the FAC.
2. All members of the faculty will be asked whether they wish to be excluded from the election for sufficient reason. Generally, those serving on the FAC should be available for meetings throughout the year. Although reasons other than scheduling shall be recognized, faculty members are encouraged to make themselves available for service on the FAC. All remaining faculty are nominees for the FAC.
3. The election shall commence for the first seat on the FAC. Voters shall be faculty as defined in the plan of organization. Voting shall be by secret ballot. A majority of the faculty voting shall be required to declare the top vote getter as elected. If no majority is achieved, a runoff shall be conducted among the top two vote getters.
4. Following election of the first member of the FAC, the faculty shall proceed as in step 3 with the election of the second member of the FAC. This step should be repeated to elect the third member.

B. Procedure for conducting searches for tenured and tenure-track faculty (approved April 1, 2011)

1. Upon approval of a faculty search by the Dean of the College of Arts & Humanities, the Department chair shall, in consultation with the Faculty Advisory Committee, appoint a Search Committee. In appointing the Search Committee, the Chair shall strive for diversity and broad representation of membership, mindful that student or staff representatives to the Search Committee shall not be the primary source of diversity.

2. Prior to initializing the search, the Department Chair shall submit the Search Committee's composition to the Department Equal Education Employment Officer, the College Equity Administrator, and/or the Dean for review and approval.
3. The Department Chair and the Search Committee shall develop the Position Announcement and the Search & Selection Plan.
 - a. The Position Announcement should reflect the evaluation of both the requirements and the responsibilities of the position to be certain they are not simply the result of traditional practices, but are genuinely related to the current and future needs of the unit, including the need to enhance diversity among faculty or staff.
 - b. The Search & Selection Plan shall describe the ways in which candidates will be recruited for the position, as well as special efforts to attract a diverse pool of candidates. It will also define the methods by which applicants will be evaluated and the procedures for selecting finalists.
 - c. The Department Chair shall submit the Position Announcement and the Search & Selection Plan to the Department Equal Education Employment Officer, the College Equity Administrator, and/or the Dean for review and approval.
4. The Search Committee shall advertise the position in accordance with the Search & Selection Plan and generate a pool of applicants.
5. The Search Committee shall evaluate the applicants' credentials for the position in accordance with the Position Announcement and the Search & Selection Plan. Based upon that evaluation, the Search Committee will select finalists for the position and organize on-campus interviews with the selected finalists.
6. On-campus interviews shall provide wide opportunity for participation by faculty, graduate students, and staff of the department, as well as an established time for each finalist to meet with the search committee in a confidential interview. On campus interviews are designed to assess the finalists' qualifications, qualities, and appropriateness to the departmental mission and to showcase the virtues of the department to each finalist.
7. Upon completion of the on-campus interviews, the search committee shall prepare a narrative specifying each candidate's relative strengths and weaknesses and in which ways the candidates can contribute to the department. This narrative and the committee's minutes shall be forwarded to the College Equity Officer and the Department Chair for an approval of the search's process and findings. The Search Committee shall at its discretion or when requested by the Department Chair, make whatever recommendations it wishes to the Department Chair regarding initial appointments.

8. Following approval of the search history by the College Equity Office, the finalists' dossiers and the Search Committee's narrative shall be distributed to the Department of Communication Appointment, Promotion, & Tenure (APT) Committee (or to an Emergency Committee under conditions described in Section I.C. of the APT Procedures). The APT Committee shall, after any discussion, then vote, by secret ballot, as to the acceptability of each active candidate in terms of the faculty rank and position for which the candidate is being considered; these votes shall be reported to the department chair. The APT committee shall, at its discretion, make whatever recommendations it wishes to the department chair regarding initial appointments. All initial appointments at the rank of full professor shall be voted upon by the Senior APT Committee rather than the APT Committee.
 9. Following the action of the APT Committee, the Department Chair shall forward to the Dean a narrative detailing the strengths and weaknesses of each of the finalists for the position, whether s/he finds each finalist acceptable or unacceptable, and a proposed order for offers, if any. Following review of this narrative by the Dean and approval of an offer, the offer may be extended.
- C. Procedure for evaluating faculty member's performance by the Salary Advisory Committee
- Evaluation of areas of performance for each faculty member shall be transacted using the following method. Any Salary Advisory Committee member is eligible to evaluate any faculty member except himself or herself or any other faculty member whose evaluation might create a conflict of interest for the Salary Advisory Committee member. Also, a Salary Advisory Committee member may not be present during evaluation of a faculty member whom the Salary Advisory Committee member is not eligible to evaluate. Consistent with these rules of eligibility, each faculty member is evaluated by every eligible Salary Advisory Committee member on each of the three elements of faculty performance using the following scores: 3=Extraordinary Merit, 2=Significant Merit, 1=Some Merit, 0=No Merit. Salary Advisory Committee members consistently apply their individual understanding of the terms "Extraordinary Merit," "Significant Merit," "Some Merit," and "No Merit" across all evaluations.

Salary Advisory Committee members may, but need not necessarily, use decimal numbers in reporting evaluation scores. Evaluation scores are averaged across committee member evaluations and then multiplied by the appropriate merit percentage. Default merit percentages are 50% research, 35% teaching, and 15% service. Where, in the chair's judgment, a faculty member's merit percentages differ from the percentages specified above, the department chair shall inform the Salary Advisory Committee of the relevant percentages to apply in that faculty member's merit evaluation. The mathematical products of average evaluation scores multiplied by workload percentages are added together for each faculty member to produce a summary evaluation number. When these summary evaluation numbers have been calculated for all faculty members, the sum of these evaluation numbers is divided into the amount of dollars available for merit distribution. The quotient of this division is a dollar amount equal to one merit share. Merit dollar amounts are recommended by the Salary Advisory Committee for

distribution to individual faculty members by multiplying the individual faculty member's summary evaluation number by the amount of a merit share.

- D. Program, Courses, and Curriculum (PCC) procedures for the Undergraduate Studies Committee for undergraduate matters and Graduate Studies Committee for graduate matters.
1. Review of Courses. The PCC committees of the department are charged with reviewing proposals for new courses or revisions in courses. No approval by the Departmental Assembly is required for new or revised courses. The committee can, however, request discussion at the Departmental Assembly on courses that they believe should involve departmental discussion.
 2. Review of Degree Requirements. The PCC committee submits proposed changes in degree requirements to the Departmental Assembly for approval. Such referrals include the recommendations of the committee sponsoring the referral.
 3. Administrative Issues. In general, changes in policy and procedure that impact primarily at the level of courses, or that streamline the carrying out of approved policy related to degree programs (e.g., whether interns are required to seek credit in COMM 386; the design of graduate student forms), are not referred to the Departmental Assembly. On the other hand, policies that have consequential impact on quality or quantity of the department's degree programs (e.g., procedures for learning outcome assessments) are referred to the Departmental Assembly. In cases where this line is fuzzy or the committee is uncertain of the proper disposition of the policy, the committee should consult with the Department Chair and/or the faculty advisory committee.
 4. Actions by the Department's PCC committees will be promptly reported to the Department Assembly by the appropriate committee chair.

Policy on Full-time Non-tenure Track and Part-time Non-tenure Track Instructional Faculty

I. Definitions

Definitions of full-time non-tenure track (FTNTT) and part-time non-tenure track (PTNTT) Instructional faculty shall be governed by Consolidated USMH and UM Policies and Procedures Manual, II-1.00, II-1.05 and II-1.06. Pursuant to those policies, any teacher of record in the Department of Communication who is not a graduate assistant or a tenured or tenure-track faculty member in the department is covered by this policy.

II. Credentials

A. For appointment at the rank of Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor:

1. Required:

- a. Ability to teach at the university level and to engage in research in the area of expertise.
- b. Receipt of the Ph.D. degree.
- c. For Visiting Associate Professor and Visiting Professor: achievement of the rank of Associate Professor (for Visiting Associate Professor) or of Professor (for Visiting Professor) at a comparable research university; or an affirmative recommendation to be awarded the visiting title and rank by the Department of Communication's Appointment, Promotion, and Tenure (APT) Committee based on current University of Maryland standards for comparable rank (see Consolidated USMH and UM Policies and Procedures Manual, II-1.00, Sec. II.C.1; and II-1.00(A), Sec. I.A).
- d. Other university requirements specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F).

2. Desirable:

- a. Teaching experience at the university level.
- b. A strong, active, and theoretically significant publication record.
- c. A successful record of obtaining research funding.

B. For appointment at the rank of Lecturer or Senior Lecturer:

1. Required:

- a. Ability to teach at the undergraduate level.
- b. Receipt of the Ph.D. or the M.A. degree or equivalent.

- c. For Senior Lecturer: achievement of the equivalent rank at a comparable research university; or (i) appointment to Lecturer rank for twelve consecutive semesters, (ii) participation in a high level of service to the department, university, and/or discipline during that period, (iii) at least two instructional performance evaluations during that period, (iv) provision of evidence of service activity by the Lecturer during that period, and (v) affirmative recommendation to be awarded the Senior Lecturer rank by the Department of Communication's APT Committee following review of those evaluations and service report.
 - d. Other university requirements specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F).
 - 2. Desirable:
 - a. Teaching experience at the university level.
 - b. Where relevant, professional experience that would complement the curriculum to be taught.
- C. In general and whenever feasible, preference will be given to hiring full-time faculty over hiring part-time faculty. (Satisfies mandate of Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F).)

