

PROPOSAL
FOR A BACHELOR OF ARTS MAJOR
IN PUBLIC RELATIONS AND STRATEGIC COMMUNICATION

Department of Communication and Journalism
College of Arts and Sciences, Oakland University

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PROPOSAL: BACHELOR OF ARTS DEGREE IN PUBLIC RELATIONS AND STRATEGIC COMMUNICATION

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ABSTRACT

The Oakland University [Department of Communication and Journalism](#), a unit of the College of Arts and Sciences, seeks approval of a proposed Bachelor of Arts major in Public Relations and Strategic Communication. This distinctive, interdisciplinary major will build on the already popular [PR minor](#). The PR and strategic communication major will emphasize the important and transferable skills afforded by the liberal arts tradition of the College of Arts and Sciences. It will be firmly grounded in the scholarly disciplines of our department, including critical thinking, written and verbal communication, message analysis, applied research, and problem solving. Our existing programs are student centered and writing intensive. We believe that the theoretical knowledge and applied skill sets that students acquire in our courses enhance their personal, public, and professional relationships.

The time is right for offering a Public Relations and Strategic Communication major. A digital revolution is taking place in the gathering and delivery of information. The system has changed more dramatically since 2000 than it did in the previous 150 years. The Web gives 21st century organizations and managers — ranging from the [U.S. Department of Defense](#) to the local county sheriff, or from [Google Inc.](#) to the manager of a small non-profit — the ability to connect directly with targeted audiences. Institutions are progressively hiring public relations specialists and agencies to create, write and deliver their marketing messages and news releases.

In January 2014, the [U.S. Bureau of Labor Statistics](#) projected public relations specialist employment growth of 12 percent by 2022. That is an additional 27,400 jobs. The BLS also [projected](#) 8,000 new positions as public relations and fundraising managers, and 25,400 new jobs for promotions and marketing [managers](#). Michigan's [Department of Technology, Management and Budget](#) estimated that PR specialist positions will rise by 18.3 percent in the state by 2020 — a rate that is 6 percentage points higher than the national growth rate.

We aspire to establish a top-tier major in Public Relations and Strategic Communication. Our location in affluent, educated Oakland County — the economic engine of the State of Michigan — and our department's culture create an exceptional opportunity for students to engage in internships and ultimately obtain jobs and/or pursue post-graduate studies. A survey of OU Communication and Journalism students revealed a high degree of enthusiasm for this major, and a survey of employers indicated a demand for graduates with specific skills in public relations writing, audience research, and social media.

We enjoy relationships with more than 100 companies who partner with us in the placement of Journalism and Communication students as interns. Our intern directors can attest that corporations and agencies seek out our students for their openings. Richard French, an Oakland University alumnus who is the founder and CEO of one of the largest independent PR firms in the U.S., has committed to provide financial support for charter scholarships and the resources of his [French West Vaughn](#) firm in the shaping of our program.

I. PROGRAM DESCRIPTION

The Department of Communication and Journalism within the College of Arts and Sciences at Oakland University seeks approval to offer a Bachelor of Arts major in Public Relations and Strategic Communication. This new major will carry the rubric PR. The proposed degree will be founded in the philosophies of communication, journalism, and the practices of the Public Relations Society of America.

A. PROGRAM GOALS

The new major is designed to meet the following goals:

1. To provide Oakland students the opportunity for an in-depth study public relations theory and applied methods in preparation for careers in strategic communication and/or graduate studies.
2. To utilize the unique interdisciplinary educational environment in the Department of Communication and Journalism.
3. To offer a distinctive undergraduate curriculum. We aspire to be ranked in the top tier of comparable universities that offer majors in public relations. Admission to the new major should be competitive.
4. To create a program that emphasizes the traditional liberal arts, verbal and written communication, critical thinking, problem solving, and applied research.

B. STATEMENT OF PHILOSOPHY

The proposed major in Public Relations and Strategic Communication at Oakland will be an interdisciplinary program based in theory, history, and applied methods. The proposed plan of study will offer courses that center on strategic thinking, proactive planning, and improved relationship building. Coursework provides knowledge in audience identification, campaign initiatives, message development, and integrated communications.

From strategizing the most effective message to target audiences, to careful analysis of compelling case studies, to executing strategic communication campaigns, our proposed major seamlessly blends fundamental theory with real-world applications. The new major fits our traditional departmental goal to prepare knowledgeable, skilled, and ethical graduates for careers in news, advertising, public relations, and related communication fields. Our students are strong writers, effective speakers, and global thinkers.

C. DEFINING THE PUBLIC RELATIONS AND STRATEGIC COMMUNICATION MAJOR AT OAKLAND UNIVERSITY

The B.A. in Public Relations and Strategic Communication is a four-year degree program that will consist of 44 hours of course work to be completed within the field of the major. This is 35 percent of the overall 124 credits required for a Bachelor of Arts degree at OU. A committee including faculty from both programs designed the curriculum.

Curricular requirements begin with the entry-level Introduction to Journalism and News Writing class, which focuses on writing stories for the digital and print media. Careers in journalism and public relations require people who understand how to tell stories and transmit information to audiences using a variety of platforms. This course, therefore, provides the foundation for both the Journalism and the Public Relations and Strategic Communication major. A student will be required to earn a course grade of at least 3.0 to be eligible to choose to be a Public Relations and Strategic Communication major.

The second of two foundation courses is PR 250 Introduction to Public Relations. This course gives students an overview of PR practices and their potential impact on audiences. Students learn basic public relations writing formats and management functions. Again, a student will be required to earn a course grade of at least 3.0 to apply for admission to the major. Transfer students may apply for admission to the major after meeting with a department adviser.

Beginning in their junior year, students then proceed through core courses in advanced writing and research. They also will be required to choose one from a list of four communication theory courses. Including the capstone internship, students will earn 32 core credits. The minimum grade is 2.0 for these courses to count toward the major.

The remaining 12 credits are electives. Students must select at least one but no more than three courses from a list of existing communication classes such as Persuasion, Multicultural Communication, and Communication in Organizations. They also select at least one but not more than three courses from a list of existing journalism courses such as Ethical Issues in the Media, Feature Writing, and Media Design.

The major will be writing intensive. In a survey of 18 employers conducted by OU's Career Services Department, 16 listed writing as the No. 1 basic skill they consider when hiring entry-level employees.

Fifteen said the No. 1 specialized skill needed is the ability to pitch new stories for

traditional and social media.

Asked to describe the most important skills that PR students will need in the next five years, they said:

- Writing, writing, writing.
- Writing, coding, understanding of design.
- Writing. It will always be writing.
- Creative writing has and always will be most important.
- Writing and digital media experience.
- Storytelling skills.
- Regardless of the technological advances that are made, students will need to possess strong writing skills to advance in the PR field. No amount of tech savvy can compensate for weak writing.

They also noted a demand for:

- Social media and verbal face-to-face communication skills that this generation lacks due to the popularity of texting and email.
- Social media skills and ability to brainstorm unique out-of-the box ideas.
- Writing, social media design and development, image and video production/editing.
- Social media knowledge and being able to research.
- Ability to develop digital media assets (videos, photos, podcasts, etc.) for multiple platforms.
- Using social media in integrated PR campaigns, and using creative ways to utilize social media in getting information to target audiences.

EXPECTED STUDENT LEARNING OUTCOMES

- Students will acquire the knowledge of the theory and skills necessary to do meaningful work in the public relations field or pursue graduate studies. They will understand the legal and ethical aspects of public relations. Students will be:

1. Effective writers and speakers.
2. Grounded in communication theory.
3. Knowledgeable about audience identification, trained in strategic thinking and proactive planning.
4. Able to develop campaign initiatives and crisis communication strategies.

5. Global thinkers.

II. RATIONALE FOR THE PROGRAM

A. PUBLIC RELATIONS, STRATEGIC COMMUNICATION, AND OAKLAND UNIVERSITY'S INSTITUTIONAL PRIORITIES

The formation of the major at Oakland University corresponds with the goals of the University's Strategic Planning Update articulated in November 2014 by President George Hynd.

- **Goal No. 1: Foster student success through a robust teaching and learning environment and comprehensive student services.** We aspire to offer a high-quality academic program centered on student success, measured by the performance of our students in their internships, their success in finding employment in their field, and/or their continued pursuit of post-graduate studies.
- **Goal No. 2: Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination and utilization of knowledge.** Our faculty members embrace information technology and use innovative curriculum practices to achieve the best student learning outcomes. Our faculty members engage in research on a wide variety of communication issues. Students will learn to think critically and creatively, communicate effectively, manage and use information technology, and work collaboratively.
- **Goal No. 3: Become a leader in serving the needs and aspiration of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.** The major in Public Relations and Strategic Communication will continue to enhance Oakland's reputation as "a destination school known for its distinctive undergraduate experience" and will bring additional national visibility and recognition. Students and faculty will work with our established network of news media, public relations and advertising agencies in Michigan and across the country. The internship requirement creates a direct link between OU, our students, and the community. One way to enhance the brand and the visibility of OU — to demonstrate the quality of an Oakland education — is to send top-tier interns and graduates into the professional public relations world. Our program will meet a real marketplace demand. Our students and graduates will contribute directly to economic growth in the community surrounding our campus, metro Detroit region, the state and the nation.

B. PUBLIC RELATIONS, STRATEGIC COMMUNICATION, AND THE GOALS OF THE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences' *principle objective*, as articulated in the Unit Goals section of the OU 2020 Strategic Plan, is to provide "students with multiple opportunities to develop distinctive individualized academic and cultural experiences, serving as a foundation for professional goals, civic engagement, creative problem-solving, and entrepreneurial impulses."

Dr. Kevin Corcoran, dean of CAS, identified three areas for a College focus during August 2014:

1. College as heart and soul of an Oakland education and OU.
2. Student success.
3. Engagement with our community

The Public Relations and Strategic Communication major contributes to these goals by delivering to students a program that is grounded in the liberal arts tradition with an emphasis on critical thinking, effective verbal and written communication, message analysis, applied research, and problem-solving. These students will be prepared to achieve success in strategic communication and/or graduate studies. And they will intern with agencies and companies in our extended community.

C. PUBLIC RELATIONS, STRATEGIC COMMUNICATION, AND THE MISSION OF THE DEPARTMENT OF COMMUNICATION AND JOURNALISM

Communication, English, and journalism majors are all expected to develop strong writing, speaking and critical-thinking skills. These programs have historically served as educational pathways to public relations careers for our students. Today, however, PR is uniquely different. Practitioners, organizations and companies now exist in an environment where person-to-person and business communication is spread instantaneously through social media and where clear and consistent messaging is critical to survival of the brand. Our Public Relations and Strategic Communication majors will learn to develop and *execute* strategic campaigns and brand messaging using traditional forms such as press releases, internal and external communication, promotional events and activities, and crisis management. Students will also learn how to leverage social media platforms using video and other content that communicate a specific point of view in ways that can easily and quickly be shared. We propose to develop important new courses such as Research Methods and Crisis Communication. To our knowledge, this type of strategic, focused, and multi-platform approach does not exist in our competitors' programs.

The proposed degree program is a natural and consistent extension of the educational mission of the department. We boast a world-class faculty of leading

researchers and practitioners in our fields. We deliver access to an exceptional education — using state-of-the-art tools — that prepares students to enter the constantly changing media and communication industries and/or pursue graduate studies. We deliver students who are leaders, who make a difference in the world, and who are always ready for the next great global challenge.

The department remains committed to translating our mission into practical outcomes. We emphasize the ways in which communication is inherently tied to the practices of everyday life, including our relationships and our careers. As such, the department has built our academic programs to emphasize communication practices, strategies and theories to develop and strengthen social responsibility and contribute to a more civil community. We teach our students to be both conceptually grounded as well as pragmatic, critical thinkers, message analysts, and social actors.

Five years of departmental retreats, sessions at the university's INCubator, and enrollment growth led our faculty to re-imagining our intellectual goals, our pedagogical responsibilities to our students, and our place in Oakland University's greater community. The department is composed of two programs, each with distinct pursuits and faculty. However, the last few years have resulted in a determined effort to unify these programs into a cohesive academic unit. As such, the past two years have produced three joint minors emphasizing our shared expertise. In 2011, the communication faculty launched a Master of Arts program. During the discussions for the graduate program and the new minors, the need for a major in Public Relations and Strategic Communication became apparent.

OU alumnus Richard French, founder and CEO of one of the largest independent public relations firms in the U.S., wrote in his letter of support (see appendix):

When I graduated from Oakland University 30 years ago with a B.A. in journalism, it was easy to transfer that degree, or a degree in communications, to a career in advertising or public relations, but that is certainly not the case today ... potential employers receive stacks of resumes each day from new college graduates educated in areas such as PR, mixed media, internal communications and advertising — all of which can be offered by Oakland University under the public relations flag. The simple fact is public relations graduates who are taught how to communicate to multiple constituencies via earned, paid, owned and shared media are the graduates who are landing jobs, and it's my strong belief that for my alma mater to remain relevant in this fast-growing field it must offer a major that is pertinent for the times.

D. STRATEGY FOR DEVELOPMENT OF THE MAJOR

The major in Public Relations and Strategic Communication will simultaneously resemble and differentiate itself from the majors at comparison universities in Michigan and at OU's peer institutions. This proposal was developed after an analysis of available public relations program options in Michigan and around the country.

The following chart shows a comparison of courses offered by 44 selected universities. The core, required and elective courses in our program are in line with those listed below. For example, 26 colleges and universities offer an Intro to PR course, 24 offer an Intro to Journalism or Intro to Media course, 20 offer a research methods course, and 16 offer an advanced PR writing course. Each of these four courses is included on our foundation and core list.

Course Title	Number of Programs
Introduction To PR	26
Statistics/PR Method	20
Writing for PR	16
Introduction To Media	13
Internship/Capstone	13
Intro to JRN	11
Organizational Communication	11
PR Campaigns	11
Advanced/Applied PR	9
PR Tactics/Practices/Management	9
Case Studies	9
Communication Theory	8
Effective/Professional Speaking	8
Persuasion/Social Influence	8
Law/Ethics	7
Visual/Digital Media	7
Interpersonal COM	7
PR/Strategic COM	6
PR Program and Development	4
Copy Writing	4
Intro. To Advertising	4
Intro. To COM studies	4
Global Media/ PR	3
Media Writing	3
Intercultural COM	2
Writing Strategies	2
Event Planning	2
Speech Writing	1
Corporate COM	1
Social Media Strategies	1

Public Relations programs in Michigan

Twelve universities and colleges in Michigan offer undergraduate or graduate major or minor programs in public relations, including Oakland, as of July 2014. Four are in metro Detroit: Eastern Michigan University, the University of Michigan-Dearborn, Wayne State University, and OU. Only two in metro Detroit area offer PR majors: EMU and WSU. EMU's is an interdisciplinary program offered through the Department of Communication or the Department of English. Wayne State offers both the B.A. in public relations and the M.A. in Communication with a PR emphasis. Among outstate Michigan schools, Central Michigan University, Ferris State University, Grand Valley State University, Northern Michigan University, and

Western Michigan University all offer undergraduate degrees in PR. The core and elective courses in journalism, writing, communication theory, and methods are similar to the courses offered in the proposed OU major.

The major at Oakland will be distinctive from others in the region in several ways. It is uniquely interdisciplinary with its course offerings from the Communication and Journalism programs at its core. In addition, a close look at our range of courses in the theory and electives sections reveals that we will offer students much more than just practices in PR. Our students will have the opportunity to engage in critical pedagogy. Across courses, students have opportunities for practicing reflexivity, questioning assumptions, and engaging in transformative learning. For example, students can enroll in COM 202: Group Dynamics and Communication and take part in service learning projects. Service learning will enhance students' understanding of course concepts while make contributions to local communities. It offers students the opportunity to make connections between their service and what they have learned in class. This in turn, through self-reflection leads to transformative learning, students diversity attitudes are enhanced as they questions taken for granted assumptions about themselves and others.

Students can also enroll in other types of courses that will engage in critical pedagogy: media criticism, multicultural communication, persuasion and social change. Critical pedagogy seeks to make more transparent how ideologies and processes of social formation lead to injustices and stresses the importance of working at anti oppressive practices in and outside of the classroom. Other programs — at least at the surface — focus on PR practices. We offer students more: a social-justice-oriented approach is woven throughout the PR program with a range of course options for students. In addition, Oakland University's location — serving the 2 million residents of Oakland and Macomb counties — makes OU a compelling and logical alternative for students seeking PR degrees while living and working close to their homes.

Following is a list of Michigan colleges and universities and their PR offerings:

Michigan Peer Institutions	Department	Concentration	Major	Minor	BA	BS	Credit Hours	Additional Information
Adrian College	Communication Arts & Sciences	No	No	Yes	Yes	No	25, minor	PR minor with COM major
Albion College	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alma College	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Central Michigan University	College of Communication & Fine Arts	Yes	Yes Integrative PR	N/A	Yes	No	59, major 39, concentration	
College for Creative Studies	N/A	N/A	No	N/A	N/A	N/A	N/A	
Eastern Michigan University	Department of Communication, Media and Theatre Arts	No	Yes Interdisciplinary	No	Yes	N/A	124, major	Interdisciplinary with COM & English
Ferris State University	College of Business	Yes	Yes	Yes	No	Yes	122, major 18, minor 12, PR certificate	
Grand Valley State University	The School of Communications	No	Yes	Yes	Yes	Yes	39, major 21, minor	
Lake Superior State University	School of Communication Studies & the Fine and Performing Arts		No	Yes	No	Yes	128, major 32, minor	PR minor with Administration major
Lawrence Technological University	N/A	No	No	No	N/A	N/A	N/A	Offers a media communication major
Marygrove College	N/A	N/A	No	N/A	N/A	N/A	N/A	
Michigan State University	Department of Advertising, Public Relations, and Retailing	No	No	No	N/A	N/A	20, specialization	Offers MA for PR but offers specialization for undergraduates
Michigan Technological University	N/A	No	No	No	N/A	N/A	N/A	
Northern Michigan University	Department of Media Relations	No	Yes	Yes	No	Yes	124, major 24, minor	
Saginaw Valley State University	N/A	No	No	No	N/A	N/A	N/A	
University of Detroit - Mercy	N/A	No	No	No	N/A	N/A	N/A	
University of Michigan - Ann Arbor	N/A	No	No	No	N/A	N/A	N/A	
University of Michigan - Dearborn	Department of Language, Culture and Communication	No	No	No	N/A	N/A	18, PR certificate	Offers a PR certificate
University of Michigan - Flint	N/A	No	No	No	N/A	N/A	N/A	
Wayne State University	Department of Communication	Yes	Yes	Yes	Yes	No	121, major 20, minor	Offer a PR concentration for MA COM major
Western Michigan University	College of Arts & Sciences School of Communication	No	Yes	No			46, major	

Public relations programs at peer institutions

This proposal required our evaluation of the public relations programs offered at peer institutions. While there was no official peer list at the time this proposal was written (2014-2015), the Midwest universities listed on the chart below were selected by members of our committee.

Peer Institutions	Concentration	Major	Minor	BA	BS	Credit Hours	Additional Information
Ball State University	No	Yes	No	Yes, BFA		69, major	Offers certificate, and MA, 33-36 credits
Bowling Green State University	No	Yes	No	Yes	Yes	39, major	Offers MA, 30 credits
Illinois State University	No	Yes	No	Yes	Yes	39, major	
Indiana State University	Yes	No	Yes	Yes	No	15, minor or concentration	Minor or concentration offered with COM major
University of Akron	Yes	Yes	Yes	Yes	No	128, major 18 minor 12 concentration	
University of Southern Indiana	No	Yes	Yes	Yes	Yes	124, major 40, emphasis (minor)	
Youngstown State University	No	Yes	Yes	Yes	Yes	133, major 19 minor	Major combines PR with advertising
Miami of Ohio	No	Yes	No	Yes	No	39, major	Major called strategic communications/requires a co-major

E. EVIDENCE OF SUPPORT FOR THE PUBLIC RELATIONS AND STRATEGIC COMMUNICATION MAJOR

Internal Support

Letters of support have been received from the Department of Writing and Rhetoric and from the Department of Modern Languages and Literatures. These letters are included in the appendix.