III. Search Procedures

Departmental search procedures shall be those specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00, and II-1.00(F). Pursuant to that policy, hiring of PTNTT and FTNTT faculty members for periods of one year or less shall be the responsibility and independent prerogative of the Department Chair. Hiring of PTNTT and FTNTT faculty members for periods longer than one year shall be the responsibility of the Department Chair upon the advice of the APT committee.

IV. Requirement for Written Contracts

See Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F) 3, II-1.05.V.B.1 and II-1.06.B.1. Contract components shall be as specified in Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F) 6-9.

V. Performance Evaluation

A. Purpose and Use of Evaluation

- 1. The purpose of the evaluation is to improve classroom instruction to the benefit of the department's students; to provide feedback to FTNTT and PTNTT instructional faculty about the quality of their teaching; and to provide the department with information that would be helpful in any decision to reappoint or reassign the FTNTT and PTNTT instructional faculty member.

2. In deciding on reappointment and assignment of a FTNTT and PTNTT instructional faculty member, the department shall consider the teacher's teaching performance and qualifications, the needs of its academic program, and the availability and optimal use of University funds.
3. If the teacher has research, advising or service responsibilities, the teacher may be asked to provide information about these activities to the Department Chair. The Department Chair's assessment of these activities may be used in deciding on the teacher's reappointment or assignment.

B. Criteria

1. The criteria used to evaluate teaching shall relate to the substance and pedagogical practice. Criteria shall include command of the subjects taught, ability to communicate course material, ability to generate interest in the subjects taught, capacity for listening to others, organization of course and instructional activities, and capacity for fair treatment of students.
2. The evaluation of teaching may include consideration of course syllabi, peer observation of teaching, and student course evaluations, both quantitative and qualitative. Where relevant, the evaluation may include consideration of other factors, such as advising; curricular innovation and development; and construction of instructional texts, manuals, or materials.
3. Methods used in evaluating teaching shall be consistent with pertinent university policies and guidelines including Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F).

C. Procedures

1. Designation of Evaluator: FTNTT and PTNTT instructional faculty shall receive a written evaluation conducted by an evaluator appointed by the Department APT Committee. Where appropriate, the evaluator may be a course supervisor.
2. Schedule of Evaluation: The evaluation shall take place by the end of the second semester in which the teacher is employed in this capacity in the department. Additional evaluations shall be conducted if deemed necessary by the Department Chair, requested by the FTNTT or PTNTT faculty member, or by the APT Committee as part of a regular schedule of review of the list of FTNTT and PTNTT faculty. Exceptions to this procedure shall be granted by a majority of the APT Committee present and voting at a meeting of the Committee.
3. Peer Observation of Teaching: In the case of peer observation of teaching, the observer shall assess the teacher's instructional performance during one or more visits to the teacher's class by the evaluator, the day and time of which have been agreed to in advance by the teacher and evaluator. After the evaluator and teacher have agreed upon the time or times during which the visit or visits will

occur, the teacher may furnish the evaluator with an account of the instructional goals and context associated with the class session or sessions to be visited.

4. Preliminary Consultation: So that errors of fact and perception may be minimized in the evaluation, a draft of the evaluation shall be shown to the teacher and serve as the basis of a consultation between the teacher and the evaluator. After this consultation, the evaluator shall finalize the evaluation. The evaluation at this point shall be understood to be the report of only the evaluator. The teacher may attach a written response to this evaluation for purposes of APT review.
5. APT Review: Following this consultation, the evaluation and the teacher's response, if any, will be presented to the full Appointment, Promotion, and Tenure Committee for discussion, possible amendment, and authorization. After discussion and any amendments, the evaluation will be authorized by the APT Committee upon its approval by a majority of members present and voting at a meeting of this committee.
6. Right of Written Response: The teacher shall have the right to attach a written response to the authorized evaluation by providing this response to the Department Chair within ten working days of its receipt by the teacher.
7. Placement in Personnel File: After the teacher has had the opportunity to attach a response to the authorized evaluation, the authorized evaluation and any attached response shall be given to the Department Chair and shall be included in the teacher's personnel file. The Department Chair shall meet with the teacher to discuss the authorized evaluation and any attached response.

VI. Rights and Responsibilities of FTNTT and PTNTT Instructional Faculty

A. Rights

1. Pursuant to Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F) 10, II-1.05.V.C.2 and II-1.06.C.2, the Department of Communication encourages participation of its FTNTT and PTNTT instructional faculty members in the full intellectual life of the department. This includes, but is not limited to, the departmental colloquium series, conferences sponsored by the department, and support for research to the extent that research is defined as part of their assignment in the department.
2. FTNTT and PTNTT instructional faculty shall have the right to participate in governance of the department as specified in the department's Plan of Organization.
3. FTNTT and PTNTT instructional faculty shall have the right to teaching support as outlined in Consolidated USMH and UM Policies and Procedures Manual, II-1.00(F)4 II-1.05.V.C.1 and II-1.06.C.1. Through attendance at department

orientation activities, and receiving communication generally provided to the faculty FTNTT and PTNTT instructional faculty shall be notified of this support.

4. FTNTT and PTNTT instructional faculty shall have access to departmental grievance procedures available to other instructional faculty.

B. Responsibilities

1. FTNTT and PTNTT instructional faculty members are supervised by the Department Chair and others s/he may designate, and are responsible for responding promptly to requests for information or material from their supervisor(s).
2. FTNTT and PTNTT instructional faculty members are responsible for all requirements for teaching in the department including attendance at required departmental orientations and other meetings; the meeting of sufficient and convenient office hours at the office provided for them on campus; meeting regularly scheduled classes; provision of required instructional material to students such as syllabi; assignment definitions and appropriate due dates; prompt submission of grades and other reports on teaching requested by the University or the Department Chair; prompt and appropriate response to the work of their students; administration of student evaluation of teaching; compliance with all department, college, and university policies related to teaching; and such other requirements as may be placed on teaching by their supervisors.
3. FTNTT and PTNTT instructional faculty are responsible for prompt provision of all information required in the evaluation procedures defined in this document. This includes, but is not limited to, the opening their classrooms under the procedures outlined above for evaluation of their teaching.

Adopted: February 6, 2004

Policy on Periodic Review of Faculty

I. Purpose of Review

All faculty whose appointments carry either tenure or job security shall receive a formal performance review at intervals not exceeding five years, beginning from the date of their appointment with this status. The purpose of the review is to provide periodic evaluation of the performance of faculty after their achievement of tenure. Performance reviews shall be carried out through the combined efforts of a faculty review committee and the department chairperson.

II. Faculty Review Committee

A. Composition of Committee

The faculty review committee shall consist of two members of the departmental APT Committee at or above the rank of the appointee, both chosen by the department chairperson. However, no individual chosen by the department chairperson shall serve as a member of the review committee, if the appointee formally objects to his or her service. In cases where the appointee formally objects to one or both choices, objections shall be kept confidential and the department chairperson shall make another choice to replace any individual to whom the appointee has objected. Should the appointee formally object to a second choice of the department chairperson, the impasse shall be reported to the dean, who shall select the committee member or members needed to fill the committee. The selection by the dean shall not be subject to objection by the appointee; however, the appointee may appeal the selection by the dean through the provisions of the grievance procedure (UMCP Policies and Procedures Governing Faculty Grievances [II-4.00(A)]), insofar as the procedure is applicable.

B. Committee Report

The periodic review shall be based primarily on the appointee's record of accomplishment in each of the three areas of (1) teaching and advisement, (2) research, scholarship, and creative activity, (3) and service. The faculty review committee shall prepare and approve a written appraisal which describes the appointee's record of accomplishment during the review period.

The basis of the committee appraisal shall be documentary. Specifically, the appointee shall provide the committee with a written report, including a complete curriculum vitae and syllabi for at least three courses taught by the appointee during the review period. The department chairperson shall provide the committee with teaching evaluations for all years. The standard of performance to be applied to the appointee in the committee appraisal shall be continuous demonstration of the qualifications for appointment at the appointee's current rank (as specified in the UMCP Policy on Appointment, Promotion, and Tenure of Faculty, I.A.2-4). The committee shall receive the documents required for its appraisal from the appointee and from the department chair by 15 October of the academic year in which the performance review is carried out (hereafter "review year").

The committee shall make its approved appraisal available to the appointee no later than 15 February of the review year. The appointee shall have the right to examine the appraisal and, within 14 days of receipt of the appraisal, to append an optional statement which may indicate any disagreement with the appraisal and may add such other information as the appointee chooses (here and elsewhere "days" mean calendar days excluding Saturday, Sunday, and days on which the Campus is officially closed). The approved appraisal and any optional statement of the appointee shall be communicated to the departmental chairperson.

III. Procedures

A. The Written Plan for Professional Development

Based primarily on the appraisal provided by the faculty review committee and after discussion with the appointee, the department chairperson shall prepare a written plan for the future professional development of the appointee, with due consideration given to any optional statement appended to the appraisal by the appointee. The plan shall also reflect consideration of the appointee's complete record of performance in the tenured or secure appointment. The written plan shall be shown to the appointee and discussed with the appointee by the department chairperson no later than 15 April of the review year.

B. Appointee's Right of Response and Challenge

The appointee shall have the right to respond in writing within 14 days of being shown the plan. Should the appointee respond, the written response shall become a permanent appendix to the plan. The appointee shall also have the right to challenge any evaluation, recommendation, or omission of recommendation contained in the written plan under the provisions of the grievance procedure (UMCP Policies and Procedures Governing Faculty Grievances [II-4.00 (A)]), insofar as the procedure is applicable.