The minor in public relations is the most popular among the minors offered in conjunction with the Journalism program. Demand for the Introduction to PR courses is growing annually. At recruiting events, more students and parents are expressing interest in the study of public relations. And a survey of current OU students in Communication and Journalism indicates a high-degree of interest in a major in Public Relations and Strategic Communication. Here are highlights of that survey of 90 students completed in 2013. The entire survey is included in the appendix.

- Forty-eight percent strongly agreed and 40 percent agreed with the statement: The study of public relations has an important role to play in a general liberal arts education.

- Fifty-seven percent strongly agreed and 36 percent agreed with the statement: Oakland University should offer a major in public relations.
- Twenty-five percent strongly agreed and 30 percent agreed with the statement: If OU offered a major in public relations, I think more students in my peer group would be interested in attending this university.
- Forty-two percent said yes to the statement: If OU offered a major in public relations, I would consider adding it as a second major to my current course of study.
- Twenty-eight percent said yes to the statement: If OU offered this new major, I would consider changing my major to public relations.

Students were given space on the survey to write comments if they desired. Here is a sampling of unedited comments from four Journalism and Communication classes:

JRN 350 (Intro to PR)

1. I think OU needs to expand its curriculum and this is a great start. I know of many individuals who are interested in PR and would like to have it as a major.
2. I think it would be a great idea to add PR as a major.
3. Had it been offered here when I began at the university, I may have considered.
4. PR is an ever-growing industry and had they offered it as a major while I was at OU, I would have picked it over COM.
5. Great idea. If I wasn't graduating already, I would have chosen it as my major.

COM 324 (Professional Communication)

1. The possibility for a major in public relations is a great idea and I believe a lot of current COM majors would change their major to PR.
2. Would be a great addition to OU. Very relevant to communication, liberal arts and today's economy.
3. I would love it because I want it.
4. Good idea. It would be beneficial to students.
5. I think it's a good idea and would attract a lot of students who do not have other COM degrees as well.

COM 302 (Communication in Leadership)

1. PR sounds better than COM. Employers think of COM and prefer PR.

2. I think it's a great idea. Although I'm personally not interested in it, I know many other students at OU who currently are.
3. I strongly think this would be a beneficial major. As a communication major, I would love to double major in it.
4. I think anything that is going to add more appeal to this department is great. I personally know many people who have lots of interest in PR.
5. I believe offering a more specific major in PR or advertising might be helpful for students.

COM 304 (Communication in Organizations)

1. If OU offered a PR major, I would add it as my second major, and I believe it would make OU more valuable as a university.
2. It would be nice so I didn't have to transfer to be able to get the major I would like.
3. I would love a PR major to be offered within the next year or so. I would definitely consider majoring in PR.
4. I think it's a good idea. It would probably bring in more students looking for a local school with a PR major.
5. I think a major in PR would be great for Oakland University. It is a growing field and many students would benefit.

External Support

A driving factor for offering a Public Relations and Strategic Communication major is the feedback we are receiving from the business community. For example, Oakland alum and donor Rick French says that potential employers receive stacks of resumes each day from new college graduates with journalism or communication degrees. Mr. French, chairman and CEO of French/West/Vaughn, suggests that graduates who can put "B.A. in public relations" on their resumes will hold an advantage.

Collette Stimmell, vice president of communications at Beaumont Health, wrote, "Each semester, (our) Corporate Communications department offers an internship to one PR/journalism/communications student. We have been very pleased with the caliber of students from Oakland University. They are strong writers with a solid understanding of the industry."

Stimmell added, "While the education OU students receive is superb, it would be helpful as an employer, to have another local university offering a PR major. To date, only Wayne State University and Eastern Michigan University offer PR majors."

Julie Mastropaolo, a partner at Brogan, added, "The writing-centered quality of this major is what most excites me. Our world of advertising and marketing

communications has shifted from traditional, paid media (e.g. print, TV, radio ads) to consumer-generated, consumer-selected media. Content is king as consumers choose which blog, Facebook post, online white paper or webinar they would like to consume, and when.

Mastropaolo continued, "So who is going to write all of this content? With this transformation comes the inevitable need for strong, strategic PR experts who can research, report, strategize, persuade, translate and most importantly, write. The proposed Oakland University Public Relations major appears to adequately address each of these necessary components. We have had the fortunate experience of hiring graduates from the Oakland University Department of Communication and Journalism and would look favorably upon considering more in the future with this new major."

We obtained additional letters of external support from three Oakland University graduates: Detroit journalist and marketing expert Kelly Kozlowski, PR practitioner Kaniqua Daniel Welch, and international student Wibke Kramer. The letters are included in the appendix.

F. CAREER OPPORTUNITIES FOR PUBLIC RELATIONS AND STRATEGIC COMMUNICATION MAJORS

In the U.S. alone, the field of public relations is a \$4 billion profession. In 2014, more than 208,000 public relations professionals worked in settings including agencies, corporations, government, health care institutions, military, professional services firms, associations, nonprofit organizations, and academia.

The Michigan Department of Technology, Management and Budget forecasts public relations specialist positions will rise by 18.3 percent in the state by 2020.

It is important to point out that the projected growth rate in Michigan is six percentage points higher than the Bureau of Labor Statistics forecast for the national growth rate in PR positions of 12 percent.

The Michigan DTMB shows 6,450 people were working in PR in 2010. The number is expected to reach 7,630 by 2020. The hourly entry-level wage is \$26.54. The hourly mean is \$27.55.

In addition, the state reports 1,020 people were working as public relations managers in 2010 and it projects a 12.5 percent growth rate to 1,150 managers in 2020.

According to the College Board, government economists expect jobs for PR specialists to grow faster than the average for all careers through 2020. Because news spreads quickly over the Internet, PR specialists will be needed to respond to

news stories and maintain an organization's reputation. In addition, organizations will need these workers to help them use social media effectively. Jobs should grow at PR firms, rather than individual companies, as organizations tend to hire outside specialists for PR work. Competition for entry-level positions should be strong.

According to data analyzed by Pew Research, the public relations field is outpacing journalism both in sheer numbers and in salary growth. In their 2010 book, "The Death and Life of American Journalism," authors Robert McChesney and John Nichols tracked the number of people working in journalism since 1980 and compared it to the number of people working in PR. Using data from the BLS, they found that in 1980, there were about .45 PR workers per 100,000 population compared with .36 journalists. By 2008, there were .90 PR people per 100,000 compared to .25 journalists. That's a ratio of more than three-to-one, and it may grow to six-to-one.

As noted in the abstract, the U.S. Bureau of Labor Statistics has projected PR specialist employment growth of 12 percent between 2012 and 2022. During that time period, an additional 27,400 jobs will open. BLS shows 229,100 people employed as PR specialists in 2012, with a projected growth to 256,500 jobs by 2022. Employment of advertising, promotions, and marketing managers also is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. This is an additional 25,400 jobs in the advertising, promotions and marketing field, where the median pay for managers is \$115,750 per year. And an additional 8,000 new jobs are forecast in public relations and fundraising management. The median pay in that category is \$95,450 per year.

The BLS reports the median annual pay for 2014 was \$55,680. According to the Public Relations Society of America ([PRSA](#)), here are the average salaries for people in the field in the U.S.:

Positions	Nationwide	% change from 2014
Executive vice president	\$170,000	+6.4
Senior vice president	\$142,700	+2.9
Vice president	\$117,900	+1.8
Account supervisor	\$78,300	+0.4
Senior account executive	\$65,200	+1.4
Account executive	\$53,100	-0.7

Students who are thinking that a career in public relations might be a good fit can reassure their parents that they are making a solid choice.

According to the BLS, the industries that employed the most public relations specialists in 2012 were as follows:

- Religious, grant-making, civic, and professional organizations 20%

• Advertising, public relations, and related services	14%
• Educational services; state, local, and private	12%
• Government	9%
• Health care and social assistance	8%

According to ONetOnline, job titles include:

- Account Executive
- Public Affairs Specialist
- Public Relations Specialist
- Public Information Officer
- Communications Director
- Communications Specialist
- Public Information Specialist
- Public Relations Coordinator
- Corporate Communications Specialist
- Media Relations Specialist

BLS reports “public relations specialists typically need a bachelor’s degree. Employers prefer candidates who have studied public relations, journalism, communications, English, or business. Internships at public relations firms or in the public relations departments of other businesses can be helpful in getting a job as a public relations specialist.”

The most important attributes, according to the BLS:

- ***Interpersonal skills.*** Public relations specialists deal with the public and the media regularly; therefore, they must be open and friendly to maintain a favorable image for their organization.
- ***Organizational skills.*** Public relations specialists are often in charge of managing several events at the same time, requiring superior organizational skills.
- ***Problem-solving skills.*** Public relations specialists sometimes must explain how a company or client is handling sensitive issues. They must use good judgment in what they report and how they report it.
- ***Speaking skills.*** Public relations specialists regularly speak on behalf of their organization. When doing so, they must be able to clearly explain the organization’s position.
- ***Writing skills.*** Public relations specialists must be able to write well-organized and clear press releases and speeches. They must be able to grasp the key messages they want to get across and write them in a short, succinct way to get the attention of busy readers or listeners.

G. SOURCE OF EXPECTED STUDENTS

The major in Public Relations and Strategic Communication will appeal to entering freshmen, transfer students, and to nontraditional students from southeastern Michigan. We believe the PR major will attract many first-time college students considering the pursuit of their degrees at other institutions such as Wayne State University, Eastern Michigan University, Central Michigan University, Grand Valley State University, and others around the state. These assumptions are based on the student survey noted above, anecdotal feedback from recruiting events, and the rise in the number of students registering for our Introduction to PR courses.

We understand the first majors in Public Relations and Strategic Communication will generally be students who are either changing majors from Communication and Journalism or adding a second major. Given adequate resources in faculty lines, classroom space, and equipment, we expect that majors in Public Relations and Strategic Communication will be equal to the number of journalism majors at OU within five years.

H. ADVICE AND CONSENT

Full- and part-time faculty members of the Department of Communication and Journalism have been involved with the creation of this proposal. Faculty members have compared existing public relations programs inside and outside Michigan, consulted with public relations professionals, and surveyed employers in southeastern Michigan. All were invited to express their opinions on issues such as the program philosophy, curriculum, student requirements, minimum grade-point averages, and staff needs. The faculty of the department reviewed this proposal and approved the major as described in this document.

III. SELF STUDY

A. CURRENT STATUS OF THE DEPARTMENT

The history of the department continues to inform its growth as a unit. The 2007-2008 academic year was auspicious and notable for what was then the Department of Rhetoric, Communication and Journalism. The rhetoric program became its own department within the College of Arts and Sciences in 2008. The Department of Rhetoric, Communication and Journalism — the result of an unwieldy merger that dated to the 1980s — became a more cohesive Department of Communication and Journalism. The department has flourished in the years since the separation, building a new identity under the direction of its chairs: Professor Sharon Howell and Associate Professor Jennifer Heisler. The department successfully launched a Master of Arts program in Communication, which admitted its first class in the fall of 2011.

Undergraduate enrollment in the department has grown 3 percent during the last five years:

Semester	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
COM/JRN majors	769	739	751	786	792

According to the Office of Institutional Research and Assessment (OIRA), the Department of Communication ranks No. 4 in enrollment in the College of Arts and Sciences:

CAS Majors	Fall 2014 Enrollment
Biology	1096
Anthropology and Sociology	975
Psychology	853
Communication and Journalism	792
English	468

The combination of two programs in a single department is critical to our major proposal. The purposeful embrace of our togetherness, as well as the challenges we encounter, creates the context for outstanding collaborations. These collaborations have produced some exciting opportunities for our students, faculty, alumni and the community.

The partnership in the department is exemplified by two team projects undertaken by journalism, communication, and studio art students. In summer 2011, a team of ten hand-selected students led by Adjunct Instructor Holly Shreve Gilbert and

Special Lecturer Kim Madeleine researched, brainstormed, and presented an OU branding campaign to then-President Gary Russi and members of the university's marketing office. The students' work — "Oakland Is Opportunity" — earned high praise from the administration and from competing professional agencies.

It resulted in an invitation from President Russi to initiate a more expansive project in 2012: the alumni multimedia storytelling project. President Russi offered a \$62,000 budget for the alumni project. A team of 11 Communication and Journalism students, directed by adjuncts Holly Shreve Gilbert and Christine Stover, visited cities across the U.S. in small groups and interviewed 62 OU alumni. The students assembled multimedia packages about each alum, created a presentation app for the iPad, and presented the content using a digital magazine platform to Dr. Russi and the Communications and Marketing office. Students on both projects described them as transformative experiences that expanded their networks and resulted in job offers after graduation.

These projects raised the flag of the department while helping connect it to the university as a whole.

B. FACULTY/STAFFING NEEDS

Dr. Laura McGowan Fry, a visiting professor, and special lecturer Kim Madeleine teach the majority of our PR courses. These include Introduction to Public Relations, External Public Relations, Internal Public Relations, Public Relations and the News, and Case Studies in Public Relations. Changes are coming, however:

- The Journalism program has hired a new tenure-track assistant professor who will start in August 2015: Dr. Chiaoning Su of Temple.
- If and when approved, the new major in Public Relations and Strategic Communication will immediately need an additional tenure-track director line.
- Special instructor Anne Becker retired in August 2015. She primarily taught sections of JRN 200, JRN 350 and JRN 353. Her course load was six to eight per year. The program will need a tenure-track line for 2016-17 to replace Becker.
- There will be a demand for more sections of JRN 200 — our estimate is three additional sections per year once the major is launched.
- We also anticipate a demand for more sections of PR 250 — three additional courses per year once the major is launched.

- We will add new courses such as PR Writing and Research Methods for PR. In addition, we expect to create courses in speech writing, event planning and others as the program grows.
- Core and electives are otherwise drawn from existing courses with current faculty, but we anticipate a higher demand for some of these courses.

C. FACULTY QUALIFICATIONS

The curriculum vitae of the faculty members associated with the courses and students within the Public Relations and Strategic Communications major are included in the appendix. Of special note are the following faculty members with connections to the Public Relations and Strategic Communication discipline.

Visiting Professor of Journalism Dr. Laura McGowan Fry has a Ph.D. in Marketing and Communication and is founder and principle owner of Landview Communications, a digital strategy consultant firm specializing in market analysis. Special lecturer Kim Madeleine teaches a variety of advertising and public relations courses. He has more than 30 years of experience in the advertising and public relations field, and is the founder and president of KRM Communications, LLC, a public relations and marketing communications firm located in Livonia.

Associate Professor Rob Sidelinger, a member of the major in Public Relations and Strategic Communication committee, commits to teaching the newly approved PR research methods course. Associate Professor and incoming Chairperson Jeff Youngquist has teaching and research experience in Organizational Communication.

As we add the interdisciplinary major in Public Relations and Strategic Communication to our department's curriculum, it will be critical to create lines and recruit tenure-track faculty who hold the Ph.D. in Public Relations, Communication, Journalism, or related fields. It also would benefit our students to seek applicants who have significant experience working in PR in addition to the doctoral degree.

D. LIBRARY REPORT

The appendix contains the report prepared by Kristine Condic. The report contains a proposed five-year budget for library resources to support the B.A. in public relations.

Library Resources	Year 1	Year 2	Year 3	Year 4	Year 5
Monographs	\$1000	\$500	\$525	\$551	\$579
Journals	\$0	\$0	\$0	\$0	\$0
Current resource support	\$200	\$216	\$233	\$251	\$271
Totals	\$1200	\$716	\$758	\$802	\$850

E. FACILITIES

The foundation courses — Introduction to Journalism and News Writing, and Introduction to Public Relations — can be accommodated in the journalism labs in 105 and 106 Vandenberg Hall during the first year. If the program draws 60 majors within the first two years, additional classroom space may be necessary beginning in year two and thereafter.

PR Writing will require a lab with Level 3 technology. PR Research Methods will require a computer lab equipped with SPSS software. External PR and Internal PR can be taught in standard classrooms. Of the electives, Feature Writing, Digital Storytelling, and Media Design require Level 3 classrooms. The remaining electives can be taught in standard classrooms. As we manage enrollment the first two years, we will be able to more accurately predict facilities usage.

F. EQUIPMENT

The existing computer labs in 105 and 106 Vandenberg Hall must have computer upgrades in 2015-16. The 105 lab seats 20 students and is currently outfitted with Acer and Dell PCs and monitors. The 106 lab seats 19 students and is currently outfitted with iMacs that went online in 2008-2009.

The Department requested funding in 2015 for replacement of the computers in these labs to ensure they will be fully functional for class sessions and out-of-class work time. A software issue that must be addressed is an upgrade of Adobe programs on the iMacs in 106 VBH. Adobe programs are now longer available individually as downloads — they must be purchased as a cloud subscription service. We also will need to purchase SPSS software for use in the PR research course.

G. IMPACT ON COMMUNICATION AND JOURNALISM MAJORS

We expect that the major in Public Relations and Strategic Communication will be popular with our existing Communication and Journalism majors. A faculty committee will meet to review applicants for admission. The deciding factor will be GPA. We will admit no more than the top 30 applicants each year, based on their successful completion of the admission courses and their cumulative GPA.

Limiting enrollment makes scheduling predictable for administrators, faculty, and students. We can map out what we are offering and when, reserve some sections for majors, and plan at least a few years in advance. Once we have the program in a steady state of operation — and we know more about the demand — we can move toward expanding the major.

In the long run, of course, we expect the Public Relations and Strategic Communication major will lift all boats, and that we will see a net gain in the number of students in our department.

IV. PROGRAM PLAN

A. REQUIREMENTS FOR A BACHELOR'S DEGREE IN PUBLIC RELATIONS AND STRATEGIC COMMUNICATION

The Public Relations and Strategic Communication major will require a minimum of 44 credits distributed as follows:

Foundation studies: 8 credits

Core courses: 16 credits

Theory courses: 4 credits

Capstone courses: 4 credits

Elective courses: 12 credits

B. PROGRAM HONORS IN PUBLIC RELATIONS

Graduating seniors who have completed 44 credits at Oakland University with a GPA that ranks in the top one-third of all graduating Public Relations and Strategic Communication students will be considered for departmental honors.

C. REQUIREMENTS AND COURSE OFFERINGS IN PUBLIC RELATIONS AND STRATEGIC COMMUNICATION

The following courses are requirements or electives for the B.A. in Public Relations and Strategic Communication. Courses with no asterisk already exist and are taught on a regular basis. Courses with one asterisk (*) are new courses specific to this degree and required. Five former JRN public relations courses will be renumbered as PR courses.

Foundation Courses (8 credits)

- JRN 200 Introduction to Journalism and News Writing (4 credits. 3.0 minimum grade for aspiring majors)
- PR 250 Introduction to PR. Renumbered from JRN 350 (4 credits. 3.0 grade)

Core Courses (16 credits):

- *PR 251 PR Writing (4 credits. 2.0 grade)
- *PR 270 PR Research Methods (4 credits. 2.0 grade)
- PR 351 External PR **OR** PR 352 Internal PR (4 credits. 2.0 grade)
- JRN 402 Ethical Issues in Media **OR** *COM XXX Communication Ethics (4 credits, 2.0 minimum grade)

Select 1 Theory Course (4 credits, 2.0 minimum grade):

- COM 303 Relational Communication Theory
- COM 311 Rhetorical Theory (formerly Rhetorical and Public Address)
- COM 313 Media and Mass Communication Theory
- COM 312 Cultural Theory in Communication

Select 1 of the 2 Capstone Courses (4 Credits):

- JRN 404 Internship (4 credits. 2.0 minimum grade)
- COM 491 Internship (4 credits. 2.0 minimum grade)

32 Core credits

To complete the **44 credits** required for the major, students need to select three elective courses. Students must select at least one elective from this list of existing communication courses. Courses cannot be double counted. They either count as a core or an elective course.