C. Disposition of the Written Plan for Professional Development

Once the appointee has had the opportunity to respond to the written plan of the department chairperson and any challenges to elements of the plan have been settled, a full record of the appointee's performance review, including the appointee's written report, the committee's appraisal, any appointee statement, the written plan for professional development of the chair, and any response by the appointee shall be placed in the appointee's employment file. With due consideration for any response by the appointee and any outcome of a grievance brought by the appointee, the written plan shall be implemented by the department chairperson throughout the period which intervenes prior to the appointee's next periodic review.

IV. Exceptional Circumstances

In a given academic year, if an appointee is reviewed for promotion in rank or for service as chairperson, that review may substitute for a periodic review. Also, an appointee may request a single one year postponement of a performance review, if the scheduled year of the performance review falls in the same year that the faculty member is on leave from the University.

Approved, March 15, 1996

Policy on Research Semester and Research Stipends

- I. The following is the procedure currently in place that applies to untenured assistant professors:

Assuming adequacy of departmental resources and consistency with University policies, a tenure-track assistant professor in the fourth year at the University shall be eligible for a research semester (i.e., a semester with teaching responsibilities replaced by research responsibilities, but with the same service responsibilities as usual), provided that such individual, while at the University, made a bona fide application for external funding that would, if granted, provide the equivalent of at least one semester of full-time research. Receiving such a grant in the fourth year eliminates the Department's obligation for such a research semester.

(Approved by the Faculty Advisory Committee and by the Chair on September 12, 1997; reported to Departmental Assembly October 10, 1997; amended November 7, 2003.)

- II. The following procedure for tenured faculty members was approved by the Faculty Advisory Committee and by the Chair on March 2, 2005:

Assuming adequacy of departmental resources and consistency with University policies, a full-time tenured associate professor or professor shall be eligible for a research stipend of \$2,000 if that individual, while at the University, made a bona fide application for external funding that would, if granted, provide the equivalent of at least one semester of full-time research. The faculty member must have a minimum of eight semesters of fulltime service at UMCP since any previously granted research stipend. For purposes of this policy, receipt of an external grant that resulted in a course release of two or more courses within two semesters shall be considered a "previously granted research stipend."

Approved, March 4, 2005

Policy on Special Departmental Candidacy Fellowship

It is the policy of the department that, assuming availability of funds, during the two semesters following advancement to candidacy, graduate students will receive a one-time fellowship of \$3,000 (total for both semesters). This fellowship is primarily for students continuing in graduate assistantships or in residency in the department.

Policy on Student Evaluation of Teaching

- I. Ownership and Handling of Data
- A. The Department of Communication assigns ownership of raw and summary data for each section, once generated, to the instructor of the section, reserving usage only for the purposes and by the entities indicated below. The Department of Communication retains ownership of summary data for the department and multisection courses.
- B. The purpose of data shall be exclusively the evaluation and improvement of teaching and courses.
- C. Usage of the data is authorized by course supervisors, the chair of the department, and those participating in the appropriate Appointment, Promotion, and Tenure and graduate student review committees. Copies of data summaries may be added to the instructor’s personnel file and appropriate evaluation files, subject to the restrictions of this policy.
- D. Faculty members who own evaluation data have the responsibility to retain those data for the purposes indicated above as long as employed by the University of Maryland.
- E. Under no circumstances can data for individual sections be posted online or otherwise made public without the written permission of the owner.
- F. Violations of these guidelines by anyone involved in the collection, distribution, or interpretation of data from the course evaluations shall result in immediate suspension of the department’s course evaluation program pending formal review and recommendation of its continuation by the Departmental Assembly.

Adopted April 1, 2005

- II. Sufficiency of Data
- A. Sufficiency Standards: The return rate for data shall be judged insufficient for rigorous conclusions according to the following table:
- | Official Semester Enrollment | Minimum Percentage Return |
|------------------------------|---------------------------|
| < 15 | 70% |
| 15-60 | 60% |
| >60 | 50% |
- B. Notice of Insufficiency: When the department's sufficiency standards are not met for a section the following message shall be attached prominently to the results: “The data for this section failed to meet the Department of Communication’s standards for the rigorous measurement of student response to teaching. The information should be used cautiously as the opinion of only a portion of the students from the section.”

III. Inclusion in the Online Course Evaluation System

- A. All courses are required to administer online evaluations except:
 - 1. the following courses shall be excluded from a requirement of evaluation:
independent study credits
 - 2. the following courses may substitute paper evaluations for online evaluations:
any section with enrollment less than five
 - 3. the following courses may choose to employ paper evaluations rather than
online evaluations at the discretion of the instructor: any sections of courses at
600 and above.
- B. Instructors must provide the opt-out for online evaluation to the departmental
evaluation supervisor before the tenth week of classes.

Adopted May 6, 2005

Policies for Support of Graduate Student Travel

The faculty of the department has determined that support for travel by graduate students to conferences is an important part of our graduate program. As a result, funds from the departmental budget are available for such travel. From time to time there may be additional funds made available for graduate student travel and these may operate under different procedures than those for departmental funds listed below.

1. Funds are provided to Communication graduate students for conference participation and attendance to the extent that the department has these funds available. If necessary, the award amount guidelines listed below may be reduced if budgetary restrictions require it. Funding for graduate students requires that the traveler submit a travel approval request form four weeks before travel.
2. Students must be making satisfactory progress and be in good standing to be considered for travel support. See <http://www.comm.umd.edu/goodstanding.html>. In addition, for the academic year in which the application is made, the student must not have an income (fellowship, assistantship, plus other employment) that combined totals to more than 2.2 times a level 3 graduate assistantship.
3. The department will provide travel funds for an enrolled full-time graduate student who has received a Goldhaber Travel award, up to \$500.00, in order to match the award. See http://www.gradschool.umd.edu/current_students/travel_awards.html for Graduate School policies and for the application form.
4. In the absence of a Goldhaber Travel Award, and if the travel approval request form is submitted at least four weeks before the travel, \$450, on no more than reasonable and documented expenses, for a full-time student who is presenting a paper or participating on a panel at a scholarly conference. Evidence of the presentation or panel participation, such as an acceptance letter or copy of the conference program, and evidence of registration at the conference are both required.
5. A student will receive funding as specified above only once per fiscal year (July 1-June 30).
6. For the purpose of this policy, a full-time student means a student in good standing in the Communication graduate program qualifying under any of the following: (a) enrolled for 9 credits at the University of Maryland at College Park; or (b) if a doctoral candidate, properly enrolled as required by the University; or (c) enrolled for fewer credits at the University with the express prior permission of the department chair.
7. If a student changes his or her enrollment during the semester in which the conference takes place and thereby loses full-time status, the student may become ineligible for departmental funding, even if the initial request had been approved. Similarly, if a student fails to maintain good standing or satisfactory progress at any time prior to travel reimbursement, the student becomes ineligible for departmental funding. If a student fails to follow the procedures specified below, funding may be denied.

**Procedures for Reimbursement of
Faculty, Staff, and Graduate Student Travel**

- I. Before the trip: Any person wishing to be reimbursed should provide, at least four weeks prior to the travel:
 - A. If a presenter/panelist: Evidence that the person will be presenting a paper or participating on a panel at the scholarly conference and that one is registered to attend the conference. If an attendee: Evidence that the person is registered to attend the conference. If registration will not be available until after the conference, supply the evidence of registration along with the other receipts after the trip (see below).
 - B. A completed departmental travel approval request form.
 - C. These two items should be submitted together to the Departmental Business Office. Retain a copy of all documentation.
- II. After the trip: Any person seeking travel reimbursement will need to provide the Business Office with the relevant receipts attached to an 8.5" x 11" paper, clearly identified with traveler's name and UM Identification Number.

Original receipts are required. Receipts should be submitted within one week of return from the conference. Travelers should retain copies of all receipts.

Approved November 21, 2006

Procedure for Nomination and Approval of Affiliate Faculty Members

- I. Any faculty member may suggest to the Faculty Advisory Committee a person to be considered for affiliate status.
- II. Given suggestions from the faculty, the Faculty Advisory Committee may nominate individuals for this status. Such nominees will be invited to deliver a presentation at a departmental colloquium.
- III. After the colloquium, the Faculty Advisory Committee may support the nominee's obtaining affiliate status by recommending this appointment to the department's Appointment, Promotion, and Tenure Committee.
- IV. If the Appointment, Promotion, and Tenure Committee endorses the recommendation by a majority vote, the Departmental Assembly will be asked to recommend this appointment to the Chair.
- V. If the Departmental Assembly makes this recommendation and it is supported by the Chair, the Chair shall invite the nominee and ask the nominee's unit head to approve this appointment.

Approved February 2, 2001

Priorities on Use of Common Spaces

I. Seminar Room (2127 Skinner)

A. Priorities

1. Regularly scheduled Graduate (600/700 level) classes.
2. Departmental meetings (COMMGRADS, Committees, or Departmental Assembly)
3. Graduate examinations and meetings of Advisory and Dissertation Committees
4. Research-related activities sponsored by members of the department.
5. Service meetings sponsored by members of the faculty.
6. Bridge courses.
7. Proctored make-up exams.

B. General Principles

1. Courses of more than 20 enrollees, and all undergraduate courses should not be scheduled in the seminar room. In addition, instructors should be aware that bridge courses have such a low priority that it is not a good idea to schedule them regularly in that room.
2. Rooms should be scheduled in the book in the main office for all priorities except No.1 above.
3. Reservations recorded on the schedule take precedence over last minute (within three days) uses of room at higher priority.
4. Windows should be closed, trash picked up and lights off when finished using the room. After the departmental office has closed, also lock the hall doors.

II. Media Room (2117 Skinner)

A. Priorities

1. Research that uniquely requires the observational capabilities of the media room.
2. Posted open lab hours.
3. Classes using audio-visual equipment
4. Proctored make-up exams.
5. Other uses.

B. General Principles

1. Classes are not to be regularly scheduled in the media room.
2. Courses of more than 30 should not be scheduled in the media room.
3. The room should be scheduled on the door to the room.
4. Reservations recorded in the schedule book take precedence over last minute (within three days) uses of room at higher priority.
5. Windows should be closed, lights off, and door locked when completing use of room.

III. Graduate Computer Room (2123 Skinner)

A. General Use

1. The computer lab is available for computer work at all times (unless reserved in advance for one of the special use purposes listed below) by:
 - a. Graduate students;
 - b. Individual faculty members (in exceptional circumstances when own computer, printer, or
 - c. office space is inadequate for the task);
 - d. Students from other departments who are teaching in the department for teaching purposes;

B. Special Use

1. Graduate exams using computers.
2. Classes and department-sponsored training sessions for graduate students and faculty members employing computer instruction.
3. Running computer-based studies (which may take precedence over graduate student computer work at times of low usage such as winter and summer sessions, for limited time periods, and with advance notification).

C. General Principles

1. Reservations for special use have to be made with and approved by the Director of Graduate Studies in consultation with a COMMGRADS representative, and are to be posted on the door of the lab at least one week in advance.
2. Food and drinks should be kept away from keyboards and workstations.
3. The door has to be closed when no one is in the lab.

IV. Library (0108 Skinner)

A. Priorities

1. Regularly scheduled Graduate (600/700 level) classes of appropriate size when the Seminar Room is similarly scheduled
2. Departmental meetings (Committees or Undergraduate Organizations)
3. Graduate examinations and meetings of Advising or Dissertation Committees when Seminar room is otherwise occupied
4. Teaching conferences with students
5. Research-related activities sponsored by members of the department
6. Service meetings sponsored by members of the faculty
7. Bridge courses and special activities courses of appropriate size
8. Proctored make-up exams
9. Study space for students from the department

B. General Principles

1. Courses of more than 10 enrollees should not be scheduled in the Library.
2. The library should be scheduled in the book in the main office for all priorities except No.1 above.
3. Reservations recorded on the schedule take precedence over last minute (within three days) uses of room at higher priority.
4. Windows should be closed, trash picked up, lights turned off, and door locked when finished using the room.

V. Research Centers (0113, 0111, 0109 Woods)

A. Priorities

1. Workspace for Center Staffs
2. Regularly scheduled meetings for Research Teams within the Centers
3. Meeting area for the working groups within the Centers.
4. Research activities sponsored by members of the Centers
5. Research activities sponsored by members of the Department of Communication.

B. General Principles

1. Classes are not to be regularly scheduled in the Center.
2. Courses of more than 15 should not be scheduled to meet in the Center.
3. The room and any equipment to be used should be scheduled with the Center for Risk Communication staff.
4. Properly secured reservations take precedence over last minute (within three days) uses of room at higher priority.
5. Windows should be closed, lights off, and door locked when completing use of room.
6. Permission to use the room(s) must be granted by Director of the Center for Risk Communication Research. Given that the room is alarmed, access must be approved.

Recommended by the Faculty Advisory Council and adopted by the Chair on April 4, 2008

Procedures for Assignment of Summer and Winter Teaching

1. Students must be in good standing and making satisfactory progress toward degree to be eligible for summer and winter teaching.
2. Qualifications to teach the course (previous experience teaching the course, particularly at UM; coursework and other educational preparation in subject matter related to course; teaching mentorship experiences with course; teaching quality measured by student and peer evaluations; teaching improvement activities from department or Center for Teaching Excellence; any other preparation that the student believes enhances their qualifications to teach the course.)
3. Continuation in an assistantship in the fall or spring (continuing students will have preference for support).
4. Previous summer or winter teaching opportunities (students denied opportunities earlier will have preference for support).
5. Time in UM Communication graduate program (advanced students will have preference for support).

April 2012

Graduate Student Lecturer Policy

1. The chair shall each semester initiate and advertise an application process for lecture positions so that all eligible UM Department of Communication Ph.D. candidates have sufficient opportunity to apply. Students who have maintained good standing and have met the benchmarks throughout their Ph.D. program will be given priority in the hiring process. (Students who have not advanced to candidacy are ineligible for such positions.)
2. Applicants for these positions who have not completed their Ph.D. degree are required to complete a detailed schedule of dissertation benchmarks in consultation with their adviser. The schedule should detail specific products to be delivered to the adviser in the semester of employment as a lecturer, and include a date for such delivery. The form that identifies the benchmarks should be signed by the adviser and should be turned into the Director of Graduate Studies for final approval. The quality of this plan shall be one of the criteria considered during the application process when hiring graduate student lecturers. The better plans will have specificity of product and date, and the achievement of each element of the plan will be confirmable by the adviser at the end of the semester.
3. Advisers are required to certify that each benchmark has or has not been met by November 20 or April 20 by completing the benchmark form that is resubmitted to the Director of Graduate Studies. Evidence of benchmark achievement should be attached to the form and submitted to the Director of Graduate Studies. If the benchmarks were not achieved, the adviser should indicate the work that was completed and the work that remains outstanding.
4. If the applicant applies for a subsequent semester of employment, a review will be conducted by the Graduate Studies Committee and a report filed on the potential lecturer's eligibility for subsequent employment. The basis of this review is the report of the adviser on fulfilling the dissertation benchmarks outlined in the plan. The review of benchmarks should take place by December 1 during the fall semester and by May 1 of the spring semester.
5. Lecturers will be selected by the Department Chair with the consultation of the Administrative Committee. The following criteria shall govern the selections in order of importance:
 - a. An ability and preparation to teach the class. In all cases, course supervisors will be consulted when the course has a supervisor.
 - b. Preference will be given to those who will complete the Ph.D. degree within two weeks of the beginning of the assignment.
 - c. Preference will be given to those who have maintained good standing and have met the benchmarks throughout their PhD program.
 - d. Preference will be given to those with better dissertation benchmark plans. The more specific the plan and the more its major benchmarks are confirmable, the better the plan.

- e. When graduate student lecturers are beyond their first semester of lectureship, the administrative committee shall take into account the report of the Graduate Studies Committee on the achievement of previous semester benchmarks.
6. Graduate student lecturers appointed through these procedures should initially be limited to teaching 2 (or 3) classes per semester. A third class could be added for demonstrated need if all qualified applicants have been employed, provided that the additional class received the unanimous approval of the student's adviser and the members of the Administrative Committee.
 7. Graduate student lecturers are eligible for up to two years of teaching as a lecturer under these provisions with the required applications, reviews, and approvals.
 8. Each semester in which the Department of Communication graduate student lecturers are used in instruction, the Chair of the Department of Communication shall make a report to the Graduate Studies Committee and the Faculty Advisory Committee specifying the student(s) hired and the rationale for their hiring.

The primary purpose of employing graduate students lecturers helps meet the teaching needs of the department.

Enhancing Teaching Qualifications for Graduate Students

General Criteria

Faculty members should ensure that the following general criteria are met when making decisions about the course-based qualifications required for selecting graduate students to serve as teaching assistants in the courses that they teach or supervise. Such course-based qualifications should be developed in consultation with others who teach the same courses. The course-based qualifications developed by faculty members will be reviewed by the Administrative Committee to ensure that they meet the general criteria below prior to implementation. These course-based qualifications should also be posted on the departmental website. The goal is to help graduate students advance their teaching proficiencies while also ensuring that graduate students in our program represent quality instructors for UM undergraduate students.

1. More than one option should be offered for coursework required for students to qualify to teach a particular course. Courses that graduate students completed in their previous graduate training should also be considered (and in some cases undergraduate coursework can be considered).
2. Graduate students receiving below average teaching evaluations during their first year (and beyond) are strongly encouraged to pursue teaching enhancement training. Such enhancement can include the successful completion of one or more of the following options: completing CTE training, establishing mentor relationships with experienced teachers, completing independent studies with faculty, shadowing faculty, lecturers, and senior graduate students teaching the relevant courses.
3. Professional experience as relevant may be required in order to teach certain courses. These experiences can include internships, work experience, university and departmental service contributions, and volunteer experiences.
4. While previous teaching experience is taken into consideration when assigning teaching assistants and instructors to classes, the goal is also to ensure that a variety of students are given the opportunity to teach those courses most associated with the department's areas of study.

December 2012

APPOINTMENT, PROMOTION, AND TENURE PROCEDURES

- I. Committee Membership.
 - A. Appointment, Promotion, and Tenure (APT) Committee. The membership of the appointment, Promotion, and Tenure Committee shall be as defined in the department's Plan of Organization.
 - B. Senior APT Committee. The membership of the Senior Appointment, Promotion, and Tenure Committee shall be as defined in the department's Plan of Organization.¹ In the event that the number of members at the rank of Professor is fewer than three, the Dean of the College of Arts & Humanities may appoint one or more eligible faculty members from related units for review and assessment purposes. A member of the Senior APT Committee will be elected Chair of the APT Committee and will preside at all APT and Senior APT meetings.
 - C. Emergency APT Committee. Occasionally, new faculty appointments must be reviewed during the summer. For non-tenured, tenure-track positions filled during the summer, the Department Chair and/or APT Chair may convene an Emergency APT Committee. All members of the APT Committee in residence (on staff or otherwise available) are members of this committee. The Department Chair and/or APT Chair will make a conscientious effort to notify all APT Committee members of the convening of an Emergency Committee, and recommendations of an Emergency Committee of fewer than the full APT Committee will require a 2/3 affirmative vote.
 - D. Subcommittees. For various activities of Committees that cannot reasonably be performed by the full Committee, the APT Chair may appoint a subcommittee from among the Committee. Subcommittee membership must be approved by a majority of the committee. In no case may a vote of a subcommittee substitute for the vote of the APT Committee. All votes of subcommittees that influence the report of the subcommittee shall be reported to the full Committee, but no such vote shall be a part of any written report. Only the vote of the full APT Committee shall be the official vote on decisions of the Committee. All reports of subcommittees must be submitted to the parent committee and become official statements of the APT process only when adopted by the full committee.²

¹ Specified by the Campus APT procedures. Section IV.A.1. The same section specifies additional members to be appointed to the committee in the event that fewer than three faculty from the department are eligible for the committee.