COM 202 Group Dynamics and Communication (4 credits)
COM 301 Persuasion (4)
COM 304 Communication in Organizations (4)
COM 305 Relational Communication (4)
COM 324 Professional Communication (4)
COM 335 Communication, Mobile Media & the Internet (4)
COM 350 Media in the Age of Convergence (4)
COM 385 Multicultural Communication (4)
COM 480 Special Topics (if topic relates to PR) (4)
COM 491 Internship (in PR; if not taken for capstone) (4)

In addition, students must select at least one elective from the list of existing Journalism courses. Courses cannot be double counted. They either count as a core or an elective course.

JRN 312 Feature Writing (4)
JRN 329 Digital Storytelling: Diversity and Identity (4)
PR 351 or PR 352 (see core above) (4)
PR 353 PR and the Media (4)
PR 354 Case Studies in PR (4)
JRN 402 Ethical Issues in the Media (4)
JRN 440 Media Design (4)
JRN 480 Special Topics in JRN (if topic relates to PR) (4)
JRN 404 Internship (in PR; if not taken for capstone.) (4)

Students can double major in communication and PR, or Journalism and PR, and eight credits may be double counted in these cases. Advisers will work closely with students seeking the dual major. The liberal arts minor in Public Relations is unchanged in this proposal. The minor requires a minimum of 24 credits in courses distributed as follows:

Core Courses (20 credits):

- JRN 200 Introduction to Journalism and News Writing
- PR 250 Introduction to PR. Renumbered from JRN 350
- PR 351 External Public Relations
- PR 352 Internal Public Relations
- JRN 404 Journalism Internship (when applicable to PR)

Elective Courses (4 credits):

- COM 304 Communication in Organizations
- PR 353 Public Relations and the News
- PR 354 Case Studies in Public Relations
- JRN 440 Media Design
- JRN 480 Special Topics in Journalism (when applicable to Public Relations)

Note: No more than 8 credits of course work used to satisfy the minor may be applied toward the Journalism major, but exceptions to this rule may be allowed with the written approval of the program directors.

Catalogue Course Descriptions

The following courses are requirements or electives for the B.A. in Public Relations and Strategic Communication. Courses with no asterisk already exist and are taught on a regular basis. Courses with one asterisk (*) are new courses specific to this degree and required. Five former JRN public relations courses have been renumbered as PR courses.

JRN 200 Introduction to Journalism and News Writing (4)

Training in the practical aspects of news gathering, interviewing and basic newswriting techniques; a discussion of the various journalism media. *Satisfies the university general education requirement for writing intensive course in general education or the major, not both. Satisfies the university general education requirement in the knowledge applications integration area. Prerequisite for knowledge applications: completion of the general education requirement in the writing knowledge foundation area. Prerequisite(s): completion of the university writing foundation requirement.*

PR 250 Introduction to Public Relations. Renumbered from JRN 350 (4)

Overview of the practices of public relations and its potential impact on various audiences. Study of basic public relation writing formats and management functions related to key external and internal publics.

PR 251 Public Relations Writing (4)

An advanced writing course focused on various types of public relations styles and formats. Examines the research, planning and delivery process for communication directed at targeted publics. Provides practice in both informative and persuasive writing, including news releases, pitch letters, backgrounders, PSAs, newsletters, brochures, and speeches. Prerequisite(s): JRN 200, PR 250 (instructor permission)

PR 270 Research Methods in Public Relations (4)

Critical understanding and application of quantitative and qualitative methods used in the strategic planning and evaluation of public relations. Introduction to: (1) scientific inquiry and ethics; (2) research design and various data collection techniques; and (3) basic techniques for data analysis.

PR 351 External Public Relations (4)

Study of public relations related to an organization's external audiences such as the news media and local, state and national government officials. Students study public relations strategies used to interact with these groups, including media relations, legislative lobbying and special events. Prerequisite(s): PR 250.

PR 352 Internal Public Relations (4)

Study of public relations related to internal audiences of an organization. In-depth discussion of the shaping of internal culture via public relations vehicles such as publications, general memos, video, new/social media, and face-to-face employee communications. Prerequisite(s): PR 250.

JRN 402 - Ethical Issues in the Media (4)

Study of ethics with an emphasis on problems that arise in digital, broadcast and print news, public relations and advertising. Students learn to identify ethical dilemmas, discuss basic principles for ethical decision-making, and build strategies for applying those principles. Prerequisite(s): JRN 200 or instructor permission.

JRN 404 Internship (4)

Full- or part-time internship at a newspaper, online news organization, radio or television station, public relations firm, advertising agency or a non-profit organization. May be repeated once for credit in a different medium. *Satisfies the university general education requirement for the capstone experience. Satisfies the university general education requirement for a writing intensive course in the major.*

Prerequisite for writing intensive: completion of the university writing foundation requirement. Prerequisite(s): JRN 200 and three other JRN or PR courses.

COM 303 Relational Communication Theory (4)

Survey of major theoretical approaches to the study of relational communication. Includes overview of history, paradigmatic assumptions, and current research. This course includes: theories that are individually centered; theories that are focused on discourse and interaction processes; and theories that examine how communication functions in personal relationships. Prerequisite(s): COM 150 or permission of instructor; sophomore standing.

COM 311 Rhetorical Theory (4)

Examination of major theories of rhetoric from classical to contemporary times. Prerequisite(s): COM 150 with a grade of 2.0 or higher or permission of instructor.

COM 312 Cultural Theory in Communication (4)

Theoretical underpinnings of cultural studies, situated within communication studies. Embodied performance, discourse, and message construction will be the primary grounds of theorizing. Application of theories to socio-cultural issues and communicative processes. Prerequisite(s): COM 150 with a grade of 2.0 or higher or permission of instructor.

COM 313 Media and Mass Communication Theory (4)

Major theoretical approaches to the study of media and mass communication. Includes overview of history, paradigmatic assumptions and current research. Examines sub-disciplines and related essential distinctions between humanistic and social scientific approaches. Prerequisite(s): COM 150 with a grade of 2.0 or higher or instructor permission.

COM 491 Internship (4)

Supervised student internship in business, broadcasting, government, or non-profit organizations. Reports and analyses of work performed at the organization required. Prior approval required. May be repeated once in a different setting for a maximum of eight internship credits. *Satisfies the university general education requirement for the capstone experience. Satisfies the university general education requirement for a writing intensive course in the major. Prerequisite for writing intensive: completion of the university writing foundation requirement.* Prerequisite(s): junior or senior standing and permission of instructor. (Permission will normally require completion of at least one writing course beyond WRT 160.)

PR 353 Public Relations and the News (4)

Study of the relationship between public relations practitioners and the news media. Students focus on understanding the differing needs of the news media and

how to create and implement various public relations vehicles to reach target audiences through the media. Prerequisite(s): PR 250.

PR 354 Case Studies in Public Relations (4)

Study of real-life public relations efforts of various companies and organizations. Students take on the role of public relations practitioners for a fictitious organization and develop public relations goals, objectives, tactics and programs to deal with situations that affect the organization. Prerequisite(s): PR 250.

JRN 312 Feature Writing (4)

Practice in writing human-interest features for newspaper, magazine and online publication. Study of the aims, styles, categories, techniques and structures of feature writing. Prerequisite(s): JRN 200.

JRN 329 Digital Storytelling (4)

Examination of the relationship between journalism, media institutions, digital technologies, identity, and community - especially in relation to ethnicity, race, gender, and class. Study of digital citizenship with application in the assembly of non-fiction digital media content, using a variety of software. *Satisfies the university general education requirements in U.S. Diversity. Satisfies the university general education requirement for a writing intensive course in general education or the major, not both.* Prerequisite(s): WRT 160 with a grade of 2.0 or higher.

JRN 402 Ethical Issues in the Media (4)

Study of ethics with an emphasis on problems that arise in digital, broadcast and print news, public relations and advertising. Students learn to identify ethical dilemmas, discuss basic principles for ethical decision-making, and build strategies for applying those principles. Prerequisite(s): JRN 200 or instructor permission.

JRN 440 Media Design (4)

Workshop in design to explore techniques and trends in typography, layout and design in traditional and new media. Students learn the theory and practice of text-heavy print and digital projects designed to communicate with specific audiences in a diverse society. Prerequisite(s): JRN 200 or instructor permission.

JRN 480 Special Topics in Journalism (4)

Various topics subject to change from semester to semester. May be repeated for additional credit under different subtitles. Prerequisite(s): JRN 200 or instructor permission.

COM 202 Group Dynamics and Communication (4)

Group dynamics, discussion and problem solving; influences of group structure, norms, roles, leadership and climate on the processes of group communication and collaborative decision-making.

COM 301 Persuasion (4)

Analysis of persuasion in current society, psychological bases of persuasion, ethical considerations, and distinctions between debate and persuasive argument.

COM 304 Communication in Organizations (4)

Communication theory and practice within organizational systems.

COM 305 Relational Communication (4)

Examination of the roles of communication, identity, and sexuality in the development, maintenance, and deterioration of relational attachments.

COM 324 Professional Communication (4)

Explores the theories, and practices associated with professional communication. Students will focus on issues common in professional contexts such as oral presentation, interviews, and interpersonal skills in the workplace including working collaboratively with others and increasing responsiveness to organization diversity.

COM 335 Communication, Mobile Media and the Internet (4)

Examines the relationship between communication practices and the networked technologies of the Internet and mobile media, including their impact on politics, commerce, knowledge, privacy, and interpersonal relationships. Focus on the popular practices of search engines, video sharing services, texting and social media.

COM 350 Popular Media in the Age of Convergence (4)

Examination of the relationships between media technologies, institutions, cultural forms and audiences within contemporary convergence culture. The focus is on how traditional forms of mass media texts, particularly television, have been impacted by new technologies and how such shifts reconfigure our understanding of media audiences/consumers.

COM 385 Multicultural Communication (4)

Relationships among culture, communication and perception, and how these relationships are manifested in our daily interactions among people who are racially, ethnically and sexually different from us. Students learn communication practices necessary to create understanding in intercultural encounters.

Prerequisite(s): junior standing. Completion of the university writing foundation requirement.

COM 480 Special Topics in Communication

Group study of topics of special interest chosen by department faculty and students. May be repeated for credit with the instructor's permission.

Prerequisite(s): three COM courses.

D. EXAMPLE OF FOUR-YEAR CURRICULUM

Course sequencing for the major: This is a breakdown of how a student, knowing he or she wanted to be a Public Relations and Strategic Communication major upon entering OU, could complete the General Education, College Exploratory and major requirements within a 4-year period of time. This plan is an example only and not a guarantee of course offerings.

<u>Year 1 first semester</u>		<u>Year 1 second semester</u>	
4 – WRT 150		4 – WRT 160	
4 – G.E. category		4 – CAS exploratory req.	
4 – G.E. category		4 – G.E. category	
4 – G.E. category		4 – G.E. category	
16 credit hours	+	16 credit hours	= 32 credit hours

<u>Year 2 first semester</u>		<u>Year 2 second semester</u>	
4 – JRN 200		4 – PR 250	
4 – CAS exploratory req		4 – CAS exploratory req	
4 – G.E. category		4 – G.E. category	
4 – G.E. category		4 – G.E. category	
16 credit hours	+	16 credit hours	= 32 credit hours

<u>Year 3 first semester</u>		<u>Year 3 second semester</u>	
4 – PR 251		4 – COM 303	
4 – PR 270		4 – COM 304	
4 – PR 351		4 – PR 352	
4 – JRN 402		4 – PR Elective	
16 credit hours	+	16 credit hours	= 32 credit hours

<u>Year 4 first semester</u>		<u>Year 4 second semester</u>	
4 – JRN 404 or COM 491		4 – JRN 404 or COM 491	
4 – JRN 329		4 – JRN 353	
4 – PR Elective		4 – PR Elective	
4 – PR Elective			
16 credit hours	+	12 credit hours	= 28 credit hours

= 124 credit hours

Note: The term “elective” may not be completely “free” in that this table does not address the university requirements of G.E. Integration or 32 credits at the 300/400 level. In addition to the major in public relations, a student may earn a minor in either communication or journalism See the catalog for a description of the requirements for the various minors and/or an adviser for assistance. Two courses (8 credits) may be double counted.

EXAMPLE OF TWO-YEAR CURRICULUM FOR TRANSFERS

Two-year plan for transfer students who enroll with 60 transfer credit hours and RHT 160 equivalent (meets the 3.0 minimum GPA requirement for RHT 160):

<u>Year 1 first semester</u>		<u>Year 1 second semester</u>
4 – JRN 200 (Foundation Course)		4 – JRN 251 (Core Course)
4 – COM 303 (Theory Course)		4 – PR 270 (Core Course)
4 – PR 250 (Foundation Course)		4 – COM 304 (PR Elective)
4 – PR Elective		4 – Elective
16 credit hours	+	16 credit hours = 32 credits
<u>Year 2 first semester</u>		<u>Year 2 second semester</u>
4 – JRN 402 (Core Course)		4 – COM 491 (PR Elective)
4 – JRN 404 (Capstone)		4 – JRN 353 (PR Elective)
4 – PR 351 (Core Course)		4 – Elective
4 – Elective		4 – Elective
16 credit hours	+	16 credit hours = 32 credits
		= 124 credit hours

The two-year, four-semester transfer plan accommodates only two exploratory (elective) courses. Transfer students who want to complete the major in four semesters will need to come in with four credits to apply to their exploratory. Otherwise they’ll need to take one extra course during a summer session to complete the requirement.

E. RECRUITING, RETENTION, MONITORING AND ADVISING STUDENTS

As the survey of students enrolled in Oakland University Communication and Journalism classes indicates, interest in the Public Relations and Strategic Communication major is high. As noted in the self-study section, we anticipate the major will be attractive to many existing Communication and Journalism majors. In

addition, many students minoring in Public Relations will see that they can earn their B.A. in the same area by taking just four additional courses.

Upon admission to the major, students will be required to meet with the director and/or adviser for the Public Relations and Strategic Communication program. Our faculty will be able to work closely with the first majors. Our Communication and Journalism advisers will be knowledgeable about the major, optional courses of study, and students' progress through the curriculum.

This initial group of majors should set the expectations high for future students, and we want employers to quickly learn that they will be able to bank on the quality of graduates of the Public Relations and Strategic Communication program.

Admission to the Major

Admission to the major in Public Relations and Strategic Communication is granted only by the department. Admission to the university does not constitute or guarantee admission to the major.

1. To be considered for admission to the major all students, as pre-PR/SCOM students, must attain a minimum 3.0 in each of the following three courses:

WRT 160* (Composition II)

JRN 200* (Introduction to Journalism and News Reporting)

PR 250* (Introduction to Public Relations)

Students cannot apply for PR/SCOM as a major until they have completed these courses. This requirement applies to incoming first-year students, transfer students, currently enrolled Oakland University students and students working on a second bachelor's degree.

*No more than one of these admission courses may be repeated for the purpose of determining eligibility.

2. Transfer students may complete the equivalent courses at their previous college or university, but they must attain the overall 3.00 GPA in the equivalent courses.
3. Students who have completed the required courses with a 3.00 GPA must complete and submit a Declaration of Eligibility Form in the department office to become part of the student major pool. Successful completion of the required admission courses does not guarantee admission to the major. Admission to the major is competitive and is determined by the satisfactory completion of the admission courses and cumulative GPA. This policy will apply to native and

transfer students.

4. Admission to the major is based on:

- a. The number of majors that the department can reasonably accept without compromising the quality of its educational experience. No more than 30 students will be admitted to the major within an academic calendar year.
- b. The satisfactory completion of the admission courses and the student's cumulative GPA. The candidates with the highest-ranking GPA in the admission courses and cumulative GPA from the pool of applicants will be selected.
- c. Students should declare PR and Strategic Communication as their major by completing the Declaration of Eligibility Form. The form should be completed during finals week before the semester deadlines. The department will wait until all grades are in before processing applications. Students will be notified by e-mail to their Oakland University email address of their acceptance or denial.
- d. Students who are denied may re-apply. Address appeals to the chair. Appeals should be in the form of a letter accompanied by a transcript.

F. PROGRAM EVALUATION AND ASSESSMENT

Assessment instruments for the major will be modeled after the existing Journalism Program assessment tools to include both direct and indirect measures tied to student learning outcomes. Student learning outcomes will be measured by the quality of the senior portfolios to be reviewed by faculty members, and by ratings from internship supervisors.

V. COST ANALYSIS

A. FIVE YEAR BUDGET PROFORMA

College of Arts and Sciences
 Program: Public Relations
 Program Inception: FY17
 Date: DRAFT 11/12/14

Acct.	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
Revenue Variables:					
Headcount	30	60	75	90	120
Average credits per year per major	32	32	32	32	32
Total Credit Hours	960	1920	2400	2880	3840
Undergraduate (lower)	480	960	1200	1440	1920
Undergraduate (upper)	480	960	1200	1440	1920
Graduate					
Total FYES	32.00	64.00	80.00	96.00	128.00
Undergraduate (cr.+30)	32.00	64.00	80.00	96.00	128.00
Graduate (cr.+24)	0.00	0.00	0.00	0.00	0.00
Tuition Rate Per Credit Hour					
Undergraduate (lower)	\$353.75	\$353.75	\$353.75	\$353.75	\$353.75
Undergraduate (upper)	\$410.25	\$410.25	\$410.25	\$410.25	\$410.25
Revenue					
Tuition	\$366,720	\$733,440	\$916,800	\$1,100,160	\$1,466,880
Other	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$366,720	\$733,440	\$916,800	\$1,100,160	\$1,466,880
Compensation					
Salaries/Wages					
Faculty Inload Replacements	6301	\$0	\$0	\$0	\$0
Faculty Salaries	6101	\$56,000	\$56,000	\$56,000	\$56,000
Faculty Overload	6301	\$0	\$0	\$0	\$0
Part-time Faculty	6301	\$15,000	\$32,000	\$34,000	\$34,000
Visiting Faculty	6101	\$0	\$0	\$0	\$0
Administrative	6201	\$23,000	\$23,000	\$23,000	\$23,000
Administrative - IC	6221	\$0	\$0	\$0	\$0
Clerical	6211	\$0	\$0	\$0	\$0
Student	6501	\$2,000	\$2,000	\$2,000	\$2,000
Graduate Assistantship Stipend	6311	\$0	\$0	\$0	\$0
Out of Classification	6401	\$0	\$0	\$0	\$0
Overtime	6401	\$0	\$0	\$0	\$0
Wages - General	6401	\$0	\$0	\$0	\$0
Total Salaries/Wages		\$73,000	\$113,000	\$115,000	\$115,000
Fringe Benefits	6701	\$25,000	\$37,745	\$37,905	\$37,905

Fringe Benefit Rate	1	2	3	4	5
	0.00	0.00	0.00	0.00	0.00
0.425	23,800.00	23,800.00	23,800.00	23,800.00	23,800.00
0.08	0.00	0.00	0.00	0.00	0.00
0.08	1,200.00	2,560.00	2,720.00	2,720.00	2,720.00
	0.00	0.00	0.00	0.00	0.00
0.495	0.00	11,385.00	11,385.00	11,385.00	11,385.00
	0.00	0.00	0.00	0.00	0.00
0.565	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
	0.00	0.00	0.00	0.00	0.00
0.08	0.00	0.00	0.00	0.00	0.00
Total	25,000.00	37,745.00	37,905.00	37,905.00	37,905.00

Total Compensation		\$98,000	\$150,745	\$152,905	\$152,905	\$152,905
Operating Expenses						
Supplies and Services	7101	\$2,000	\$4,000	\$4,000	\$6,000	\$6,000
Graduate Assistant Tuition	7726	\$- 0	\$- 0	\$- 0	\$- 0	\$- 0
Travel	7201	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Telephone	7301	\$- 0	\$- 0	\$- 0	\$- 0	\$- 0
Equipment	7501	\$10,000	\$10,000	\$20,000	\$- 0	\$- 0
Library	7401	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Total Operating Expenses		\$16,000	\$18,000	\$28,000	\$10,000	\$10,000
Total Expenses		\$114,000	\$168,745	\$180,905	\$162,905	\$162,905
Net		\$252,720	\$564,695	\$735,895	\$937,255	\$1,303,975
Ratio		31%	23%	20%	15%	11%

VI. IMPLEMENTATION: FIVE-YEAR PLAN

A. PHASING IN THE PROGRAM

The major can launch immediately upon approval of this proposal. All but two of the core and elective courses already exist and are offered regularly. Course proposals for Public Relations Writing and Research Methods in Public Relations have been approved. New courses in Speech Writing and in Campaign and Event Planning can be added over time as the program expands.