² Although subcommittees may be formed advisory to the APT Committee, Section IV.A.1 of Campus APT procedures specifies that only the vote of the full APT Committee shall be the vote on decisions of the Committee.

- E. Department Chair Participation. The Department Chair is ex-officio member of all APT Committees with voice but without vote.³
- F. Chair of the Review Subcommittee. Each subcommittee having assessments to be performed during the year shall elect a Chair at its first meeting of the academic year. The Chair's duties shall include writing the recommendation (including the vote of the committee and the basis for the decision) on the candidate and recording the transactions at the review meeting and reviewing the Department Chair's letters to the candidate to ensure their accurate reflection of the APT Committee's recommendation and rationale.⁴
- G. Quorum. A quorum for all meetings of the APT Committee and its subcommittees shall be a majority of the voting membership, excluding (1) those on official leave or otherwise on assignment at the University of Maryland, College Park, who decline to participate in APT (and, as relevant, Senior APT) meetings, and (2) those committee members not participating in a matter because of a conflict of interest.

An individual declining shall specify the dates to which the decline applies, and this information shall be provided to the committee chair in writing. The individual may withdraw the decline at any time by informing the committee chair in writing.

- H. *Voting*. All votes to approve reports or to recommend personnel actions to the department chair must be cast in writing, as secret ballots, unless unanimous consent is given for another method of voting. Votes on matters of procedure and during editing processes may be taken by voice or by show of hands; however, any such vote shall be conducted by written secret ballot if requested by any member of the committee present at the meeting.

- II. Faculty Mentor. The Department Chair shall provide for the mentoring of each assistant professor and of each untenured associate professor by one or more members of the senior faculty other than the Department Chair. Mentors should encourage, support, and assist these faculty members and be available for consultation on matters of professional development. With specific reference to teaching and advisement; research, scholarship, and creative activity; and service, mentors should advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards. Mentors need to be frank and honest about the progress of the faculty member toward fulfilling the criteria

³ Section IV.A.1 of the campus APT regulations permit the department to establish rules governing participation by the Chair.

⁴ Required by Section IV.A.1 of the Campus APT procedures.

for tenure and/or promotion. Comments by mentors are purely advisory to faculty members, do not represent the views of the APT Committee, and do not assure a favorable tenure and/or promotion decision.

III. Assessments & Reviews.

- A. Initial Appointment. All appointments to tenure-track positions in the department must be referred to the APT committee for approval (or to an Emergency Committee under the conditions described in Section I.C. above). All initial appointments at the rank of full professor must also receive the approval of the Senior APT Committee. The appropriate Committee may request that the APT Chair supervise the collection of material required to conduct their deliberations.⁵ Other procedures for appointments are governed by existing university policy.
- B. Annual Informal Assessments.
 - 1. Following appropriate consultation with APT committee, the Department Chair shall independently provide each assistant professor and each untenured associate professor annually with an informal assessment of his or her progress. With specific reference to teaching and advisement; research, scholarship, and creative activity; and service, the Department Chair should advise tenure-track faculty of the prevailing standards of quality and of the most effective ways to demonstrate that they meet the standards.
 - 2. Informal assessments by the Department Chair are purely advisory to the faculty member and do not assure a favorable tenure and/or promotion decision. Informal assessments shall be based in large part on a file constructed for purposes of the assessment by the faculty member to be assessed. The file may contain any material that the faculty member believes pertinent to the assessment, but it must contain at least the following: the faculty member's *curriculum vitae*, copies of all published research, copies of course syllabi representative of the faculty member's teaching assignments in the department, and summary reports of teaching evaluations for each undergraduate and graduate course taught during the period assessed.
 - 3. At the discretion of the Department Chair, one or more faculty members may be asked to provide a written report of the teaching of the faculty member based in part on one or more classroom visits. These visits shall be at times deemed convenient by the faculty member being assessed. The faculty member being assessed may, at his/her discretion, provide in advance of each classroom

⁵ Additional information on appointments is contained in Section III of the Campus APT procedures.

visit whatever material he or she deems useful to the reporters' ability to understand the class visited.

4. The faculty member being assessed shall be given a copy of the annual informal assessment and shall have the right to respond in writing. Any such response shall be submitted to the Department Chair within one week of the faculty member's receipt of the assessment. The Department Chair shall report to the APT Committee the contents of each annual informal assessment in a timely fashion. The APT Committee shall have the right to respond in writing to any annual informal assessment. Any such response shall be submitted to the Department Chair within two weeks of the APT Committee's receipt of the Department Chair's report of that assessment. Each annual informal assessment shall be included in the faculty member's personnel file with any material attached as requested by the faculty member or the APT Committee. Annual assessments are separate from the tenure review process, but shall become a part of the information collected for the tenure review.

C. Formal Intermediate Reviews

1. Assistant Professors. The APT Committee shall perform a formal intermediate review of the progress toward meeting the criteria for tenure and promotion in the third year of an assistant professor's appointment. The purposes of these intermediate reviews are to assess the candidate's progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and Department Chair of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured exactly like reviews for tenure and/or promotion (as described in this document), with the exception that intermediate reviews will not involve external evaluations of the faculty member. The Department Chair shall consider this formal intermediate review in determining contract renewal.
2. Tenured Associate Professors. The APT Committee shall perform a formal intermediate review of the progress towards meeting the criteria for promotion to the rank of professor in the fifth year of a tenured associate professor's appointment and every five years thereafter. An associate professor may request an intermediate review earlier than the five years specified. The purposes of these intermediate reviews are to assess the candidate's progress toward promotion, to inform the reviewed faculty member of that assessment, to inform the faculty members more senior to that faculty member who will eventually consider him or her for promotion of that assessment, and to advise the candidate and Department Chair of steps that should be taken to improve prospects for promotion. These intermediate reviews shall be structured exactly like reviews for tenure and/or promotion (as described in this document), with the exception

that intermediate reviews will not involve external evaluations of the faculty member.

3. The faculty member being assessed shall be given a copy of the formal intermediate review and the department chair's review letter and shall have the right to respond in writing. Any such response shall be submitted to the Department Chair within one week of the faculty member's receipt of the review. Each formal intermediate review shall be included in the faculty member's personnel file with any material attached as requested by the faculty member or the APT Committee. Formal intermediate reviews are separate from the tenure review process, but shall become a part of the information collected for the tenure review.

D. Tenure Review. Tenure reviews are governed by the APT documents of the System, the Campus, the College, and the Department.

E. Promotion Reviews. Promotion reviews are governed by the APT documents of the System, the Campus, the College, and the Department.

IV. Procedures for APT Committee Actions.

A. Calendar. The APT Chair shall provide annually to the faculty a timetable that will govern reappointment, promotion, and tenure reviews. In addition, the Department Chair shall notify each non-tenured tenure track faculty member and the members of the APT Committee of the review procedure appropriate for that faculty member during that year.

B. Initiation of Review. Responsibility for initiation of a tenure or promotion review shall rest with the faculty member seeking tenure or promotion.⁶ The faculty member shall indicate in writing to the Department Chair and to the APT Chair the wish to be reviewed. Responsibility for initiation of review for initial appointment or annual review of untenured faculty members shall rest with the Department Chair.

C. Construction of the Review File.

1. The responsibility for establishing the Personal Statement advocating the faculty member's tenure and/or promotion and the review file rests with the faculty member to be reviewed.⁷ Assistance in this task by the mentor, the Department

⁶ The decision on review of faculty members during the year of the primary tenure review are governed by Section IV of the Campus APT procedures.

⁷ Specified in Section IV of the campus APT document.

Chair and/or any member of the APT Committee is appropriate.

2. The review file shall be constructed in compliance with the University Appointment, Promotion, and Tenure Procedures Manual effective at the beginning of the academic year in which a formal review for tenure and/or promotion will occur.⁸ To document the research record the file shall contain at minimum the curriculum vitae and copies of the most recent products of the faculty member's research. To document the teaching record the teaching portfolio shall contain at minimum the following: course syllabi from the faculty member's recent sections, reports of peer evaluation of teaching, and student evaluations from all undergraduate and graduate courses during the review period.
3. When the file is complete, the faculty member being reviewed shall present it to the APT Chair with a letter stating that it is complete. The faculty member being reviewed may add material to the file after this time, but the addition must be accompanied by a dated letter stating the nature of the addition, the date it is forwarded for inclusion, and the reason for the addition. There is no requirement that decisions completed previous to the additional material be reconsidered by the Committee. Additional material may be added as a result of Committee deliberations only with a similar dated letter of addition from the committee to the candidate. All rights outlined under section V.A.6. of this document shall be respected in this procedure.