Employers in the community will be consulted regularly for their input. Feedback from intern supervisors will be evaluated every semester. We must be nimble — five years ago, who among us saw the critical role that social media platforms such as Twitter would play in public relations?

If approved in 2015, we foresee sophomores applying for admission to the major in January 2016. The first students admitted to the program would begin taking their core courses in Fall 2016: Writing for PR and Research Methods in PR.

The growth of the program in years two through five will depend upon the university providing adequate resources in tenure-track faculty lines, classroom space and equipment, and student interest. In the cost analysis section, we projected Year Three majors at 75, Year Four majors at 90, and Year Five majors at 120. Some of these students will have changed majors from other programs. Some will be dual majors. And some will have come to Oakland University in direct pursuit of the this major.

With adequate resources, we project that the program will grow to 150 to 200 majors, bring new students to the College of Arts and Sciences, and enhance Oakland University.

B. ANNUAL INCREASES IN LIBRARY HOLDINGS

See the appendix. The five-year expense total is \$4,326.

C. EQUIPMENT AND SPACE

As noted above, the major in Public Relations and Strategic Communication will require additional lab and classroom space by the beginning of the second year, 2017-2018.

D. IMPLEMENTATION OF NEW INTERNAL PROCEDURES

The new director of the major in Public Relations and Strategic Communication will make recommendations for new courses, faculty lines, and equipment purchases in consultation with the chair of the Communication and Journalism Department and the Directors of the Communication, Journalism, and Communication M.A. programs. The new director will oversee the day-to-day operations of the PR program.

A new advising system must be implemented in 2016. The new director will play a role in this decision. Communication has in the recent past funded a part-time adviser for its 550 majors. The Journalism Program has an adjunct faculty member who is chief adviser for its 175 majors, and the adjunct receives one course release.

E. PREDICTED ENROLLMENT LEVELS

This proposal is based on a managed application system until such a time that additional classroom space and faculty availability make expansion possible. The committee believes that demand for the major may reach 120 to 150 students by year five.

Year	New Admissions	Total Majors
One	30	30
Two	30	60
Three	45	75
Four	45	90
Five	50	110 to 120

F. STEADY STATE OF OPERATION OF THE PROGRAM

The major in Public Relations and Strategic Communication should achieve a steady state of operation in year three.

VII. CONCLUSION

The Communication and Journalism Department's proposal for a new major in Public Relations and Strategic Communication is based primarily on six factors:

1. It fits well with the traditional liberal arts emphasis of the College of Arts and Sciences.
2. The anticipated national and state growth in jobs for PR specialists by 2020.
3. Surveys that show strong interest among our students.
4. Oakland University's location in a two-county geographic market of about 2 million people that is also the base for Michigan's economic engine.
5. The interdisciplinary culture of the department that allows us to build the major on the already popular minor, adding courses in writing, communication theory, and research methods.
6. The support of the business community and our alumni working in the Public Relations and Strategic Communication fields. Please see their letters of recommendation in the appendix.

Our faculty are confident that the development of this new major will attract and retain students, meet the ever-changing needs of potential employers in Michigan and beyond, and enhance the reputation of this university.

VIII. APPENDICES

A. FACULTY VITAE

LAURA MCGOWAN FRY

31459 Sleepy Hollow Lane, Beverly Hills, Michigan 48025

Cell: 248.709.9048

Laura@BrandViewComm.com

EDUCATION

PH.D.: MARKETING AND COMMUNICATIONS 2000
Wayne State University, Detroit, Michigan

MASTER OF ARTS: INTERPERSONAL AND PUBLIC COMMUNICATIONS 1990
Central Michigan University, Mt. Pleasant, Michigan

BACHELOR OF ARTS: ENGLISH 1987
Albion College, Albion, Michigan

EXPERIENCE

BRANDVIEW COMMUNICATIONS LLC

Beverly Hills, Michigan

Founder/Principal 02/2013 to Current

- Customer insights consultancy specializing in digital strategy, market analyses, marketing communications, public relations, web development, qualitative and quantitative research (including ux testing), and corporate training and development
- Clients include: Echo (ASPCA), The Lynch Group, Nunwood UK (Nokia/Microsoft), Organic (Volkswagen North America), Priorclave North America, Roundtable 6 (CSIG), R2C Group (Kimberly-Clark), Synergy HomeCare, The Community House (Birmingham, MI), T3 (Chase), Taubman Properties, Team Detroit (Ford/Lincoln), and 360 Brand Machine (UAW)

OAKLAND UNIVERSITY

Rochester Hills, Michigan

Visiting Professor 09/2014 to Current

- University instruction and departmental service
- Communication and Journalism courses: News Writing, Introduction to Advertising, Advertising Medium and Creative Strategy

Adjunct Instructor 01/2014 to 04/2014

- Communications courses: Group Dynamics and Personal Communications

CHRIST CHILD SOCIETY OF DETROIT

Detroit, Michigan

Member of the Board 01/2014 to Current

- Digital communication lead. Tasks completed include web development, site maintenance, ecommerce, online event registration, and social media management

WAYNE STATE UNIVERSITY

Detroit, Michigan

Adjunct Faculty Member

1998 to 2001; 01/2014 to Current

- Currently teaching the department's online MBA Advertising Management course
- Previously taught graduate and undergraduate courses in marketing, advertising, advertising copy and business communications
- Conducted advertising media research studies with university marketing professors and presented key findings at international marketing conferences

EASTERN MICHIGAN UNIVERSITY

Ypsilanti, Michigan

Adjunct Instructor

01/2014 to 05/2014

- Student instruction in the areas of consumer behavior and personal selling

DCI MARKETING

Troy, Michigan

Senior Director Consumer Insights

07/2011 to 01/2013

- Recruited to lead a team of strategists and analysts responsible for insuring DCI Marketing's merchandising solutions were rooted in customer/shopper insights and were fully measurable
- Focus group moderation, key corporate stakeholder interviews, dealer interviews (dealer principal, sales managers, service managers, digital managers), observational research, shopper intercept research (on/offline), survey research (on/offline), and virtual design testing in a computer automatic virtual environment (CAVE)
- Led the development of an analytics practice for measuring all digital signage initiatives
- Clients included Harley-Davidson, Hyundai North America, Nissan North America, Sephora, Subaru North America, Ulta and Walgreen's
- Favorite Project I: Quantitative and qualitative research initiative for an automotive OEM's parts and service organization designed to inform the department's digital merchandising and customer service plans
 - Digital touch points included the use and implementation of tablets in the service bay, vehicle rfid tags, telematics, explanatory customer videos and digital payments
 - Methodological approaches included online surveys and dealer/customer/corporate stakeholder interviews

DONER ADVERTISING

Southfield, Michigan

Senior Vice President

01/2011 to 06/2011

- Responsible for business analysis, brand positioning and strategic planning for several of the agency's key accounts
- Played a strategic role in the agency's new business efforts
- Clients included AMC Theatres, Auto Trader, Auto Zone, Choice Hotels International, Coleman and Shell

- Favorite Project I: Demographic study analyzing the unique shopping habits of Gen Y in that auto and DIY industry
 - Gen Y presentation shared at Shell's annual Global Marketing Meeting (by client invitation)

CORBETT ACCEL HEALTHCARE GROUP

Chicago, Illinois

Senior Director

05/2010 to 12/2010

- Responsible for ensuring that CAHG's creative efforts (on/offline) were driven by a strong strategic vision (crafted from clear-cut goals and objectives), informed by cross-channel insights from primary and secondary research sources and executed so as to ensure measurability
- Responsible for reviewing and recommending a site measurement solution for CAHG and client site analytics (Omniture engaged)
- Clients included Alcon, Bristol-Myers Squibb, Merck, Pfizer, and Takeda
- *Resigned, on positive terms, to return to Michigan to accept familial eldercare responsibilities*

ORGANIC, INC

Bloomfield Hills, Michigan

Director of Customer Insights

06/1999 to 04/2011

- Led a team of strategists, researchers, and analysts that brought customer insights and understanding to clients' ecommerce, communications and branding efforts
- Used a variety of traditional and technology based research and measurement reporting techniques to support decision making in the areas of web development, media, communications and logistics
- Clients included Bell Canada, Benjamin Moore, Blue Cross and Blue Shield, BMO Nesbitt Burns, DaimlerChrysler, Canadian Imperial Bank of Commerce (CIBC), Chevron, CIBC Mellon, Domino's Pizza, Dow Automotive, eBay Motors, Forest Health Services, Geek Squad, General Growth Properties, Great West Life, Janus Capital Group, Kimberly-Clark, London Life, Manitoba Telecom Services (MTS), McAfee, Message Labs, Sprint of Canada, Telus, and uBid

J. WALTER THOMPSON

Detroit, Michigan

Digital Strategist

06/1998 to 06/1999

- Wrote and compiled strategic analyses/overviews/plans on digital trends and how they impacted U.S. and foreign markets, consumer behavior and future technological advances
- Account work completed on a regular basis for the following clients:
 - From the Detroit office - Ford Division, Ford Credit, Domino's Pizza, Goodyear Tire and Rubber Company, Kohl's Department Stores, White Castle Hamburgers
 - Project-by-project assignments completed for the following non-Detroit office clients – Jaguar of Great Britain, Unilever, and Warner Lambert
- Wrote and distributed articles for the JWT Digital Watch, a weekly publication alerting JWT employees and clients of the latest trends in digital technologies and consumer purchase patterns

Marketing Brand Strategist

01/1997 to 06/1998

- Consultant to Ford Motor Company's Marketing Plans and Brand Development Group (co-located at Ford's Product Development Center in Dearborn, Michigan)

- Supervised the development of customer and competitive analyses used to identify and define market opportunities (e.g., informed by primary and secondary research)
- Supported strategic development of future products, specializing in trucks, sport utility vehicles, vans and vehicle conversions

Supervisor of Training & Development

05/1995 to 01/1997

- Designed and supervised the Marketing and Development Program (MADP) for JWT's "star" entry-level employees
- Conducted training programs (e.g., business writing, presentation skills, etc.) for MADP employees
- Coordinated the training and development programs (e.g., Total Branding, Integrated Marketing, Supervisory Leadership Skills, etc.) for JWT's mid to senior managers
- Wrote and compiled employee handbooks (e.g., JWT – Employee Handbook, JWT – Detroit International Relocation Handbook, Mentoring Program Handbook, etc.), the JWT MADP brochure and website
- Aided with recruitment of MADP employees
- *Recipient of the agency's Commodore Award for employees who go "above and beyond"*

Office Chairperson – United Way

01/1995 to 01/1999

- Worked with JWT executive team and United Way leadership to define corporate and employee donation goals
- Handled employee and corporate donation management processes (finance/accounting departments), office communications and fund-raisers (e.g., oral and silent auctions, a JWT global employee cookbook, bake sale, flea market, etc.)

Consultant

01/1995 to 05/1995

- Tutored mid-managers in writing presentation decks, memos, client letters, etc.

LAKE SUPERIOR STATE UNIVERISTY

Sault Ste. Marie, Michigan

Assistant Professor

09/1990 to 09/1993

- Taught courses in organizational communications, non-verbal communications and public address
- Active member of numerous university committees (e.g., employment search, foundation, new building fund, and academic reform, etc.)
- Directed the debate and individual events teams
- Coached and recruited team members for regional and national tournaments
- Organized and hosted college and high school speech events at LSSU
- *Promoted to Assistant Professor during tenure*

CENTRAL MICHIGAN UNIVERSITY

Mt. Pleasant, Michigan

Graduate Teaching Assistant

08/1989 to 05/1990

- Taught courses in Speech Communication
- Active research assistant – conducted key informant interviews for a communication analysis of the Michigan Municipal League. Compiled, recorded and analyzed data for the final report
-

PUBLICATIONS

McGowan, L. (1999). Claiming to Be Green: A Content Analysis of Environmental Claims in Print Advertising. Published dissertation.

McGowan, L., & Rice, J. (1997, Spring). The Power of Criticism: An empirical investigation into the impact of judges' comments on individual events competitors' self-esteem. The National Forensics Journal.

McGowan, L., & Santo, D. (1996). Promotional Stereotypes of the Elderly: A Content Analysis of Nursing Home Brochures. Submitted for presentation to the 1997 Annual Conference of the American Advertising Association.

Cannon, H., McGowan, L., & Yoon, S. (1994, March). Incorporating advertising creative strategy into computer based business simulations. Proceedings of the 1994 Annual Conference of the Association for Business Simulations and Experiential Learning, p. 57-62

Cannon, H., McGowan, L., & Yoon, S. (1994). A Prototyping Approach for Incorporating Large Data Bases into Media Planning Simulations: An Example Using Magazine Media. Paper presented at the 1995 Annual Conference of the Association for Business Simulations and Experiential Learning.

Cannon, H., Yoon, S., McGowan, L. & Yaprak, A. (1994). In Search of the Global Consumer. Paper presented to the 1994 Annual Conference of the Academy of International Business.

Cannon, H., McGowan, L., & Yoon, S. (1994). A System for Developing Preliminary Simulations of Magazine Media Schedules. Paper presented at the 1995 Annual Conference of the American Advertising Association.

McGowan, L. (1993, Spring). St. Elmo's Fire as a tool in discussing conflict management. The Speech Communication Teacher.

McGowan, L. (1993, March). Rhetorical comparisons of the language of Barbara Bush and Hillary Clinton. Paper presented at the 1993 Conference of the Michigan Academy of Arts and Sciences, Kalamazoo, Michigan.

McGowan, L., Conboy, R., & Jennings, R. (1993, March). Political spots as potential communication: The 1992 campaign. Paper presented at the 1993 Conference of the Michigan Academy of Arts and Sciences.

McGowan, L. & Rice, J. (1993, April). Respecting diversity and creating harmony in individual events competition. Papers concerning the welfare of students. Panel organized for presentation at the Central States / Southern States Communication Association's 1993 Conference, Lexington, Kentucky.

Buerkel-Rothfus, N., Kosloski, D., & McGowan, L., et al. (1990). Handbook to accompany Communication Competencies and Contexts.

McGowan, L. (1990). Frequency of Graduate Student Interaction and its Relationship to Graduate Student Satisfaction and Support. Unpublished masters thesis, Central Michigan University, Mt. Pleasant, Michigan

SOCIAL MEDIA

Laura is an active member in leading social media communities. She welcomes new followers and can be found at LinkedIn (www.linkedin.com/in/lauracmcgowan), Twitter (@LauraMcGowan), Google+ (Laura McGowan Fry), Pinterest (Pinterest.com/lcmcgowan/), www.SeniorHelpForum.com (caregiver blog), and www.BrandViewComm.com (professional site + blog "under construction").

I. ***Biographical Data***

- a. Name: Garry J. Gilbert
- b. Department: Communication and Journalism
- c. Rank: Adjunct Instructor and Director of Journalism

II. ***Education***

<i>Degree</i>	<i>Institution</i>	<i>Date</i>	<i>Subject</i>
M.A.	Oakland University	2002	American history
B.A.	Oakland University	1995	American history

III. ***Professional Experience***

- a. Teaching experience – not as a graduate student

<i>Institution</i>	<i>Rank</i>	<i>Date</i>	<i>Full or Part Time</i>
Oakland University	Adjunct	2011-present	FT
Oakland University	Visiting	2007-2011	FT
Michigan State University	Visiting	2006-2007	FT
Oakland University	Lecturer	1995-2006	PT

- b. Teaching Experience – as a graduate student: None

- c. Other relevant professional experience

<i>Institution</i>	<i>Rank</i>	<i>Date</i>	<i>Full or Part Time</i>
The Oakland Press	Executive editor	1998-2006	FT
The Oakland Press	Managing editor	1992-1998	FT
The Oakland Press	News Editor	1984-1992	FT
The Oakland Press	Assistant editor	1977-1984	FT
Big Rapids, Mich., Pioneer	Sports editor	1973-1977	FT
Wayne, Mich., Daily Eagle	Reporter	1972-1973	FT
Port Huron Times-Herald	Reporter	1970-1971	FT

- d. Oakland appointment record

- i. Rank and date of initial appointment: Visiting instructor and director of journalism, August 15, 2007.
 - ii. Dates of reappointment: August 15, 2008, and August 15, 2010.
 - iii. Rank and dates of promotion: to adjunct and director of journalism, August 15, 2011. Reappointed August 15, 2013 for five years.
 - iv. Date(s) of Spring/Summer Teaching: Summer 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014.
 - v. Date(s) and type(s) of leave: None
- e. Oakland Instructional Record:

Semester	Course	Enrollment	Evaluations Available
Winter 2015	JRN 314 Sports Reporting	14	Yes
Winter 2105	JRN 402 Mass Media Ethics	31	Yes
Fall 2014	JRN 402/LBS 511 Mass Media Ethics	27	Yes
Fall 2014	JRN 200 Newswriting	19	Yes
Summer 2014	JRN 200 Newswriting	17	Yes
Summer 2014	JRN 200 Newswriting	16	Yes
Winter 2014	JRN 402 Mass Media Ethics	28	Yes
Winter 2014	JRN 200 Newswriting	19	Yes
Fall 2013	JRN 402 Mass Media Ethics	27	Yes
Fall 2013	JRN 200 Newswriting	20	Yes
Summer 2013	JRN 402 Mass Media Ethics	9	No
Summer 2013	JRN 300 Media Editing	10	No
Winter 2013	JRN 402/LBS 511 Mass Media Ethics	24	Yes
Winter 2013	JRN 314 Sports Reporting	18	Yes
Fall 2012	JRN 402/LBS 511 Mass Media Ethics	32	No
Fall 2012	JRN 314 Sports Reporting	10	No
Summer 2012	JRN 402/LBS 511 Mass Media Ethics	13/1	Yes
Summer 2012	JRN 300 Media Editing	11	Yes
Winter 2012	JRN 300 Media Editing	19	Yes
Winter 2012	JRN 402/LBS 511 Mass Media Ethics	19/1	Yes
Fall 2011	JRN 402/LBS 511 Mass Media Ethics	26	Yes
Fall 2011	200 News Reporting and Writing	19	Yes
Summer 2011	JRN 402/LBS 511 Mass Media Ethics	12	Yes
Summer 2011	JRN 300 Media Editing	10	Yes
Winter 2011	JRN 300 Media Editing	21	Yes
Winter 2011	JRN 402/LBS 511 Mass Media Ethics	24	Yes

Fall 2010	JRN 200 News Reporting and Writing	19	Yes
Fall 2010	JRN 402/LBS 511 Mass Media Ethics	29	Yes
Summer 2010	JRN 300 Media Editing	9	Yes
Summer 2010	JRN 402 Ethical Issues in Mass Media	13	Yes
Winter 2010	JRN 300 Media Editing	23	Yes
Winter 2010	JRN 402 Ethical Issues in Mass Media	29	Yes
Fall 2009	JRN 200 News Reporting and Writing	19	Yes
Fall 2009	JRN 402 Ethical Issues in Mass Media	29	Yes
Summer 2009	JRN 300 Media Editing	16	Yes
Summer 2009	JRN 402 Ethical Issues in Mass Media	13	Yes
Winter 2009	JRN 300 Media Editing	23	Yes
Winter 2009	JRN 402 Ethical Issues in Mass Media	25	Yes
Fall 2008	JRN 200 News Reporting and Writing	23	Yes
Fall 2008	JRN 402 Ethical Issues in Mass Media	30	Yes
Summer 2008	JRN 300 Media Editing	20	Yes
Summer 2008	JRN 402 Ethical Issues in Mass Media	13	Yes
Winter 2008	JRN 300 Media Editing	19	Yes
Winter 2008	JRN 402 Ethical Issues in Mass Media	34	Yes
Fall 2007	JRN 200 News Reporting and Writing	18	Yes
Fall 2007	JRN 402 Ethical Issues in Mass Media	32	Yes
Summer 2007	JRN 300 Media Editing	14	Yes
Winter 2007	JRN 300 Media Editing	24	Yes
Winter 2007	JRN 403 Law of the Press	34	Yes
Fall 2006	JRN 480 ST: History of Journalism	18	Yes

IV. Research, Scholarship, Publications and related activities: indicate how each item was selected (refereed; editor; invitation, etc.) for publication or presentation.

a. Doctoral dissertation:

b. Master's thesis:

Partisan Pundit: Mark Sullivan Interprets the Great Depression and the New Deal, Oakland University, May 2002. Thesis committee: Carl Osthaus (chair), Roy Kotynek, and Karen Miller.

c. Books published or in press:

d. Articles published or in press (selected):

Gilbert, Garry. "Strengthen Michigan's Open Meetings Law," *Detroit Free Press*, Opinion page, March 19, 2015.

Gilbert, Garry. "Trauma & Triumph: the Science Behind Post-Traumatic Growth," *Hour Detroit Health Guide*, April, 2014.

- Gilbert, Garry. "Don't just tolerate diversity; respect and appreciate it," *The Oakland Press*, May 7, 2006.
- Gilbert, Garry. "Readers are full of opinions about OP," *The Oakland Press*, April 30, 2006.
- Gilbert, Garry. "Importance of news seems lost on the young," *The Oakland Press*, April 23, 2006.
- Gilbert, Garry. "There's still plenty of room for growth at Oakland University," *The Oakland Press*, April 16, 2006.
- Gilbert, Garry. "Going public with the truth is what made him a hero," *The Oakland Press*, April 9, 2006.
- Gilbert, Garry. "In rough times, positive attitude will take us far," *The Oakland Press*, April 2, 2006.
- Gilbert, Garry. "We broke our rules for a reason," *The Oakland Press*, March 22, 2006.
- Gilbert, Garry. "Morning-after media mistakes won't be repeated this election," *The Oakland Press*, October 28, 2004.
- Gilbert, Garry. "Responsible readers should dig up, not bury, polar views," *The Oakland Press*, October 14, 2004.
- Gilbert, Garry. "Passion Moment," J-ideas, the Journalism Institute for Digital Education, Activities and Scholarship, Ball State University, September 2004, (invitation).
- Gilbert, Garry. "For 160 years and counting, Press chronicles Oakland life," *The Oakland Press*, August 12, 2004.
- Gilbert, Garry. "In death, Reagan is at apex of conservative-liberal clash," *The Oakland Press*, June 9, 2004.
- Gilbert, Garry. "Press takes political responsibility seriously," *The Oakland Press*, March 11, 2004.
- Gilbert, Garry. "Oakland University would be wise to cap enrollment," *The Oakland Press*, March 4, 2004.

Gilbert, Garry. "Two years later, ISD problems continue to make headlines," *The Oakland Press*, September 11, 2003.

Gilbert, Garry. "September 11, aftermath is still the most important story of our times," *The Oakland Press*, September 4, 2003.

Gilbert, Garry. "Readers question why their letters are edited," *The Oakland Press*, August 28, 2003.

Gilbert, Garry. "Newspapers work to restore credibility with readers," *The Oakland Press*, August 21, 2003.

Gilbert, Garry. "Die-hard staff gets paper to readers (during blackout)," *The Oakland Press*, August 17, 2003.

Gilbert, Garry. "Who writes these editorials? Well, that is a good question," *The Oakland Press*, August 14, 2003.

Gilbert, Garry. "No spin news is elusive target in spin-mad world," *The Oakland Press*, August 7, 2003.

Gilbert, Garry. "Readers are quick to tell us what they love, hate," *The Oakland Press*, July 31, 2003.

Gilbert, Garry. "Telling all sides is vital," *The Oakland Press*, October 25, 2001.

Gilbert, Garry. "Sept. 11: World news suddenly became local" in *Crisis Journalism: A Handbook for Media Response*, American Press Institute, October 2001, page 9 (invitation).

Gilbert, Garry. "Readers say they want less fluff, more depth in coverage," *The Oakland Press*, September 27, 2001.

Gilbert, Garry. "Now we know: Apathy for foreign news must be corrected," *The Oakland Press*, September 21, 2001.

Gilbert, Garry. "Press has no interest in offering biased approach to political coverage," *The Oakland Press*, October 20, 2000.

Gilbert, Garry and Holly Gilbert. "Marshalling Forces." Book chapter, *Birmingham Unitarian Church: The First 50 years*. Birmingham Unitarian Church, Bloomfield Hills, Michigan. 2000: 45-62.

e. Oral Presentations:

Gilbert, Garry. Presenter, Detroit Chapter of the Society of Professional Journalists awards dinner, April 16, 2014 (invited).

Gilbert, Garry. Keynote speaker, Leadership Oakland, April 10, 2014 (invited).

Gilbert, Garry. "How the Media Culture has Changed Since 9/11." Commemorative event hosted by the Veteran's Services Office, Oakland University, September 9, 2011 (invited).

Gilbert, Garry. "Why We Need a Free Press." League of Women Voters, Birmingham, Michigan, October 19, 2010 (invited).

Gilbert, Garry. "Checkbook Journalism." The Warren Pierce show, WJR, Detroit. December 31, 2009 (invited program guest).

Gilbert, Garry. "Flashpoint." Guy Gordon, WDIV-TV, Detroit. August 13, 2009 (invited panelist).

Gilbert, Garry. "Currently Speaking." WDCQ, Delta College, University Center, Michigan. November 8, 2008 (invited panelist).

Gilbert, Garry. "Currently Speaking." WDCQ, Delta College, University Center, Michigan. January 22, 2008 (invited panelist).

Gilbert, Garry. "Managing a Newsroom Budget." Media Management Seminar, School of Journalism, Michigan State University. November 9, 2007 (invited).

Gilbert, Garry. "Commencement address." Yale High School, Yale, Michigan. May 20, 2007 (invited).

Gilbert, Garry. "Stealth Plan: Giving Journalists the Tools to Lead." College of Communication Arts & Sciences, Michigan State University. February 9, 2007 (invited).

Gilbert, Garry. "Alumni Remarks." Commencement, Oakland University. December 16, 2006 (invited).

Gilbert, Garry. "Writing Editorials and Reviews." Oakland Post, Oakland University. October 2006 (invited).

Gilbert, Garry. "When Strangers Become Neighbors." 20th Annual Interfaith Symposium, presented by the National Conference for Community and Justice, Wayne State University, Detroit. May 4, 2006 (invited panelist).

Gilbert, Garry. "Examining Opinion and Bias in the News." The Grant Howell Legacy Symposium presented by the Newseum and by Michigan State University. National Press Club, Washington, D.C. October 17, 2005 (invited panelist).

Gilbert, Garry. "Careers in Journalism." Phi Alpha Theta, Oakland University, October 11, 2005 (invited).

Gilbert, Garry. "Bias in the News Media." Auburn Hills Chamber of Commerce, Auburn Hills, Michigan. April 14, 2005 (invited).

Gilbert, Garry, "What Martin Luther King Jr. Did for Me." Martin Luther King Jr. Day, Greater Pontiac Coalition, St. George's Cultural Center, Pontiac, Michigan. January 14, 2005 (invited).

Gilbert, Garry. "Alumni Remarks." Commencement, Oakland University. December 18, 2004 (invited).

Gilbert, Garry. "The Liberal Media: Myth or Mandate?" Birmingham Unitarian Church, Birmingham, Michigan. October 10, 2004 (invited).

Gilbert, Garry. "Bias in the News Media." Oxford Rotary Club, Oxford, Michigan. August 10, 2004 (invited).

V. Public and University Service

<i>Names of Activity</i>	<i>Dates</i>	<i>Role in Activity</i>
a. Public service:		
Journalism workshop International Technology Academy Pontiac, Michigan	April 22, 2014	Presenter
Constitutional Hearing Day, Hampton Elementary, Rochester Hills, Michigan	April 20, 2012	Judge
U.S. Rep. Gary Peters Health Care Reform Town Hall, West Bloomfield High School, West Bloomfield, Michigan.	August 26, 2009	Moderator
Michigan Attorney General Mike Cox. Freedom of Information	March 10, 2006	Moderator

And Open Meetings Act seminar,
Oakland Circuit Court, Pontiac,
Michigan

Leader Dogs for the Blind Rochester, Michigan	2004-2005	Puppy raiser
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Business Roundtable: The Mayoral Election, Bo's Restaurant, Pontiac, Michigan.	November 3, 2005	Moderator
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Community Town Hall: The Mayoral Election, City Hall, Pontiac, Michigan	October 27, 2005	Moderator
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Birmingham Unitarian Church Birmingham, Michigan	2000-2002	Board member
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b. Professional Service

Michigan Coalition For Open Government	2012-present	Board member
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Oakland Post, board of directors	1995-present	Director, past president
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"Reporting and Editing." Valley Vanguard workshop, Saginaw Valley State University	March 26, 2011	Workshop leader
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"Social Media 2.OU," a conference for business leaders, students, and non-profit managers, Oakland University	March 14, 2010	Moderator
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"Reporting and Editing." Valley Vanguard workshop, Saginaw Valley State University	February 6, 2010	Workshop leader
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"Journalism Retreat for Faculty, Graduates and Students." OU INCubator, Oakland University	August 10, 2009	Moderator
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Michigan State University	2004-2005	Adviser
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School of Journalism
Professional Advisory Committee

“Journalism Workshop
for College Media,” Albion College,
Albion, Michigan

January 2004 Presenter

The Michigan Associated Press
Editors Association

1998-2004 President (2004),
board member

c. University Service

OU Alumni Association
board of directors.

2005-2014 Chair,
marketing
committee

Focus on the Finish
Line student retention
committee, Oakland
University

2011 Member

GOP Presidential
Candidate Debate
host committee

Fall 2011 Member

d. College service

Festival of Writers

April 2012 Judge

Upper Midwest Regional
Ethics Bowl

December
2011 Judge

Meeting of the Minds

May 2011 Moderator

e. Department Service

Public Relations major
Committee

2013-2015 Chair

Communication & Journalism
Assessment Committee

2011-2012 Member

Faculty search committee

2008-present Chair,
Member

Promotion and Tenure
Committee

Fall 2009 Member

Portfolio Assessment
Committee

2008-present Member

VI. Other Activities Relevant to Application for Tenure or Promotion

a. Honors and Professional Affiliations

MORE Award, American Academy of Orthopaedic Surgeons, April 30, 2015, for “Trauma & Triumph: the Science Behind Post-Traumatic Growth,” *Hour Detroit Health Guide*, March 30, 2014.

Society of Professional Journalists, Detroit chapter, first place explanatory story, April 15, 2015, for “Trauma & Triumph: the Science Behind Post-Traumatic Growth,” *Hour Detroit Health Guide*, March 30, 2014.

Established the Holly and Garry Gilbert Endowment for Safeguarding the Public Interest, October, 2014. http://www.oakland.edu/view_news.aspx?nid=11763

Faculty recognition: service, College of Arts & Sciences, 2013.

Member and adviser, Oakland University Chapter of the Society of Professional Journalists, 2012-2015.

Nominee, Excellence in Teaching Award, Oakland University, March 2013.

The OU journalism program’s 2011 report earned the Assessment Excellence Award by the Office of Institutional Research and Assessment (OIRA).

Nominee, Excellence in Teaching Award, Oakland University, March 2010.

Oakland University Distinguished Alumni Achievement Award, May 2000
Nominated by History Department Chair Ronald C. Finucane; annual winner is selected by the OU Alumni Association.

Michigan Press Association: *The Oakland Press* was named Michigan’s Best Newspaper in its circulation class in 1990, 1991, 1995, 1996, 1998, 2000, 2001, 2002, 2003, and 2005.

The Oakland Press won the Michigan Press Association Public Service Award in 2002 for its series of stories, “Pontiac Central – School under Scrutiny.”

Oakland University, College of Arts and Sciences, Meritorious Achievement Award, June 1995.

Oakland University History Department Leonardas V. Gerulaitis Book Award, June 1995.

Society of News Design: *The Oakland Press* won awards of excellence in 1990 and 1991.

Detroit Press Foundation: *The Oakland Press* won Medallion awards for excellence in 1985, 1992, and 1995.

b. Computer and Technical Skills:

Trained in QuarkXPress, Adobe InDesign, Adobe Photoshop, Baseview NewsEdit, Macintosh OS.

c. Workshops attended:

Lilly Conference on Teaching and Learning, Traverse City, Michigan, September 2012.

CETL Writing to Learn, Oakland University, 2012

“New Curriculum for New Journalism” seminar participant. Poynter Institute, St. Petersburg, Fla., January 4-7, 2010.

Capital Cities/ABC Television - Editors Workshop, University of Oregon, 1995.

“Show Me” Newspaper Design Workshop, University of Missouri, 1988.

Society of News Design, Design Workshop, University of Texas, 1987.

American Press Institute: Seminar for News Editors and Copy Desk Chiefs, Reston, Virginia, 1984.

Kim R. Madeleine, APR

**37749 Sunnydale
Livonia, MI 48154
734-591-7799
e-mail: mrpr7799@gmail.com**

Profile

Strategic communications professional with 35 years of experience in public relations and marketing communications. Measurable results in developing and implementing targeted internal and external communication programs. Areas of expertise include:

- Strategic Planning
- Program Development
- Community Relations
- Events/Sponsorships
- Crisis Communications
- Media Relations
- Advertising
- Employee/Organizational Communications

Experience

**KRM Communications, Livonia, Mich.
*President***

(1999 - Present)

Public relations and marketing consultant serving small- and mid-sized clients in the construction, home remodeling, manufacturing, broadcast, Internet, service industries and financial industries.

**Oakland University, Rochester, Mich.
*Special Lecturer-Journalism***

(1990-Present)

Adjunct instructor teaching advertising, journalism and public relations courses at Oakland University.

**Ameritech
Various Management Positions
(1987-1999)**

During a 12-year career, was instrumental in managing a variety of promotional activities in both advertising and public relations positions. Positions included:

***Team Leader-Event Marketing & Sponsorships-
Michigan Region***

Responsible for strategic development, contract negotiation, execution and evaluation of all Ameritech events and sponsorships in Michigan. Manage two field managers and a \$1 million budget.

Regional Manager -Market Relations & Development

Responsible for planning and implementing all marketing communication and public relations programs in Southeast Michigan and Northern Ohio region to increase awareness, usage and revenue growth of Ameritech Yellow Pages directories.

Director-Advertising and Corporate Communication

Developed short- and long-term advertising and corporate communication strategies and tactics to increase product awareness, usage and revenue in Ameritech Region. Managed staff of 17 communication professionals, an advertising agency and an annual advertising/promotional budget of \$8 million.

- Developed an integrated marketing communication process that maximized effectiveness of promotional investments. Reorganized department staff to match new process.
- Conducted an advertising agency review and selected new advertising agency of record.

State Public Relations Manager-Michigan Region

Developed community and media relations programs and acted as key Ameritech Advertising Services' spokesperson in Michigan to help promote a positive image of Ameritech Yellow Pages.

- Acted as crisis communication team leader for variety of yellow pages errors and issues and worked with local communities and news media to improve relationships and enhance products based on issues.

Supervisor-Employee Communication/Corporate Speech Writer

Acted as communication consultant and writer for internal communication projects. Main speech writer for President and other key executives.

Additional Experience

• ***Public Relations Director-Group 243 Advertising***

Provided PR services for agency clients and developed new business opportunities.

• ***Director of Advertising and Public Relations-Manufacturers Hanover Mortgage***

Managed business-to-business advertising, annual report development, internal communication and media relations.

• ***Director of Public Affairs-Macomb County Board of Realtors***

Coordinated all member communication, special events and media relations for local trade association, including editing an award-winning eight- page real estate newsletter.

Professional Achievements/ Activities

- Earned Accreditation in Public Relations (APR) from Public Relations Society of America (1985)
- Guest speaker on Public Relations, Marketing Communication and Marketing for Small Businesses at a variety of local and national business conferences.

Education

- B.A., Journalism, Michigan State University, East Lansing, Mich.
- Post-graduate studies, Advertising, Michigan State University, East Lansing, Mich.

ERIN A MEYERS

I. Biographical Data

- a. **Name:** Erin A. Meyers
- b. **Department:** Communication and Journalism
- c. **Rank:** Assistant Professor

II. Education

Degree	Institution	Date	Subject
Ph.D.	University of Massachusetts-Amherst	2010	Communication
M.A.	Ohio State University	2004	Women's Studies
B.A.	Tufts University	2000	Philosophy

III. Professional Experience

a. **Teaching Experience – not as a graduate student:**

Institution	Rank	Dates	Full or Part Time
Oakland University	Assistant Professor	2011-present	FT
Northeastern University	Postdoctoral Teaching Fellow	2010-2011	FT

b. **Teaching Experience as a graduate student:**

Institution	Rank	Dates
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Middlebury College	Visiting Instructor	2009
University of Massachusetts- Amherst	Graduate Teaching Assistant/Instructor	2005-2009
Ohio State University	Graduate Teaching Assistant/Instructor	2002-2004

c. Other Relevant Professional Experience

Institution	Rank/Title	Dates
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d. Oakland Appointment Record:

i. Rank and Date of Initial Appointment:

Assistant Professor, August 15, 2011

ii. Dates of Reappointment:

August 2013

iii. Rank and Dates of Promotion:

iv. Date(s) of Spring/Summer Teaching

1. Summer I 2012
2. Summer II 2013
3. Summer I 2014

v. Date(s) and Type of Leave:

e. Oakland Instructional Record:

Semester/Year	Course	Enrollment	Evaluations Available?
Winter 2015	COM 687	17	Pending
Winter 2015	COM/WGS 387	58	Pending
Fall 2014	COM 303	30	Yes

Fall 2014	COM 350	11	Yes
Summer I 2014	COM 622	09	Yes
Winter 2014	COM 350	30	Yes
Winter 2014	COM/WGS 387	31	Yes
Fall 2013	HC 201	20	Yes
Fall 2013	COM 303.01	30	Yes
Summer II 2013	COM 350	09	Yes
Winter 2013	COM 303.02	29	Yes
Winter 2013	COM 287.03	25	Yes
Fall 2012	COM 687	14	Yes
Fall 2012	COM 287.02	28	Yes
Summer I 2012	COM 287	13	Yes
Winter 2012	COM 371	28	Yes
Winter 2012	COM 287.02	30	Yes
Winter 2012	COM 287.05	31	Yes
Fall 2011	COM 287.01	31	Yes
Fall 2011	COM 373	19	Yes

IV. Research, Scholarship, Publications and Related Activities:

a. Doctoral Dissertation:

Meyers, Erin. "Gossip Talk and Online Community: Celebrity Gossip Blogs and Their Audiences." PhD Dissertation, University of Massachusetts-Amherst, 2010

b. Master's Thesis:

c. Books Published or in Press:

Meyers, Erin. *Dishing Dirt in the Digital Age: Celebrity Gossip Blogs and Participatory Culture*. April 2013. Peter Lang.

d. **Peer Reviewed Articles Published or in Press:**

Meyers, Erin A. (in press). Women, Gossip, and Celebrity Online: Celebrity Gossip Blogs as Feminized Popular Culture. In Levine, E. (Ed). *Cupcakes, Pinterest, and Ladyporn: Feminized Popular Culture in the Early 21st Century*. University of Illinois Press. (Invited/Editor).