- D. Preparation of the Summary Statement of Professional Achievements. The appropriate APT committee or a subcommittee of the appropriate committee shall prepare a concise Summary Statement of Professional Achievements. The Summary Statement shall place the professional achievements of the faculty member in scholarship, research, and artistic performance in the context of the broader discipline. It shall place the faculty member's professional achievements in teaching and in service in the context of the responsibilities of the unit, the college, the University, the discipline, and the greater community.⁹ If prepared by a subcommittee, the statement shall be reviewed and approved by the appropriate parent committee. The statement shall be presented to the faculty member by the Department Chair accompanied by a dated letter of notification. The faculty member under review shall have two weeks to respond, as specified in the Campus APT procedures. (The Summary Statement is not required on initial appointments, except those carrying tenure, nor on intermediate reviews.)

⁸ Specified in Section IV of the campus APT document.

⁹ This procedure is required by Section IV.A.6. of Campus APT procedures.

- E. Preparation of External Reviews. The faculty member under review shall prepare a list of at least six names of widely recognized authorities in his or her area of research. In addition, the faculty member may submit a list of no more than six authorities he or she wishes to exclude from those being consulted for the review. Independent of the candidate, the appropriate APT committee shall generate a list of at least six names of widely recognized authorities in the area of research. Based on these two lists, the appropriate APT Committee shall construct a list of no fewer than six external reviewers. At least three and no more than half of the names on this list shall appear on the faculty member's list, and the faculty member's wishes on names not to appear on the list shall be respected. The APT Chair is responsible for soliciting letters of recommendation from the selected reviewers. The APT Chair will consult with the APT Committee with regard to the issues such referees should address about the candidate. The APT Chair shall prepare the packet of material (excluding the cover letter) in consultation with the faculty member being reviewed. The APT Chair shall prepare the cover letter in consultation with the Spokesperson of the Committee. (External review is not required on initial appointments, except those carrying tenure, nor on annual reviews.)¹⁰
- F. Deliberations and Voting. The deliberations of the APT Committee are confidential. Any breach in this confidentiality is considered a breach of professional ethics. Decisions regarding a candidate shall only be made at meetings called for this purpose. At least one week's notice shall be given for such meetings. After a vote regarding a candidate, another vote may be taken: (1) at the same meeting, by unanimous consent; or (2) upon request of one-third of the members of the appropriate APT Committee. The APT Chair shall schedule such a meeting and notify all members of the appropriate Committee. The last vote regarding a candidate shall constitute the deciding vote.
- G. Report of the Committee. The Committee shall deliver its recommendation (including the vote tally) in writing to the Department Chair at least one week prior to the deadline for submission to the Dean and the College Committee.¹¹ The report shall explain the basis for the Committee's recommendation insofar as that basis has been made known in the discussions taking place among the members of the Committee. Dissenting positions may be prepared by any member of the committee and such dissents shall accompany the report through the rest of the APT process. The Department Chair will then prepare his or her recommendation.
- H. Reconciliation of Decisions by the Department Chair and APT Committee. If the Department Chair's recommendation regarding reappointment, promotion, or tenure

¹⁰ Department procedures must comply with Section IV.A.2. of Campus APT procedures.

¹¹ This requirement is elaborated in Section IV.A.7 of the Campus APT procedures.

disagrees with the recommendation of the appropriate APT Committee, the Department Chair will then notify the APT Committee of his or her final recommendation.¹²

- I. Report to the Candidate. In promotion and tenure reviews, the Department Chair, after receiving the Committee's recommendation, shall prepare, for the faculty member being reviewed, a letter announcing the recommendation and vote tally, and summarizing the basis for it.¹³ This letter will be reviewed and approved by the Chair of the Review Subcommittee. In addition, any member of the Committee requesting to review this letter or the Chair's letter concerning his or her recommendation in the review may do so. The letter will then be presented to the faculty member being reviewed. In this summary and during this discussion, the substance of the confidential letters from any outside referees may be summarized but not attributed.
 - J. Appeal of a Negative APT Decision. Following a negative departmental decision, there is no right of appeal beyond that specified in Campus and College documents.
- V. Criteria for Actions. The qualifications for appointment, tenure, and promotion are the responsibility of each member of the APT committee. Each committee member is responsible for reaching such an evaluation within the criteria established by campus, college, and departmental APT documents.¹⁴ Departmental criteria include the following:
- A. Research. The general criterion used to evaluate research shall be that the faculty member be engaged continually and effectively in creative activities of high quality and significance. The department employs the following dimensions in evaluating a research program: significance, scope, originality, disciplinarity, quantity, continuity, coherence, and progression.¹⁵
 - B. Teaching. The general criteria used to evaluate teaching relate to the substance and pedagogical practice of the faculty member's teaching. In the evaluation of teaching, opinions of students and colleagues shall be included. Teaching activities shall include: classroom instruction; curricular innovation and development; construction of instructional texts, manuals, and other materials; advising and mentoring of undergraduate and graduate students; educational activities related to the discipline

¹² Procedures governing when decisions are passed from Department to College are specified in Section IV.A.5 of the Campus procedures.

¹³ Required by Section IV.D of the Campus APT document.

¹⁴ See Section II of the Campus APT procedures.

¹⁵ The criterion is adapted from Section II.B of the campus APT procedures which also specifies that the department should "develop and disseminate the criteria" that it will use in evaluation.

performed beyond the campus; supervision of student work at the undergraduate and graduate level; and participation in evaluation committees for student work. The department expects evidence of the following dimensions in the teaching portfolio: disciplinarity and contemporaneity of content, rational organization, clear and engaging communication, fair treatment of students, appropriate and rigorous assessment of student work.¹⁶

- C. Service. The general criterion used to evaluate service shall be that the faculty member be continuously and effectively engaged in activities of high quality for the benefit of the university, the discipline, and the wider intellectual and social community. The department employs the following dimensions in evaluating the service record: consistency, quantity, significance, and effectiveness.¹⁷

VI. Rights and Responsibilities Governing the APT Process.

A. Rights and Responsibilities of Faculty Members wishing to be reviewed.

1. Responsibility to become familiar with, and maintain knowledge of, the rules and regulations of the University, the Campus, the College, and the Department relating to the process.
2. Responsibility to indicate to the APT Chair the desire to be reviewed. During the year of mandatory tenure review, this is a responsibility to notify the Chair of a wish to waive review.¹⁸
3. Responsibility, if an untenured faculty member, to select a mentor in consultation with the Department Chair.¹⁹
4. Responsibility, in consultation with the APT Chair and other members of the APT Committee, to prepare the Personal Statement and the initial review file in the form required by the University Appointment, Promotion, and Tenure Procedures Manual in effect at the beginning of the academic year in which the review will occur.²⁰

¹⁶ The criteria are adopted from Section II.A of campus APT procedures that also requires the department to “develop and disseminate the criteria” it will use in evaluation.

¹⁷ The general criterion is adapted from Section II.C of the campus APT document.

¹⁸ See Section IV.F.4 of the Campus APT procedures.

¹⁹ Specified in Section IV.A.2 of campus APT document.

²⁰ Specified in Section IV of campus APT document.

5. Right to notification of deadlines for submitting and required content in material for review.²¹
6. Right to notification at the earliest possible time of changes in the programmatic needs of the unit or the University that might have a bearing on the faculty member's prospects for tenure.²²
7. Right to fair and impartial review without arbitrary or capricious decision.
8. Right to know all faculty participating in the Review committee.
9. Right to have access to, and attach comment or dissent to, all material contained in the review file except for those items declared confidential. Confidential material includes external reviews, evaluative reports of the Committee and the Department Chair, and any other evaluations in which confidentiality has been assured to the evaluator. In the case of confidential information, the faculty member has the right to a summary of the contents without attribution of the contents, and the right to attach comment or dissent to such summaries.
10. Right to speedy notification of actions on their application as quickly as practical after the appropriate date of release of that information to the reviewed faculty member.²³

B. Rights and Responsibilities of Members of the APT Committee.

1. Responsibility to become familiar with the rules and regulations of the University, the Campus, the College, and the Department relating to the process.
2. Responsibility to prepare thoroughly for the deliberations of the committee and to participate fully.
3. Responsibility to impose the highest standards of quality, to ensure that all candidates receive fair and impartial treatment, and for maintaining the integrity and the confidentiality of the review and recommendation process.²⁴

²¹ University of Maryland APT Policy, Section IV.

²² Required by Section IV.A.3 of the campus APT document.

²³ Specified in Section IV.D of the campus APT procedures. Additional requirements are provided there.

²⁴ Specified in Section IV of campus APT policy.

4. Right to confidentiality in deliberations and in vote on APT matters. Responsibility to respect the confidentiality of other committee members, and all who have been assured confidentiality when the committee requested their judgment.
5. Right of access to the entirety of review files including all confidential material forwarded to a second level of review.

C. Rights and Responsibilities of the Department Chair.

1. Responsibility to provide all new tenure track faculty with these procedures and other policies of the university named herein.²⁵ This includes notifying faculty of deadlines and the material required for review.
2. Responsibility to offer and provide assistance to faculty members wishing to be reviewed in assembling review files.
3. Responsibility to work with the APT Committee and the APT Chair to assemble relevant information for the APT review.
4. Right to confidentiality of the Chair's report (that is, the report directed to the second level review). Responsibility to ensure the confidentiality of members of the review committee and all others to whom confidentiality has been assured.