Meyers, Erin. The “Ordinary” Celebrity and Postfeminist Media Culture. *FLOW 19(10)*, March 24, 2014. Available at: <http://flowtv.org/2014/03/the-ordinary-celebrity-and-postfeminist-media-culture/> (Invited/Editor).

Meyers, Erin. Reality Television and the “Ordinary” Celebrity. *FLOW 19(06)*, February 11, 2014 Available at: <http://flowtv.org/2014/02/tabloids-reality-television-and-the-ordinary-celebrity/> (Invited/Editor).

Meyers, Erin A. “The ‘Reality’ of Contemporary Stardom”. *FLOW 19(02)*, November 18, 2013. Available at: <http://flowtv.org/2013/11/the-reality-of-contemporary-stardom/> (Invited/Editor).

Meyers, Erin A. “Theory, Technology and Creative Practice: Using Pixton Comics to Teach Communication Theory. *Communication Teacher* 28(1), 32-38. January 2014. (Referred).

Meyers, Erin A. “Cruise Control: The Battle Over the Celebrity Image.” *In Media Res*. August 2013. Available at: <http://mediacommons.futureofthebook.org/imr/2013/08/12/cruise-control-battle-over-celebrity-image> (Invited/Editor).

Meyers, Erin. Pop Comm! articles in In Verderber, Kathleen S., Rudolph F. Verderber and Deanna D. Sellnow (Eds). *Communicate!* 14th ed. Boston: Wadsworth/Cengage, 2012 (Editor).

New articles:

Chapter 2: “Self-Monitoring and Celebrity Culture” (pp. 37-38);

Chapter 3: “*The Help*: Race and Stereotypes in Popular Culture,” (pp. 64-65)

Chapter 4: “Blurring the Lines: The Pragmatics of Tabloid and Mainstream Journalism,” (pp. 84-85);

Chapter 12: “Raise a Glass: Giving a Toast,” (pp. 278-279);

Chapter 14: “Where Have All The Experts Gone?” (pp. 336-337);

Chapter 15: “Politics, Politicians, and Public Speech Delivery,” (pp. 364-365);

Bonus Chapter: "Maybe She's Born With It? Maybe It's Photoshop" (online).

Meyers, Erin. Pop Comm! Articles in In Verderber, Kathleen S., Rudolph F. Verderber and Deanna D. Sellnow (Eds). *Communicate!* 14th ed. Boston: Wadsworth/Cengage, 2012 (Editor).

Substantial edits/additions to existing articles:

Chapter 6: "Presidential 'Debates': The Lost Art Of Listening And The Future Of Civil Democratic Discourse in the United States" (pp. 120-121);

Chapter 9: "The Dark Side of Online Social Groups," (pp. 201-202);

Chapter 11: "To Wikipedia or Not To Wikipedia: That's a Good Question," (pp. 262-263);

Chapter 13: "Ignite: The Power(Point) of eXtreme Audience Adaptation," (pp. 312-313).

Meyers, Erin. Pop Comm! articles in In Verderber, Kathleen S., Rudolph F. Verderber and Deanna D. Sellnow (Eds). *Communicate!* 14th ed. Boston: Wadsworth/Cengage, 2012 (Editor).

Minor edits/revisions to existing articles:

Chapter 1: "Mourning in the United States, 21st-Century Style," (p. 13);

Chapter 5: "The Meanings and Messages of Body Art: Then and Now," (pp. 105-106);

Chapter 7: "Why Don't You Speak For Yourself, John: Using Ghostwritten Online Dating Profiles," (pp. 145-146);

Chapter 8: "The Right to Privacy in a Mediated Society," (pp. 170-171);

Chapter 10: "Problem Solving in Cyberspace: *Dungeon & Dragons* and *World of Warcraft*," (pp. 231-232);

Chapter 16: "Coloring the News: Is the Information Provided by the Media Biased?" (pp. 398-399);

Chapter 17: "You Too Can Have Six-Pack Abs in Only Three Weeks!" (pp. 422-423).

Meyers, Erin A. "Media and Media Literacy." [Online bonus chapter] In Verderber, Kathleen S., Rudolph F. Verderber and Deanna D. Sellnow (Eds). *Communicate!* 14th ed. Boston: Wadsworth/Cengage, 2012 (Editor).

Meyers, Erin A. "'Blogs give regular people the chance to talk back': Rethinking 'Professional' Media Hierarchies in New Media." *New Media & Society*, 14(6), 1022-1038. September 2012 (Refereed).

Meyers, Erin. "Gossip Blogs and 'Baby Bumps': The New Visual Spectacle of Female Celebrity in Gossip Media." In Ross, Karen (Ed), *The Handbook of Gender, Sex and Media*. Oxford, UK: Wiley-Blackwell Publishing, 2011 (Editor).

Meyers, Erin A. "Reality Television and the Hypertrophic Celebrity in *Victoria Beckham: Coming to America*." *Celebrity Studies* 1(3). 319-333. November 2010 (Refereed).

Meyers, Erin. "Twitter and the Branding of the Celebrity Self." *In Media Res*, October 2010. Available at:
<http://mediacommons.futureofthebook.org/imr/2010/10/28/twitter-and-branding-celebrity-self> (Editor).

Meyers, Erin. "'Can You Handle My Truth?': Authenticity and the Celebrity Star Image." *The Journal of Popular Culture* 42(5), 890-907. October 2009 (Refereed).

e. Oral Presentations; Performances; Exhibitions

Meyers, Erin. "Media, Gender, and Body Image." Love Your Body Day event hosted by OU Feminist Activism Forum, October 23, 2014. (Invited)

Meyers, Erin A. "Just Be Yourself: Celebrity Gossip Media and the Rise of the Reality Star," *Celebrity Studies* Bi-annual Conference, Royal Holloway, London, June 2014 (Refereed).

Meyers, Erin A. "'Don't Cry Because It's Over, Smile Because It Was:' Soap Opera in the Age of Convergence", Popular Culture Division, International Communication Association Conference, Seattle, May 2014 (Refereed).

Meyers, Erin. "*Us Weekly* and the 'Reality' of Postfeminist Stardom" Console-ing Passions: International Conference on Television, Video, Audio, New Media & Feminism, University of Missouri, April 2014 (Refereed).

Meyers, Erin. "Bye Bye Barbie: Fighting Media Messages." National Eating Disorder Awareness Week, Oakland University, March 4 and 5, 2014 (Invited).

Meyers, Erin and Jennifer Lucarelli. "Bye Bye Barbie: Fighting Media Messages." National Eating Disorder Awareness Week, Oakland University, February 26 and 27, 2013 (Invited).

Meyers, Erin. "Star Bodies and Participatory Culture" Critical MASS, Michigan Alliance for Screen Studies Symposium, Oakland University, January 2013 (Invited).

Meyers, Erin. "Teen Moms as Celebrities: Does *Teen Mom* Glamorize Teen Pregnancy?" Toddlers, Teen Moms, and Timeouts: The Role of Class in Reality Parenting Programming roundtable. Flow Conference, University of Texas-Austin, November 2012 (Refereed).

Meyers, Erin. "The Role of Soap Opera in the Development of (Feminist) New Media Scholarship." Console-ing Passions Conference, Boston, July 2012 (Refereed).

Meyers, Erin. "'Is She Pregnant or Just Fat?': Policing the Female Celebrity Through the 'Baby Bump Watch.'" Pacific Sociological Association Conference, San Diego, March 2012 (Invited).

Meyers, Erin, Kristine Vazanno, Jennifer Lucarelli & Tanis Hastmann. "Bye Bye Barbie: Fighting Media Messages." National Eating Disorder Awareness Week, Oakland University, February 28 and 29, 2012 (Invited).

Meyers, Erin. "Gossip Blogs and 'Baby Bumps': The New Visual Spectacle of Female Celebrity in Gossip Media," Department of Communication and Journalism Speaker Series, Oakland University, November 2011 (Invited).

Meyers, Erin. "'It's Kinda Like a Guy Gossip Website:': New Media and Alternative Gossip Communities." Midwest Popular Culture Association/American Culture Association Conference, Milwaukee, October 2011 (Refereed).

Meyers, Erin. "Gossip Blogs and Cultural Production: Rethinking 'Professional' Media Hierarchies in New Media." Popular Communication Division, International Communication Association Conference, Boston, May 2011 (Refereed).

Meyers, Erin. "Stars—They Tweet Like Us!: Celebrity Twitter Feeds and the Illusion of Intimacy." TwitterTube Roundtable, Flow Conference, University of Texas, Austin, September 2010 (Refereed).

Meyers, Erin. "Walter, Louella, and Perez: A Historical Perspective on the Celebrity and Gossip in 'Old' and 'New' Media." Popular Communication Division, International Communication Association Conference, Chicago, May 2009 (Refereed).

Meyers, Erin. "Reality TV and the Work of Transnational Celebrity in *Victoria Beckham: Coming to America*." Mass Communication Division, National Communication Association Conference, San Diego, November 2008 (Refereed).

Meyers, Erin. "Reality TV and the Gendered Celebrity Image: Bringing Victoria Beckham to America." Going Cheap?: Female Celebrity in the Tabloid, Reality and Scandal Genres Conference, School of Film and Television Studies, University of East Anglia, Norwich, UK, June 2008 (Refereed).

Meyers, Erin. "Celebrity Gossip and Community Building @ perezhilton.com." Transforming Audiences Conference, University of Westminster, London, September 2007 (Refereed).

Meyers, Erin. "Talk to Perez: Celebrity Gossip and Meaning Making in 'Real' and Virtual Communities." The Futures of American Studies Institute, Dartmouth College, June 2007 (Refereed).

Meyers, Erin and Andrea Bergstrom. "'You Are To Become Geisha:' Authenticity and the Politics of Representation in *Memoirs of a Geisha*." Popular Communication Division, International Communication Association Conference, San Francisco, May 2007 (Refereed).

Meyers, Erin. "'Stars-They're Just Like Us?': Celebrity Image and Social Meaning Making." Popular Culture Association/American Culture Association National Conference, Boston, April 2007. (Refereed).

Meyers, Erin. "Authenticity and the Celebrity Image: In Pursuit of Britney's 'Truth.'" Cultural Studies Association Conference, Arlington, VA, June 2006 (Refereed).

Meyers, Erin. "'Cunnilingus and Psychiatry Have Brought Us to This:' The Changing Face of Masculinity in *The Sopranos*." Communication in Crisis Conference, University of Massachusetts-Amherst, MA, March 2006 (Refereed).

Meyers, Erin. "'Can You Handle My Truth?': Authenticity and the Celebrity Star Image." Media Stardom Conference, Plymouth State University, Plymouth, NH, October 2005 (Refereed).

Meyers, Erin. "How to Get 'Bette Davis Eyes:' Star Construction and the Performance of Femininity." Media Stardom Conference, Plymouth State University, Plymouth, NH, October 2005 (Refereed).

f. Book Reviews Published or In Press:

Meyers, Erin A. "*Celeb 2.0: How Social Media Foster Our Fascination With Popular Culture* by Kelli S. Burns." [Review of the book], *Journal of American Culture*, 34(2), 202-203. June 2011 (Editor).

g. Abstracts Published or in Press:

h. Research in Progress:

Meyers, Erin. "'Don't Cry Because It's Over, Smile Because It Was:' American Soap Operas and Convergence Culture." Revision submitted to *Critical Studies in Media Communication* (March 2015).

i. Grants: Source, Date and amount of award

Source	Date	Amount
OU Academic Service Learning Faculty Fellow	Fall 2012	\$2000.00

V. **Public and University Service**

Names of Activity	Dates	Role in Activity
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a. **Public Service:**

b. **Professional Service:**

<i>Celebrity Studies</i>	2014	Editorial Board Member
Doctoral Thesis, Media Studies University of Vaasa, Finland (Maria Eronen)	2014	Pre-examiner/ Reader
International Communication Association Annual Conference, Popular Communication Division	2012-14	Reviewer
International Communication Association Annual Conference, Feminist Studies Division	2012-14	Reviewer
Doctoral Dissertation, Dept. of Business Administration, Southern Illinois University (Ben Eng)	2013-14	Outside reader
<i>Celebrity Studies</i>	2012-14	Reviewer
Polity Press	2013	Manuscript Review
<i>Feminist Media Studies</i>	2013	Reviewer
<i>New Media & Society</i>	2013	Reviewer
<i>Communication, Culture and Critique</i>	2009	Reviewer
<i>Journal of Communication Inquiry</i>	2009	Reviewer

c. **University Service:**

Honors College Council	2014-17	Member
Honors College Student Thesis (Kara Olsavsky)	2014-15	Primary Mentor
OU Sail Board	2014-15	Member
General Education Committee	2012-15	Member
CETL Junior Faculty Social Hour Planning Committee	2013-14	Co-chair
All University Fund Drive	2013	Department Team Leader
Eastern Michigan University Entertainment Design and Technology Program Review Committee	2013	Member
National Eating Disorder Awareness Week Media and Body Image presentation	2012-14	Presenter
Faculty Learning Community: Film and Media Studies—Research, Teaching, Collaboration	2012-14	Member
Center for Excellence in Teaching and Learning New Faculty Orientation Workshop	2012-14	Presenter
Honors College Student Thesis (Jacqueline Lee)	2012-13	Primary Mentor
Honors College Student Thesis (Megan Wolf)	2011-12	Second Mentor
d. College Service:		
Women and Gender Studies Film Festival Planning Committee	2013-15	Member
e. Department Service:		
Curriculum Committee	2014-15	Chair
Lambda Pi Eta Communication Honors	2012-15	Faculty Advisor

Society (undergraduate) – Iota Eta chapter

MA Student Advisor (Ashleigh Curp)	2014-15	Primary Advisor
MA Student Advisor Thesis Project (Zakiya Miniffee)	2014-15	Secondary Advisor
MA Student Advisor (Sarah Merritt)	2014-15	Secondary Advisor
MA Student Advisor (Peter Spezia)	2014-15	Secondary Advisor
MA Student Advisor Comprehensive Exams (Stacey Bruwer)	2013-14	Primary Advisor
MA Student Advisor Comprehensive Exams (Nelson Pouliot)	2013-14	Primary Advisor
MA Student Advisor Thesis Project (Megan Semeraz)	2013-14	Secondary Advisor
MA Student Advisor Thesis Project (David Magnotte)	2013-14	Secondary Advisor
Interactive and Social Media Minor Committee	2013-14	Member
Faculty Search Committee Media Studies/Production	2013-14	Member
Part-Time Instruction Committee	2013-14	Chair
MA Student Advisor Comprehensive Exams (Emily Richard)	2012-13	Primary Advisor
MA Student Advisor Comprehensive Exams	2012-13	Primary Advisor

(Rachel Partain)

MA Student Advisor Creative Project (Aesha LaViolette)	2012-13	Secondary Advisor
MA Student Advisor Creative Project (Lana Brown)	2012-13	Secondary Advisor
Tenure & Promotion Document Review Committee	2013	Member
Part-time Instruction Committee	2012-13	Member
Senior Capstone Committee	2012	Member
Program Planning & Publicity Committee	2011-12	Member
Faculty Search Committee Critical Cultural Studies	2011-12	Member

VI. **Other Relevant Materials**

Recognized for contributions to Student-Athlete academic success	2014	Senate Athletic Committee
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VALERIE PALMER-MEHTA

I. **Biographical Data**

- a. **Name:** Valerie Palmer-Mehta
- b. **Department:** Communication and Journalism
- c. **Rank:** Associate Professor

II. **Education**

Degree	Institution	Date	Subject
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Ph.D.	Wayne State University	2002	Communication
M.A.	Wayne State University	1999	Communication
B.A.	Oakland University	1993	Communication

III. **Professional Experience**

a. **Teaching Experience - not as a graduate student:**

Institution	Rank	Dates	Full or Part Time
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Oakland University	Associate Professor	2009-present	FT
Oakland University	Assistant Professor	2004-2009	FT
University of Alabama	Assistant Professor	2003-2004	FT
Oakland University	Visiting Assistant Professor	2002-2003	FT

b. **Teaching Experience as a graduate student:**

Institution	Rank	Dates
Wayne State University	Graduate Teaching Assistant	1996-2002
	Forensics Coach	
	Adjunct Faculty	

c. **Other Relevant Professional Experience:**

Institution	Rank/Title	Dates
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Wayne State University	Graduate Student Assistant	
	To WSU President, Irvin Reid	2000-2001

Wayne State University	Speech Writer to President Reid	1999-2000
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Wayne State University	Speech Writer to V.P. of Govt and Community Affairs, Faye Nelson (Occasional)	1999-2002
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d. **Oakland Appointment Record:**

i. **Rank and Date of Initial Appointment:**

Professor, August 15, 2004

Assistant

ii. **Dates of Reappointment:**

Reappointed to Assistant Professor, August 15, 2007

Reappointed to Assistant Professor, August 15, 2009

iii. **Rank and Dates of Promotion:**

Promoted to Associate Professor, August 15, 2009

iv. **Date(s) of Spring/Summer Teaching:**

June 4 – July 26, 2009

May 3 – August 14, 2010

May 2 – August 13, 2011

May 7 – August 18, 2012

May 6 – August 17, 2013

v. **Date(s) and Type of Leave:**

Sabbatical, January-April 2011 (credited to fall 2010)

e. **Oakland Instructional Record:**

Semester/Year	Course	Enrollment	Evaluations Available?
W15 WGS 405	07	In process	
W15 COM 385	30	In process	
F14 (Crosslisted)	COM 380/WGS 301/MLS 511, 30		Yes
W14 COM 412	14	Yes	
W14 COM 385	28	Yes	
F13 HC 204	9	Yes	
F13 COM 150	31	Yes	
F13 COM 150	30	Yes	
S13 COM 491	33	N/A	
W13 COM 303	28	Yes	
W13 COM 491	12	N/A	
W13 COM 491	11	N/A	
F12 COM 627	7	Yes	
F12 COM 491	26	N/A	
S12 COM 491	30	N/A	
W12 COM 385	32	Yes	
W12 COM 491	18	N/A	
W12 COM 303	30	Yes	
F11 COM 412	26	Yes	
F11 COM 491	23	N/A	
S11 COM 491	18	N/A	
F10 COM 491	18	N/A	
F10 COM 303	30	Yes	
S10 COM 491	19	N/A	
W10 COM 385	30	Yes	
W10 COM 491	19	N/A	
F09 COM 385	20	Yes	
F09 COM 301	22	Yes	
F09 COM 491	12	N/A	
S09 COM 385	30	Yes	
W09 COM 385	30	Yes	
W09 COM 385	27	Yes	
F08 COM 385	21	Yes	
F08 COM 287	13	Yes	