VII. Amendment of Procedures. Changes to this document may be initiated by any member of the Department faculty through submission to the APT Chair. Changes shall be referred to the APT Committee for its review. The Committee shall consider the changes at a meeting held at least a week after submission of the proposed changes to the Committee, but within three months of submission of the proposed changes to the Chair. Upon approval by a majority of the Committee, changes shall be forwarded to the Departmental Assembly for decision at its next meeting. Proposed changes must, however, be circulated to all members of the Departmental Assembly at least one week prior to the vote. Changes shall be passed upon majority vote of the Departmental Assembly. Changes become effective for faculty members who are employed the semester following their approval, and others who agree to be evaluated by these changes.

- Adopted: February 28, 1992
- Amended: December 19, 1992; April 7, 2000; May 6, 2005; October 3, 2008; September 10, 2010; April 6, 2012

²⁵ Required by Section IV of Campus APT procedures.

APT STATEMENT ON APPOINTMENT OF GRADUATE STUDENTS AS LECTURERS

The sense of the APT Committee is that graduate students in the Department of Communication should not be appointed as full-time lecturers unless their dissertation is successfully defended.

Passed unanimously, April 8, 2005 by the Appointment, Promotion, & Tenure Committee.

Appendix XII.2.—Committee Assignments, 2013-2014

Department of Communication
2013-14 COMMITTEE ASSIGNMENTS (Sept. 6, 2013)

APT Committee: E. Fink, D. Hample, J. Klumpp, B. Liu, X. Nan, S. Parry-Giles, T. Parry-Giles (Chair), E. Toth, A. Wolvin, K. Maddux

ARHU Assessment Committee: E. Toth

ARHU Collegiate Council: X. Nan (Alternate: S. Khamis/Fall, M. Murray-Yang/Spring)

Center for Health and Risk Communication: X. Nan (Director)

Center for Political Communication Committee: S. Parry-Giles (Director); L. Aldoory, E. Gardner, S. Khamis, T. Parry-Giles

Colloquium Committee: A. Atwell-Seate (Chair), M. Steudeman, S. Madden, A. Kennedy, M. Janoske

Graduate Grading Appeals Committee: A. Wolvin, M. Murray-Yang

Graduate Program Committee: S. Parry-Giles, X. Nan, B. Liu, graduate student

Intercultural Search Committee: E. Fink (Chair), A. Atwell-Seate, E. Sommerfeldt, graduate student

IRB Liaison: E. Sommerfeldt

Library Liaison: E. Toth

Oral Communication Program Search: A. Wolvin (Chair), S. Khamis, L. Waks, graduate student

Rhetoric Minor Oversight Committee: M. Murray-Yang

Salary Advisory Committee: A. Wolvin, D. Hample, A. Westcott-Baker

Self-Study Committee: E. Toth, L. Waks, S. Parry-Giles, E. Fink, B. Liu, J. Olson, A. Borrut, A. Bailey

Senior APT Committee: E. Fink, J. Klumpp, S. Parry-Giles, T. Parry-Giles, E. Toth, A. Wolvin

Social Fund: S. Khamis

SONA Faculty Supervisor: X. Nan

University Senator: E. Sommerfeldt

Task Force to Re-envision the Undergraduate Curriculum: K. Maddux (Chair); R. Gaines, E. Sommerfeldt, L. Waks

Undergraduate Grading Appeals Committee: E. Fink (Chair); 2 ad hoc members

Undergraduate Studies Committee: L. Waks (Chair); Ex-officio members – L. Baltz, C. Bokal, J. Gowin; A. Wolvin, E. Gardner, A. Westcott-Baker

Web Committee: T. Parry-Giles (Chair), C. Bokal

COMING TOGETHER, ENVISIONING THE FUTURE:
THE STRATEGIC PLAN OF THE DEPARTMENT OF COMMUNICATION,
UNIVERSITY OF MARYLAND



CONTENTS

INTRODUCTION	1
MISSION & VISION	1
STRENGTHS, CONSTRAINTS, OPPORTUNITIES	2
CORE PRIORITIES	5
GOALS & STRATEGIES	5

INTRODUCTION

The academic study of communication theory and practice at the University of Maryland is as old as the institution itself. With the formation of the Department of Public Speaking in 1901, this academic pursuit was institutionalized and formalized and in the intervening one hundred and ten years, thousands of students at the University have taken courses, pursued degrees, and graduated with expertise in the communication arts and sciences. This tradition continues today through the degree programs and departmental activities of the Department of Communication.

Coming Together, Envisioning the Future sets forth a vision and a plan for the future of the Department of Communication at the University of Maryland. Honoring our past, and respecting the challenges and demands of the future, this strategic plan is the culmination of months of work and assessment by faculty members, students, staff, and members of the University of Maryland community, all committed to envisioning a brighter, progressive, successful tomorrow for this department.

Specifically, this plan is based on efforts made over a three-year period: the Department conducted an internal self-study in 2007; a site visit and report from external reviewers was presented in May, 2008; the College of Arts & Humanities Dean's review letter was issued in October, 2008, followed by the University of Maryland Provost's review dated May, 25, 2009. The Department Chair responded to the Provost's report on June 25, 2009. The Department of Communication faculty held several strategic planning meetings during the 2009-2010 academic year. This final report was approved by the Department of Communication's Departmental Assembly on December 3, 2010.

MISSION

The Department of Communication is committed producing innovative and influential scholarship, service to the discipline and community, and leadership in the discipline and profession of communication. The Department of Communication's mission is to provide quality undergraduate and graduate student education that prepares B.A., M.A., and Ph.D. students to successfully enter their chosen careers in communication and related fields through our educational leadership in communication research, theory, and practice. The Department achieves this mission through the pursuit of the study of the strategic use of discourse in the public sphere.

STRENGTHS, CONSTRAINTS, OPPORTUNITIES

STRENGTHS

Reputation—With an outstanding, engaged, productive faculty dedicated to teaching, research, and service, the Department of Communication is recognized as one of the top departments in the nation for both research and graduate education. In 2010, the Communication Institute of Online Scholarship (CIOS) ranked the Department of Communication as a “Top Ten” program in nine areas of research emphasis, including classical rhetoric, communication ethics, gender communication, politics and government, presidential communication, public relations, and popular culture. A 2006 Academic Analytics survey of scholarly productivity reported in the *Chronicle of Higher Education* identified the Department as seventh nationally, joining, among other universities, the University of Arizona, the University of Michigan, Cornell University, and the University of Pennsylvania. The National Communication Association’s 2004 reputational survey of doctoral programs ranked the Department’s doctoral program as one of only fifteen universities to place three or more research areas in the top ten: Intercultural-International Communication (5th); Political Communication (8th); and Rhetorical Communication (7th). The University includes the Department as one of the 36 Maryland programs that were among the top 25 programs in their fields based on one of the National Research Council’s 2010 study of doctoral education’s two general assessment methods.

Location—Proximity to the nation’s capital, with all of its diversity and research resources, is of great benefit to the Department. Faculty and students take advantage of the Library of Congress, the National Archives, and other nearby manuscript and document repositories for their research. The Department of Communication has obtained grants and awards from an array of government agencies, including the National Endowment for the Humanities, the Centers for Disease Control and Prevention, the Joint Institute for Food Safety and Applied Nutrition, the Food and Drug Administration, and the National Consortium for the Study of Terrorism and Responses to Terrorism.

Research Centers—The Department of Communication houses two research centers. The Center for Risk Communication Research (CRCR) and the Center for Political Communication and Civic Leadership (CPCCL) have achieved national prominence because of their research productivity and service contributions. The CRCR conducts state-of-the-art research on risk prevention, risk perception, risk and the media, and emotion, cognition and risk decision making and provides scholarly resources and expertise in several content areas including: food safety, environmental harm, security, and health risks. The CPCCL is committed to the advancement of a diverse and productive democracy through the study of human

communication, and it develops projects and sponsors events (such as the NEH sponsored Web site, *Voices of Democracy: The U.S. Oratory Project*) designed to explore the nexus between communication behavior and political life. The CPCCL also is a resource for the political community, offering expertise, analysis, and commentary about political communication.

Highly Qualified, Diverse Students—At both the undergraduate and graduate levels, the Department of Communication attracts high quality, energetic, productive students. The Department's 879 undergraduate majors in the Spring of 2010 earned an average grade point average of 3.16 (by comparison, the average grade point average for all student in ARHU is 3.10; the average grade point average for English majors is 3.08). For the undergraduate majors, the Department's four year graduation and overall retention rates are high—above the University average. At the graduate level, the overall entering grade point average is 3.5, and the average Graduate Record Examination scores are high. The graduate program was praised by the University's Graduate School for a "time to degree" average that is "well above the college and campus averages." Both the undergraduate and graduate students are diverse in terms of sex, race/ethnicity, and national origin.

Excellent Graduate Program—Since FY 2003, the department has averaged over 200 applications per year, including 201 applications in FY 2009 and 235 in FY 2010. Overall, the department's acceptance rate was 16 percent of those who applied for admission in FY2009 and three percent of those who applied in FY2010. The Department's graduate students are actively publishing and attending conferences. During the 2009-10 school year alone, Communication graduate students published 10 peer-reviewed journal articles, one book chapter, two book reviews, and 58 conference papers. The Department's placement record for Ph.D. students securing tenure-track positions at four year institutions upon graduation is strong. Since 2004, 80% of Communication Ph.D. students who received degrees secured a tenure-track position after graduation. Communication graduate students are completing certificate programs campus-wide, which strengthens their interdisciplinarity and their qualifications for a broader array of academic positions. In particular, such certificates have been completed in Critical Theory, Statistics, and Women's Studies. Graduate students receive state-of-the-art teaching training and are offered teaching options that help diversify their teaching experiences in the Department. Communication students also have been successful in receiving teaching awards from the UM's Center for Teaching Excellence.

Effective Undergraduate Programs—The undergraduate program provides a breadth of academic course offerings. ARHU Dean James Harris, in his 2008 evaluative report of the Department, noted: "A highlight in the undergraduate program is its internship program. The Department supervises 70-90 student interns in a program described as 'amazing' by the students and 'excellent' by the external reviewers for the breadth and depth of internships

available.” The public relations track has gained national reputation for its undergraduate public relations education and was recertified by the Public Relations Society of America in 2010.

CONSTRAINTS

Underfunding & Budget Uncertainty—The 2008 global financial crisis and national economic downturn resulted in three years of budget cuts from the State of Maryland, and included mandatory faculty and staff furloughs as well as the elimination of the Department’s \$400,000 surplus. The inability to hire new faculty or replace those who have left the university has resulted in too few tenure-track faculty members to meet Departmental curricular goals. The Department currently has a student-faculty ratio for undergraduate majors of 51/1.

Lack of Space & Facilities—The Department lacks sufficient space for instruction, offices, and meetings. Graduate students must meet with their students in shared offices and double-up on desk space. The Department has one conference room for classes, meetings, and seminars. There is no dedicated space for undergraduate meetings or undergraduate student engagement. The loss of discretionary spending has resulted in inadequate technology for the Department’s Media Center and for the Department’s seminar room. The Department is incapable of offering appropriate courses in digital communication and it lacks full-time support staff, equipment maintenance, scheduling, and upgrades for its Media Center.

Large Undergraduate Population—The Department employs a Limited Enrollment Program (LEP). As requested by the UM Provost, the Department recently removed a requirement from the LEP of a 60 credit limit for applying to the major and the result was an increase in undergraduate majors from the target level of 600 students to well over 800 majors. This increase creates a series of constraints for the effective delivery of the Department’s undergraduate curriculum: larger classes, limited coursework with effective writing assignments, and limited faculty/student interaction. The Department is also responsible for junior/senior curriculum at the UM’s Shady Grove campus that must meet specific full-time equivalent targets at a time when the Department lacks sufficient faculty and staff to meet its College Park operations.

Inadequate Graduate Program Support—Budgetary constraints weaken the Departmental goal of increasing graduate student stipends, fellowship support, and graduate student travel support. The work and teaching load of the Department’s graduate students is higher than the teaching loads at its aspirational peer institutions and in other departments in UM’s College of Arts & Humanities. The Department cannot match the graduate financial offers made by competing institutions, and students have rejected the Department’s offer of an assistantship, choosing instead programs that offer larger support contracts, including Stanford University,

the University of North Carolina, the University of Wisconsin, and Cornell University. Approximately 36 percent of those offered admissions during FY 2009 rejected the Department's admission offer. The mandated reduction in the number of the Department's graduate students make it increasingly challenging to achieve the College's imposed threshold of six students per graduate course, limiting the number of topical seminars offered by the department.

OPPORTUNITIES

Demand for Communication—Student interest in the Department's graduate and undergraduate programs continues to be robust and growing. Communication, nationwide, is an increasingly attractive undergraduate course of study because it provides knowledge and skills that are basic to a wide variety of jobs. Students seeking graduate degrees in Communication do so because of the continuing number of college and university teaching positions that are available and/or because of the value of Communication graduate degrees for professional advancement.

Increased Institutional Support—In Fall 2010, the University's Provost reallocated funding to the Department to allow for a faculty search in intercultural communication. The Department also received reallocated funds to begin raising graduate student stipends and to reduce the teaching load of the graduate students. The Department has hired a new program coordinator at the Shady Grove campus. The College of Arts & Humanities Dean has also reallocated funds to the Department for graduate student travel and research to be granted via a competitive application process. The Dean has noted "The Department is worth the investment as it is already highly ranked in all of its discrete areas of expertise and will only get stronger if these are accomplished."

CORE PRIORITIES

- Research, Scholarship, and Creative Activity
- Graduate Program
- Undergraduate Program
- Collegiality and Service

GOALS & STRATEGIES

Research, Scholarship, & Creative Activity

Goal 1: The Department will re-envision the definition and classification of research areas and emphases pursued by its faculty members and graduate students and encourage the active production, dissemination, funding, and circulation of research, scholarship, and creative activity.

Strategies:

- The Department will classify and publicize the research areas pursued in the Department as: Feminist Studies; Health Communication; Intercultural Communication; Media Studies; Persuasion & Social Influence; Public Relations; Rhetoric & Political Culture.
- The Department will recruit and employ tenure-track faculty members that pursue research in these areas.
- The Department will identify and publicize research and scholarship opportunities for faculty members and graduate students in these research areas.
- The Department will actively encourage and promote undergraduate research in these research areas.
- The Department will increase funding to enhance and support faculty and graduate research efforts and dissemination, including increased travel support, enhanced support for grant writing and grant administration, and service to the disciplinary distribution of research through journal editing and convention organizing.

Goal 2: The Department will support its two research centers: The Center for Risk Communication Research and the Center for Political Communication & Civic Leadership.

Strategies:

- The Department will continue its support of the research centers with the allocation of graduate assistant assignments, the distribution of space and facilities, and the use of institutional resources.
- The Department will develop a strategy to aid and encourage the development, solicitation, and procurement of funding from public and private granting agencies by the research faculty of the Department and by the research centers.

Graduate Program

Goal 1: The Department will re-envision its graduate program in response to a right-sized graduate student population and increased demands for student enrollment in graduate courses.

Strategies:

- The Department will complete changes to the program requirements and curriculum to create a Ph.D. program for students who enter with a B.A. in Communication.
- The Department will complete changes to the program requirements and curriculum necessary to revise the Department's M.A. program.
- Working with the Office of Extended Studies, the Department will develop a terminal professional M.A. program for communication professionals interested in pursuing an advanced degree for career advancement.

Goal 2: The Department will expand its support for graduate students and intensify its assessment of graduate student progress toward degree completion.

Strategies:

- Pending funding availability, the Department will increase graduate assistant stipends and create competitive programs to support graduate student research, travel, and summer stipends.
- Pending funding availability, the Department will reduce graduate student annual teaching loads.
- The Department will formulate and implement assessment measures for graduate students to evaluate student progress in meeting departmental and UM benchmarks for timely progress toward successful degree completion.
- The Department will strive to place more students as faculty members in Communication programs that offer the Ph.D. and that are classified as Carnegie RU/VH and RU/H Doctoral Research Universities.
- The Department will place more students in federal agencies or prominent public service and professional positions upon completion of either the M.A. or Ph.D. degree.

Undergraduate Program

Goal 1: The Department will re-envision its undergraduate program consistent with increased demand for the Communication major and the University of Maryland's 2008 Strategic Plan.

Strategies:

- The Department will fully and completely assess the strengths, constraints, and opportunities of its undergraduate program.
- The Department will evaluate and enhance its undergraduate advising program.
- The Department will enhance and expand its Honors Program through increased faculty involvement and through active recruitment of excellent undergraduate majors.

- The Department will strategize and assess the linkages and connections that exist between the undergraduate and graduate programs.
- The Department will continue to evaluate the implementation of its limited enrollment program.
- The Department will fully and completely assess the strengths, constraints, and opportunities of its program offerings at the Shady Grove campus.
- The Department will explore and develop innovative and unique curricular offerings for its program at the Universities at Shady Grove, including programs in digital media.
- The Department will implement strategies to meet its targeted enrollment goals for its program at the Universities at Shady Grove including implementation of the Maryland Transfer Advantage Program.

Goal 2: The Department will increase its involvement with the University's General Education program.

Strategies:

- Pending resource availability, the Department will prepare and offer enough sections of COMM 107 and COMM 200 to meet the UM General Education oral communication requirement for every student at the university.
- The Department will continue its work with the Office of Undergraduate Studies to develop and refine standards and assessment tools for the UM General Education oral communication requirement.
- The Department will assess the applicability of other courses within its undergraduate curriculum to the UM General Education program.
- The Department will encourage the development of new courses and the revision of existing courses to meet the UM General Education requirements.

Collegiality & Service

Goal 1: The Department is committed to building a collegial community through dialogue and positive interaction. The Department seeks to build a enriching and nurturing environment for faculty, staff, and students that encourages coming together, intellectually and supportively, in support of professional and personal well-being.

Strategies:

- The Department will periodically conduct a thorough review and revision of its policies and procedures to eliminate inefficiencies and inaccuracies and to encourage productivity and involvement in departmental operations.

- The Department will actively seek to increase tenure and tenure-track salaries for existing faculty members and in the recruitment of new faculty members, using the UM average salary/rank as its aspirational guide.
- The Department will actively seek to reduce and eliminate salary and compensation inequities and imbalances within tenure and tenure-track faculty ranks.
- The Department will seek additional staff positions in support of advising, grant-writing, outreach, and Media Center management.
- The Department will actively support mentoring efforts and initiatives for both faculty members and graduate students.
- The Department will systematically investigate and assess recent departures from the faculty to address issues of “faculty melt” and to continue to improve the organizational climate of the Department.

Goal 2: Recognizing the important role of alumni as ongoing University stakeholders, the Department is committed to building and strengthening relationships with its graduate and undergraduate alumni.

Strategies:

- The Department will create, convene, and support an Alumni Advisory Board.
- The Department will seek out and establish contact with its graduate and undergraduate alumni.
- The Department will develop, sponsor, and host events and activities aimed at maximizing alumni involvement with the Department.
- The Department will encourage the active involvement of alumni in its research and teaching efforts.