F08	COM 497	02	N/A
W08	COM 303	32	Yes
W08	COM 380	28	Yes
W08	WS 301	07	Yes
F07	COM 303	32	Yes
F07	COM 385	29	Yes
F07	COM 490	03	N/A
W07	COM 311	17	Yes
W07	COM 385	32	Yes
W07	COM 497	02	N/A
F06	COM 301	31	Yes
F06	COM 380	29	Yes
W06	COM 301	31	Yes
W06	COM 303	31	Yes
F05	COM 301	33	Yes
F05	COM 385	28	Yes
W05	COM 301	31	Yes
W05	COM 385	32	Yes
F04	COM 385	24	Yes
F04	COM 385	10	Yes

IV. **Research, Scholarship, Publications and Related Activities:**

a. **Doctoral Dissertation:**

Palmer-Mehta, Valerie. "Burdened Bodies: Representations of White Masculinity in the U.S. Media." Diss. Wayne State U, 2002.

b. **Master's Thesis:**

Palmer-Mehta, Valerie. "Gendered Argumentation Theory: The Rhetoric of the Radical Faction of the Women's Movement." MA thesis. Wayne State U, 1999.

c. **Books Published or in Press:**

d. **Peer Reviewed Articles and Book Chapters Published or in Press:**

Palmer-Mehta, Valerie. "Sarah Polk: Ideas of Her Own." A Companion to First Ladies. Ed. Katherine A.S. Sibley. Wiley & Sons. Forthcoming 2016. [Editor Referee]

Palmer-Mehta, Valerie. "Shirin Neshat." Women in American History. Ed. Roseanne Welch and Peg Lamphier. ABC-Clio. Forthcoming 2016. [Editor Referee]

Palmer-Mehta, Valerie. "The Rhetorical Space of the Garden in Shirin Neshat's Women Without Men." Women's Studies in Communication 38.1 (2015): 78-98. [Refereed]

Palmer-Mehta, Valerie. "Refracting Mental Illness Through Disability: Towards a New Politic of Cultural Locations." Journal of American Culture 36.4 (2013): 353-363. [Referred]

Palmer-Mehta, Valerie. "Peace Building/Conflict Resolution (Women in)." The Multimedia Encyclopedia of Women in Today's World, 2nd ed. Ed. Mary Zeiss Stange, Carol K. Oyster, & Jane E. Sloan (Eds.), Thousand Oaks, CA: SAGE Publications, 2013. 1439-1447. [Editor Referee]

Palmer-Mehta, Valerie. "Theorizing the Role of Courage in Resistance: A Feminist Rhetorical Analysis of Aung San Suu Kyi's 'Freedom From Fear' Speech." Communication, Culture, and Critique 5.3 (2012): 313-332. **Lead article**. [Refereed]

Palmer-Mehta, Valerie and Alina Haliliuc. "The Performance of Silence in Cristian Mungiu's 4 Months, 3 Weeks, 2 Days." Text and Performance Quarterly 31.2 (2011): 111-129. **Lead article**. [Refereed]

Palmer-Mehta, Valerie. "Reimagining Community through Julie Laible's Loving Epistemology." Swartz, O. (Ed). Communication and Creative Democracy: Interdisciplinary Perspectives. Suffolk, UK: Abramis Academic, 2011. 155-184. [Refereed]

Palmer-Mehta, Valerie. "Aung San Suu Kyi and the Rhetoric of Social Protest in Burma." Women's Studies in Communication 32.2 (2009): 151-179. [Refereed]

Palmer-Mehta, Valerie. "Men Behaving Badly: Mediocre Masculinity and The Man Show." Journal of Popular Culture 42.6 (2009): 1053-1072. [Refereed]

Palmer-Mehta, Valerie and Alina Haliliuc. "Flavor of Love and the Rise of Neo-Minstrelsy on Reality Television." Pimps, Wimps, Studs, Thugs and Gentlemen: Essays on Media Images and Masculinity. Ed. Elwood Watson and John Kille. Jefferson, NC: McFarland, 2009. 85-105. [Refereed]

Palmer-Mehta, Valerie. "Motivational Appeals and Ethics." Communication Teacher 23.1 (2009): 41-47. [Refereed]

Vitale, Danielle R. and Valerie Palmer-Mehta. "Oprah Winfrey." Encyclopedia of the Culture Wars: Issues, Voices, and Viewpoints. Ed. Roger Chapman. Armonk, NY: M.E. Sharpe, 2009. 619-620. [Refereed]

Palmer-Mehta, Valerie and Alina Haliliuc. "Reality Television: The Business of Mediating (Extra)Ordinary Life." The Business of Entertainment—Television. Ed. Robert Sickels. Westport, CT: Praeger Publishers, 2008. 159-178.[Refereed]

Palmer-Mehta, Valerie. "Men's Movements." American Countercultures. Ed. Gina Misiroglu. Marina del Ray, CA: M. E. Sharpe, 2008. 483-485. ***This book was honored with the RUSA Award for Outstanding Reference Sources for 2010 by the American Library Association.*** [Refereed]

Palmer-Mehta, Valerie. "'We Are All Bound Up Together': Frances Harper and Feminist Theory." Black Women's Intellectual Traditions: Speaking Their Minds. Ed. Kristin Waters and Carol Conaway. Hanover: University of Vermont Press, 2007. 192-215. *This book was awarded the 2007 Letitia Woods Brown Memorial Book Prize for the best anthology about African American women's history.* [Refereed]

Palmer-Mehta, Valerie. "The Oprahization of America: Representations of Black Femininity on The Man Show." The Oprah Phenomenon. Ed. Jennifer Harris and Elwood Watson. Lexington: University Press of Kentucky, 2007. 65-86. [Refereed]

Palmer-Mehta, Valerie. "Frances Ellen Watkins Harper." African American Women Writers. Ed. Yolanda Page. Westport, CT: Greenwood Press, 2007. 261-263. [Refereed]

Palmer-Mehta, Valerie. "The Wisdom of Folly: Disrupting Masculinity in King of the Hill." Text and Performance Quarterly 26.2 (2006): 181-198. [Refereed]

Palmer-Mehta, Valerie. "Disciplining the Masculine: The Disruptive Power of Janice Soprano." Reading the Sopranos: Hit TV on HBO. Ed. David Lavery. London: I. B. Tauris, 2006. 57-69. [Refereed]

Palmer-Mehta, Valerie and Kellie D. Hay. "A Superhero for Gays? Gay Masculinity & Green Lantern." Journal of American Culture 28 (2005): 390-404. This is the authors' revised version of the GLAAD monograph listed below. [Refereed]

Palmer-Mehta, Valerie and Kellie D. Hay. "The Anti-Gay Hate Crime Storyline in DC Comics' Green Lantern: An Analysis of Reader Response." A commissioned paper for GLAAD Center for the Study of Media and Society, 2003. [Refereed by Van Cagle, Project Supervisor at GLAAD, and other blind reviewers of grant-sponsored papers at GLAAD]

Palmer-Mehta, Valerie and Kellie D. Hay. "Reader Responses to the Anti-Gay Hate Crime Story Line in DC Comics' Green Lantern." This is a redacted reprint of the GLAAD monograph (listed above) in Critical Readings: Violence and the Media. Ed. C. Kay Weaver and Cindy Carter. Maidenhead, UK: Open University Press, 2006. 298-312. [Invited and redacted by the editors of the volume]

Palmer-Mehta, Valerie. "Media Representations of Corpulent Embodiment: A Case Study of The Drew Carey Show." Cercles: Revue Pluridisciplinaire du Monde Anglophone 8 (2003): 91-102. Special Issue: Gender, Race and Class in American Sitcoms. [Refereed by special issue editor, Georges-Claude Guilbert]

e. **Oral Presentations; Performances; Exhibitions:**

Palmer-Mehta, Valerie. "A 'Suitably Dead' Woman: A Feminist Rhetorical Analysis of Andrea Dworkin's Memorials." Accepted for presentation at the October 2015 Feminisms and Rhetorics Conference. Tempe, Arizona.

Shuler, Sherianne and Valerie Palmer-Mehta. "Devil Mamas: A Feminist Rhetorical Analysis of Resistant Maternal Discourses in *Sanctimommy*." Paper presented as part of the panel, "Media's Misguided Mothers: Unmet Expectations of Motherhood." Mass Communication Division. National Communication Association. Chicago, Illinois. 2014.

Palmer-Mehta, Valerie. "The Cultural Geography of the Garden: Reclaiming the Garden as Liberatory Space in Shirin Neshat's Women Without Men." Association for Cultural Studies Conference. Tampere, Finland. 2014.

Palmer-Mehta, Valerie. "The Resistant Ethos: Andrea Dworkin's Subversion of 'Everyday Tyranny.'" Feminist and Women's Studies Division. National Communication Association Conference. Washington, DC. 2013.

Palmer-Mehta, Valerie. "Refracting Mental Illness Through Disability: 'Locating' the Mentally Ill in the Films of M. Night Shyamalan." Film Division. Midwest Popular Culture Association Conference. St. Louis, MO. 2013.

Palmer-Mehta, Valerie. "Theorizing the Role of Courage in Resistance." Association for Cultural Studies Conference. Paris, France. 2012. Hosted by Sorbonne Nouvelle University and UNESCO.

Palmer-Mehta, Valerie. "Reimagining Community Through Julie Laible's Loving Epistemology." Feminist Scholarship Division. International Communication Association. Boston, MA. 2011.

Palmer-Mehta, Valerie and Alina Haliliuc. "The Performance of Silence in Cristian Mungiu's 4 Months, 3 Weeks, 2 Days." Feminist & Women's Studies Division of the National Communication Association. Chicago, IL. 2009. ***Part of the panel, "Top Papers in Feminist and Women's Studies." [Top Two Paper out of 135 submitted. Radhika Gajjala, program planner]***

Palmer-Mehta, Valerie. "Aung San Suu Kyi and the Rhetoric of Social Protest in Burma." Feminist & Women's Studies Division of the National Communication Association. Chicago, IL. 2007. ***Part of the panel, "Top Papers in Feminist and Women's Studies." [Top paper out of 130 submitted. Kristina Horn Sheeler, program planner].***

Palmer-Mehta, Valerie. "Flavor of Love: Representing Black Masculinity." Critical / Cultural Studies Division of the National Communication Association. Chicago, IL. 2007.

Palmer-Mehta, Valerie and Kellie D. Hay. "A Superhero for Gays? Gay Masculinity in Green Lantern." Critical / Cultural Studies Division of the National Communication Association. Boston, MA. Nov. 2005. ***Part of the spotlight panel, "Emerging Scholars in Critical and Cultural Studies," featuring the best work submitted by assistant professors in the division.***

Palmer-Mehta, Valerie. "The Oprahization of America: The Man Show & The Redefinition of Black Femininity." Feminist & Women's Studies Division. National Communication Association. Boston, MA. Nov. 2005.

Palmer-Mehta, Valerie. "Disciplining the Masculine: The Disruptive Power of Janice Soprano on HBO's The Sopranos." Critical / Cultural Studies Division. National Communication Association. Chicago, IL. Nov. 2004.

Palmer-Mehta, Valerie. "Frances Ellen Watkins Harper: Ideology, Identity and Black Feminist Political Rhetoric." Public Address Division. National Communication Association. Chicago, IL. Nov. 2004.

Palmer-Mehta, Valerie and Kellie D. Hay. "Building Mutually Invigorating Research Relationships: Process & Outcome when Researching Comic Book Fans with the Center for the Study of Media and Society." Panel Discussion, GLBT Division. National Communication Association. Miami, FL. Nov. 2003.

Palmer-Mehta, Valerie and Kellie D. Hay. "The Anti-Gay Hate Crime Story Line in the Green Lantern Comic Book: An Analysis of Reader Responses." GLBT Division. National Communication Association. Miami, FL. Nov. 2003.

Palmer-Mehta, Valerie. "Mediated Representations of Corpulent Embodiment: A Case Study of The Drew Carey Show." Critical / Cultural Studies Division. National Communication Association Convention. Miami, FL. New Orleans, LA. Nov. 2002.

Palmer-Mehta, Valerie. "Representations of Gender in the Media: A Rhetorical Analysis of Masculinity in the King of the Hill." Rhetorical Theory and Criticism Interest Group. Central States Communication Association. Milwaukee, WI. April 2002.

Palmer-Mehta, Valerie. "The Stories We Tell About Identity: Gender, Race and Sexuality in The Man Show." Women's Caucus. Central States Communication Association. Milwaukee, WI. April 2002.

Palmer-Mehta, Valerie. "Power or Justice: A Feminist Analysis of Foucault's Theory of Power." Feminist & Women's Studies Division. National Communication Association. Seattle, WA. Nov. 2000.

Palmer-Mehta, Valerie. "Girl Scouts of America: Taking a Fresh Look at an Old Tradition." Ethnography Division. National Communication Association. Seattle, WA. Nov. 2000.

Palmer-Mehta, Valerie. "Cult of the Kill: A Burkeian Analysis of the Columbine Tragedy." Kenneth Burke Division. Central States Communication Association. Detroit, MI. April 2000.

Palmer-Mehta, Valerie. "Independent Women's Forum: A New Feminism?" Central States Communication Association. Detroit, MI. April 2000.

Palmer-Mehta, Valerie and Sandra J. Berkowitz. "Niebuhrian Irony and the Force of History: The Emergence of Nineteenth Century Anti-Intellectualism in American Public Address." Rhetorical Theory & Criticism Division. Central States Communication Association. St. Louis, MO. April 1999.

f. **Book, Media, and Art Reviews Published or in Press:**

Palmer-Mehta, Valerie. "Gwandusu (Mother and Child Figure)." Multiplicity, Connection and Divergence: African Art from the John F. Korachis Collection. Ed. Andrea Eis. Rochester, MI: Oakland University Art Gallery, 2011. 22. [Invited]

Palmer-Mehta, Valerie and Alina Haliliuc. Rev. of 4 Months, 3 Weeks, and 2 Days, dir. Cristian Mungiu. Women and Language 33.3 (2010): 117-118. [Refereed]

Palmer-Mehta, Valerie. Rev. of Gay Rights and Moral Panic: The Origins of America's Debate on Homosexuality, by Fred Fejes. Women's Studies in Communication 32.3 (2009): 409-411. [Refereed]

Palmer-Mehta, Valerie. Rev. of Us Guys: The True and Twisted Mind of the American Man, by Charlie LeDuff. Journal of American Cultures 31.1 (2008): 134-136. [Refereed]

Palmer-Mehta, Valerie. Rev. of Handbook of Studies on Men and Masculinities, ed. Michael Kimmel, Jeff Hearn, and R. W. Connell. Gender Forum 15 (2006): par. 1-7.
<<http://www.genderforum.uni-koeln.de/>> [Refereed]

Palmer-Mehta, Valerie. Rev. of A Man's World? Changing Men's Practices in a Globalized World, ed. Bob Pease and Keith Pringle. Cercles: Revue Pluridisciplinaire du Monde Anglophone. February 2004.
<<http://www.cercles.com/review/r14/pease0204R.htm>> [Invited]

Palmer-Mehta, Valerie. Rev. of Feminism in the Heartland, by Judith Ezekiel. Cercles: Revue Pluridisciplinaire du Monde Anglophone. March 2003.
<<http://www.cercles.com/review/r8/ezekiel.html>> [Invited]

Palmer-Mehta, Valerie. Rev. of The Last American Man, by Elizabeth Gilbert. Cercles: Revue Pluridisciplinaire du Monde Anglophone. October 2002.
<<http://www.cercles.com/review/r4/gilbert.html>> [Invited]

g. **Abstracts Published or in Press:**

h. **Research in Progress:**

Palmer-Mehta, Valerie. "Andrea Dworkin's Radical Ethos." Ecological Ethē: A Feminist Approach to Women's Rhetorical Practices. Ed. Rebecca Jones, Nancy Myers, Kate Ryan. My proposal was one of 12 selected from a group of 100 for this collection; the editors have the full

7500 word chapter. The collection is under review by Southern Illinois University Press, whose managing editors have requested revisions. I am currently making revisions, due April 6.

Palmer-Mehta, Valerie and Sherianne Shuler. "Devil Mamas: A Feminist Rhetorical Analysis of Resistant Maternal Discourses in Sanctimommy." Media's Misguided Mothers: The Unmet Expectations of Mothering. Ed. Heather Hundley and Sara Hayden. Full chapter accepted by editors, who are seeking a publisher.

Palmer-Mehta, Valerie. "'Coming Out Pregnant': Staceyann Chin's Challenge to Traditional Maternal Discourses." Proposal submitted to *New Maternalisms*. Collecting data to complete full paper.

Palmer-Mehta, Valerie. "Andrea Dworkin as Feminist Killjoy: Sexism in Discourses Surrounding Dworkin's Death." Being prepared for *New Formations: A Journal of Culture, Theory & Politics*.

Shuler, Sherianne and Valerie Palmer-Mehta. "An Autoethnographic Approach to Maternal Ambivalences." Being prepared for submission to *Maternal Ambivalences*, ed. Tanya Cassidy, Dr. Susan Hogan, Dr. Sarah LaChance Adams. Deadline for abstracts is September 1, 2015.

i. **Grants: Source, Date and amount of award:**

Oakland University Student Success Award/Grant, with Jo Reger, 2014 (\$1084)

Oakland University Faculty Research Fellowship, 2014 (\$10,000)

Oakland University Career Services Internship Grant, 2013 (\$1450)

Oakland University Faculty Research Fellowship, 2008 (\$8500)

Oakland University Faculty Research Fellowship, 2005 (\$8500)

GLAAD Center for the Study of Media and Society, with Kellie D. Hay, 2002 (\$1500)

Thomas Rumble Fellowship, Wayne State University Graduate School, 2001-2002 (stipend, tuition, medical/dental, housing allowance for one school year)

V. Public and University Service:

Name of Activity	Dates	Role in Activity
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a. **Public Service:**

Honors Communication Course at	09/25/07	Guest Lecturer
Wayne State University, Dr. E. Pappas	10/13/05	

Michigan Women's Studies Association, Michigan Women's Historical Center and Hall of Fame	2006	Judge, Hall of Fame Recipients
b. Professional Service:		
Editorial Board Member, <u>Southern Communication Journal</u>	2015-2017	Referee
Reviewer for the international journal, <u>Communication, Culture, and Critique</u>	03/2015 12/2011	Referree
Association for Cultural Studies Crossroads Conference, "Cinema and Gender" Panel, Tampere, Finland	07/2014	Chair
Reviewer for the international journal, <u>Studies in Eastern European Cinema</u>	06/2014	Referee
Reviewer for the national journal, <u>Women's Studies in Communication</u>	04/2014	Referee
National Communication Association, Reviewer of Papers Submitted to the Public Address Division	4/2014 4/2012	Reviewer/Referee
National Communication Association, Reviewer of Papers Submitted to the Feminist & Women's Studies Division	4/2013 4/2006	Reviewer / Referee
Reviewer for the international journal, <u>Women's Studies International Forum</u>	12/2012	Referee
Reviewer for the national journal, <u>Journal of Religion and Communication</u>	10/2012 10/2011	Referee
Center for Research in Communication, Bucharest, Romania. Reviewed papers for the 2010 Conference on Globalization and Public Space held in November 2010	09/2010	Reviewer/Referee
Organization for Research on Women and Communication, Reviewers of Papers Submitted to the 2009 Western States Communication Association Conference	2008	Reviewer/Referee

Reviewer for the national journal, <u>Journal of American Culture</u>	2007-2012	Referee
External Tenure Reviewer for Dr. Sherianne Shuler of Creighton University for Promotion to Associate Professor with Tenure	2007	Reviewer/Referee
Central States Communication Association Reviewer of Papers Submitted to the Rhetorical Theory & Criticism Division of CSCA Convention	2007 2006 2003 2002	Reviewer / Referee
National Communication Association, Reviewer of Papers Submitted to the Critical/Cultural Studies Division	2005	Reviewer /Referee
National Communication Association, Reviewer of Papers Submitted to the Student Division	2005	Reviewer / Referee
Reviewer of prospectus for <u>Sexual Identities and Communication in Everyday Life: A Reader</u> , edited by Mercilee Jenkins and Karen Lovaas (Sage). Published in 2006.	2004	Referee
c. University Service: Honors College Guest Thesis Proposal Reviewer	2015	Reviewer
Honorary Degree Committee	2011-2014	Member
American Marketing Association & Association for Women in Communication's Fall Workplace Fashion Show. Spoke about the value of internships in the current economy.	10/5/2010	Invited Speaker
Authors at OU, Library Program	3/24/10	Invited Speaker
Meeting of the Minds at OU Faculty Advisor	5/13/05	Moderator/
d. College Service: CAS Mentor Program	2015	Mentor
Faculty Advisor for the Student	2014-present	Advisor

Group, Wide Range of Normal

Women & Gender Studies Program (while Dr. Jo Reger was on sabbatical)	2014-2015	Interim Director
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Women and Gender Studies Executive Committee	2013-2014	Member
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Interdisciplinary Review Committee for Phyllis Rooney's (Philosophy) 41.i review for promotion to the rank of Professor	2012	Member
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Women & Gender Studies Executive Committee	2006-2009	Member
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CAS Theme Committee, Revolution	2007-2008	Member
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Committee on Instruction (COI)	2007-2008	Chair
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Committee on Instruction (COI)	2006-2007	Member
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e. **Department Service:**

Co-webmaster with Holly Gilbert of the Combined Comm/Journalism website	2012-present	Co-manage website
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[Webmaster, Communication Website	2006-2012	Manage Website]
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Program Planning Committee	2011-2014	Chair
[Implement the CJ Scholars' Lecture Series & Undergraduate Student Showcase]		

Internship Director, Communication	2009-2013	Director
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Research / Public Relations Writer For Communication Program	2004-2013	Write/Disseminate Info to University
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Ad-hoc Grade Grievance Committee	2012	Chair
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Ad-hoc Committee to Review Capstone Course	2012	Member
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Critical/Cultural Search Committee	2011-2012	Member
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Chair Reappointment Committee	2011	Member
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Graduate Program Fair	6/8/2011	Faculty Rep
Undergraduate Curriculum Re-framing Committee: Developed new curriculum options and presented them to full faculty	2009-2010	Member
“Conversations” Lecture Series at MUC: Gave presentation on Internships and the M.A. Program in Communication		
	11/19/2009	Guest Speaker
Media Studies Search Committee	2009	Member
Graduate Program Committee	2008-2011	Member
Chairperson Nomination Committee	2008	Chair
Hildum Scholarship Award Committee	2004, 2006	Member
Association for Women in Communications (<i>Nominee, Faculty Advisor of the Year</i>)	Sept. 2005 -Dec. 2006	Faculty Advisor
Search Committee, Critical Media Studies	2005-2006	Chair
Grizzly Forensics Tournament	2/5/2005	Judge
Curriculum Committee, Communication	2005-2006	Chair
Curriculum Committee, Communication	2004-2005	Member
Library Coordinator, Communication	2004-2006, 2008	Liaison
Library Coordinator, Journalism	2004-2005	Liaison

VI. Honors and Awards

Honors College Inspiration Award	2013	Awardee
14th Annual OU Faculty Recognition Luncheon	2009	Honoree, Research
Top Two Paper Award from the Feminist & Women’s Studies Division of the National Communication Association, with Alina Haliliuc, 135 papers submitted	2009	Awardee
Top Paper Award from the Feminist &	2007	Awardee

Women's Studies Division of the National
Communication Association, 130 papers
submitted

Elizabeth Youngjohn Teaching Award 2000 Awardee

VII. Other Noteworthy Accomplishments

My COM 412: Media Criticism student, 2012 Faculty Mentor
Stephanie Erdodi, won Second Place in the OU
Writing Excellence Awards, Category 1b,
Writing From/About Sources: Critiques/Reviews

Continuing Education: Completed 2012 Student/Learner
COM 114: American Sign Language
with a grade of 3.9

Master's Program Duties at OU:

Catherine Wolf, Thesis In process Advisor
Ashley Curp, Thesis 2015 Committee
Steven Abend, Creative Project 2014 Committee
Alicia Linn, Thesis 2014 Committee
Amanda Benjamin, Thesis 2013 Advisor
Robert Pook, Thesis 2013 Committee
Rachel Partain, Comprehensive Exams 2013 Committee
Emily Richard, Comprehensive Exams 2013 Committee

Master's Program Duties at University of Alabama:

Master's Thesis Committee Member 2004-05 Committee
for Zenobia V. Harris,
Defended March 2005
(Advisor: Marsha Houston)

Master's Thesis Committee Member 2004-05 Committee
for Alina Haliliuc,
Defended May 2005
(Advisor: Beth Bennett)

Comprehensive Final Exam Committee 2004 Committee
for Shatangi Ware and Valerie Boddie,
Defended November 2004
(Advisor: Marsha Houston)

ADINA SCHNEEWEIS

Assistant Professor
Department of Communication and Journalism
Oakland University
316 Wilson Hall
Rochester, MI 48309
E-mail: schneewe@oakland.edu
Phone: 612-298-3286

FACULTY AFFILIATION

Assistant Professor, Department of Communication and Journalism, Oakland University, Fall 2009-present

EDUCATION

Doctor of Philosophy in Mass Communication 2009

University of Minnesota, School of Journalism and Mass Communication (SJMC), Minneapolis, MN

- Dissertation: Talking difference: Discourses about the Gypsy / Roma in Europe since 1989
- Dissertation adviser: Dr. Catherine R. Squires

Master of Arts in Mass Communication 2004

University of Minnesota, SJMC, Minneapolis, MN

- Thesis: Racial discrimination in the global context: American media images broadcast in Romania and their relation to perception formation
- Thesis adviser: Dr. Linda Jean Kenix

Bachelor of Arts in Journalism 2002

Babeş-Bolyai University, College of Political and Administrative Sciences, Cluj-Napoca, Romania

- Thesis: Emisiunea de divertisment si rolul formator al programului *Garantat 100%* (The entertainment show and the formative role of the program *Garantat 100%*)
- Thesis adviser: Dr. Miruna Runcan

RESEARCH AND TEACHING INTERESTS

Research: Ethnicity and race, media construction of difference, international and global communication, advocacy communication, social change, health communication

Teaching: Critical and cultural studies, media studies, race and communication, diversity

and communication, international communication, international journalism, visual journalism, photojournalism, visual communication, storytelling

REFEREED PUBLICATIONS

Schneeweis, A. Power, gender, and ethnic spaces: Geographies of power in Roma communities. Submitted to *Journal of Communication Inquiry* (January 2015).

Schneeweis, A., & Foss, K.A. We are Rom. We are Gypsies: Constructions of ethnicity and gender in American reality television. Submitted to the *Journal of Communication Inquiry* (August 2014).

Schneeweis, A. (Forthcoming). Desired, yet unwanted: Hugo's Gypsy bodies in popular media. *Popular Communication*.

Schneeweis, A. (2014). Communicating the victim: NGO advocacy discourses for Roma Rights. *Communication, Culture & Critique*. doi: <http://dx.doi.org/10.1111/cccr.12077>

Schneeweis, A. (2014). The bohemian Gypsy, another body to sell: Deciphering Esmeralda in popular culture. In B. Batchelor, N. Jones, & M. Bajac-Carter (Eds.), *Heroines: Images of Women Through Literature and Popular Culture* (pp. 53-63). Lanham, MD: Rowman & Littlefield.

Schneeweis, A. (2013). Empowered leaders and alone in community: Stories of Romanian Roma health mediators. *Women's Studies in Communication*, 36(2), 167-188. doi: <http://dx.doi.org/10.1080/07491409.2013.794755>

Schneeweis, A. (2013). Advocacy representation and resistance: Two NGOs' efforts to communicate the movement for Roma rights, 1990-2006. *Journal of Communication Inquiry*, 37(2), 149-170. doi: <http://dx.doi.org/10.1177/0196859913481475>

Schneeweis, A. (2012). If they really wanted to, they would: The press discourse of integration of the European Roma, 1990-2006. *International Communication Gazette*, 74(7), 673-689. doi: <http://dx.doi.org/10.1177/1748048512458561>

Schneeweis, A. (2012). To be Romanian in post-Communist Romania: Entertainment television and patriotism in popular discourse. In A. Imre, T. Havens, & K. Lustyik (Eds.), *Popular Television in Eastern Europe During and Since Socialism* (pp. 141-158). Routledge.

Schneeweis, A. (2011). Constructing the Roma audience: Public health communication and intervention in contemporary Romania. *Critical Public Health*, 21(3), 297-312. doi: <http://dx.doi.org/10.1080/09581596.2010.508102>

Chang, T.-K., Huh, J., McKinney, K., Sar, S., Wei, W., & **Schneeweis, A.** (2009). Culture and its influence on advertising? Misguided framework, inadequate comparative design and dubious knowledge claim. *International Communication Gazette*, 71(8), 671-692.

Schneeweis, A. (2005). Textual and visual representations of U.S. hegemony in a U.S. film broadcast on Romanian public television. *Journal of Visual Literacy*, 25(1), 77-96.

Albert, R., **Schneeweis, A.**, & Knobbe, I. (2005). Strengthening, hiding or relinquishing ethnic identity in response to threat: Implications for intercultural relations. *Intercultural Communication Studies*, 14(1), 107-118.

Dell'Orto, G., Dong, D., Moore, J., & **Schneeweis, A.** (2004). The impact of framing on perception of foreign countries. *Ecquid Novi*, 25(2), 294-312.

BOOK REVIEWS

Schneeweis, A. (2014). Two on development communication. Saving the world: A brief history of communication for development and social change, by Emile G. McAnany and Communication, media and development: Problems and perspectives, edited by Florencia Enghel and Karin Wilkins. *Journalism & Mass Communication Quarterly*, 91(1), 202-204. doi: [10.1177/1077699013519916](https://doi.org/10.1177/1077699013519916)

Schneeweis, A. (2012). Communications research in action: Scholar-activist collaborations for a democratic public sphere, Philip M. Napoli and Minna Aslama, Eds. (New York, NY: Fordham University Press, 2011). *Journalism & Mass Communication Quarterly*, 89(3), 521-523.

Schneeweis, A. (2008). Globalization, development and the mass media, Colin Sparks (London: Sage Publications, 2007). *Journalism & Mass Communication Quarterly*, 85(4), 935-938.

MANUSCRIPTS / RESEARCH IN PROGRESS

Schneeweis, A. Problems of translation in communicating about Roma Rights: Global vs. local ideology (interviews started in Summer 2013; ongoing).

Schneeweis, A. Applying the model of mastery learning to teaching writing (manuscript to be submitted for publication Fall 2014).

Schneeweis, A. The Gypsy Lore Society: A project of ethno-genesis and colonization (Fall 2014/Winter 2015).

Schneeweis, A. *The Riches* (HBO series) (Fall 2014/Winter 2015).

CONFERENCE PRESENTATIONS

Peer-Reviewed Conference Presentations

Schneeweis, A. (2014 Aug.). Power, gender, and ethnic spaces: Geographies of power shifts in Roma communities. Presented at the Association for Education in Journalism and Mass Communication Conference, Minorities and Communication Division, Montreal, Canada.

Schneeweis, A. (2014 May). Applying the model of mastery learning to teaching writing. Presented at the Eight Annual Conference on Teaching and Learning: Empowering Students to Learn, Oakland University, Rochester, MI.

Schneeweis, A., & Foss, K.A. (2013 Aug.). We are Rom. We are Gypsies: Constructions of Gypsies in American reality television. Presented at the Association for Education in Journalism and Mass Communication Conference, Minorities and Communication Division, Washington, DC.

Schneeweis, A. (2013 Aug.). To be Romanian in post-Communist Romania: Entertainment television and patriotism in popular discourse. Presented at the Association for Education in Journalism and Mass Communication Conference, Entertainment Studies Interest Group, Washington, DC.

Schneeweis, A. (2013 June). Just another Gypsy dancer, just another refugee: Constructions of Gypsies in Musical and World Publications. Presented at the International Communication Association Conference, Ethnicity and Race in Communication Division, London, the United Kingdom.

Schneeweis, A. (2012 Aug.). Empowered leaders and alone in community: Stories of Romanian Roma health mediators. Presented at the Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, Chicago, IL.

Schneeweis, A. (2011 Nov.). Constructing the victim: Representation, agency, and politics in contemporary European activism for Roma rights. Presented at the National Communication Association Conference, Critical and Cultural Studies Division, New Orleans, LA.

Schneeweis, A. (2011 May). *The Journal of the Gypsy Lore Society*: A content analysis of 120 years of working to solve the Gypsy problem. Presented at the International Communication Association Conference, Ethnicity and Race in Communication Division, Boston, MA.

Schneeweis, A. (2011 May). If they really wanted to, they would: Press discourses of integration of the European Roma. Presented at the International Communication Association Conference, Ethnicity and Race in Communication Division, Boston, MA.

Schneeweis, A. (2010 June). Between resistance and dominant ideology: Two NGOs' efforts to communicate the Movement for Roma Rights. Presented at the International Communication Association Conference, Ethnicity and Race in Communication Division, Singapore.

Schneeweis, A. (2009 Nov.). Talking to the Roma: Public health communication (and) politics in contemporary Romania. Presented at the National Communication Association Conference, Research in Progress Round Tables, Chicago, IL.

Schneeweis, A., & Southwell, B. (2009 May). Constructing "the disadvantaged Roma" audience: Public health communication and politics in contemporary Romania. Presented at the International Communication Association Conference, Health Communication Division, Chicago, IL.

Schneeweis, A. (2007 May). Examining models of representing difference in the media: Pro-social television and the politics of representation. Presented at the International Communication Association Conference, Ethnicity and Race in Communication Division, San Francisco, CA.

Chang, T.-K., Huh, J., McKinney, K., Sela, S., Wei, W., **Schneeweis, A.** (2007 Apr.). Culture and its influence on advertising?: A critical assessment of comparative advertising research. Presented at the American Academy of Advertising Conference, Burlington, VT.

Schneeweis, A. (2006 Aug.). Framing difference in transnational perspective: Constructing Roma and non-Roma in film. Presented at the Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, San Francisco, CA.

- Best student paper.

Schneeweis, A. (2006 June). Conceptualizing global culture: The problem of difference in a maturing world. Presented at the International Communication Association Conference, Intercultural and Development Communication Division. Dresden, Germany.

- Award-winning (top ten paper in the interactive session).

Schneeweis, A. (2005 Nov.). Framing race: An analysis of images of African Americans in U.S. television programs broadcast in Romania. Presented at the National Communication Association Conference, Mass Communication Division, Boston, MA.

Schneeweis, A. (2005 Aug.). Imagining contemporaries: The emergence of a global identity. Presented at the Association for Education in Journalism and Mass Communication Conference, Cultural and Critical Studies Division, San Antonio, TX.

Schneeweis, A. (2005 Aug.). Exporting racial images and U.S. media exposure: Perceptions of African Americans in Romania. Presented at the Association for Education in Journalism and Mass Communication Conference, International Communication Division, San Antonio,

TX.

Chang, T.K., Himelboim, I., **Schneeweis, A.**, Elmasry, M., Anghelcev, G., Dong, D., Kim, S., Murty, M., Sar, S., & Yimbo, W. (2005 Aug.). Open global networks, closed international flows: World system and political economy of links in cyberspace. Presented at the Association for Education in Journalism and Mass Communication Conference, Theory and Methodology Division, San Antonio, TX.

Schneeweis, A. (2005 Feb.). The portrayal of African Americans in *Sex and the City* – Issues of presence and interaction. Presented at the Association for Education in Journalism and Mass Communication, Midwinter Conference, Mass Communication & Society Division, Kennesaw, GA.

Schneeweis, A. (2004 May). Textual and visual representations of U.S. hegemony in a U.S. film broadcast on Romanian public television. Presented at the International Communication Association Conference, Visual Communication Division, New Orleans, LA.

Dell’Orto, G., Dong, D., Moore, J., & **Schneeweis (Giurgiu), A.** (2003 Aug.). Democratic and non-democratic framing of international news: An analysis of effects of international perceptions. Presented at the Association for Education in Journalism and Mass Communication Conference, International Communication Division, Kansas City, MO.

- Markham Paper Competition, First Place.
- Kappa Tau Alpha, National Honor Society in Journalism and Mass Communication, Research Award for Best Student Paper.
- The Ecquid Novi Award, Best Paper in International Communication Research.

INVITED TALKS AND PRESENTATIONS

World Religions Showcase. Presentation on the Baha’i Faith. Oct. 2014

Communication and Journalism Speaker Series. Research presentation on “The applications of flipped and mastery learning to journalism and communication classes.” Nov. 2013

Oakland University and the Older Persons’ Commission (OPC) Lecture Series. Research presentation on “The Roma and the Gypsies in popular discourses today.” Sept. 2013

Communication and Journalism Speaker Series. Research presentation on “Constructing the victim: Representation, agency, and politics in contemporary European activism for Roma rights.” Sept. 2011

Communication / Journalism Faculty Colloquium. Research presentation on “Between resistance and dominant ideology: Two NGOs efforts to communicate the Movement for Roma Rights.”

Apr. 2010

GRANTS, FELLOWSHIPS, SCHOLARSHIPS, AND AWARDS

Research Grants

Faculty Research Fellowship, Oakland University. "How talking about myself changes me: Ethnicity and gender in communicating about rights" (\$10,000) Summer 2013

Faculty Research Fund, Department of Communication and Journalism, Oakland University. "Talking to the Roma: Public health communication (and) politics in contemporary Romania" (\$2,000) Summer 2011

Faculty Research Fellowship, Oakland University. "The Gypsy Lore Society: A project of ethno-genesis and colonization" (\$8,500) Summer 2010

Ralph D. Casey Dissertation Research Award, SJMC, University of Minnesota (\$5,000) 2008

Kriss Research Grant (for Dissertation research), SJMC, University of Minnesota (\$500) 2007-2008

Kriss Research Fund (for Master of Arts thesis research), SJMC, University of Minnesota (\$355) 2004

Teaching Grants

Innovation in Teaching Grant, Applying Mastery Learning to Teaching Writing in JRN 200 Introduction to Journalism and News Writing, Center for Excellence in Teaching and Learning, Oakland University (\$3,000) 2013-2014

e-Learning and Instructional Support Online Course Award for JRN 331 Digital News Photography, Oakland University (\$3,000) 2011-2012

e-Learning and Instructional Support Online Course Award for JRN 200 News Writing and Reporting, Oakland University (\$3,000) 2010-2011

Graduate Fellowships (University of Minnesota, SJMC)

Herbert Berridge Elliston Fellowship (\$3,000) 2006-2007

Elliston Graduate Student Fellowship (\$3,000) 2005-2006

Journalism Graduate Fellowship (\$3,000) 2004-2005

Graduate Scholarships (University of Minnesota, SJMC)

Arly and Billy Haeberle Scholarship (\$2,521) 2005-2006

SJMC Graduate Student Scholarship (\$2,362) 2004-2005

SJMC Graduate Student Scholarship (\$2,362) 2003-2004

Herbert Berridge Elliston Scholarship (\$5,000)	2002-2003
Arly and Billy Haeberle Scholarship (\$2,362)	2002-2003

Other Scholarships

American-Romanian Youth Association Scholarship, American-Romanian Youth Association, Inc., Jacksonville, FL (\$1,040.98 in 2005-2006; \$1,000 in 2006-2007, 2007-2008, and 2008-2009)	2005-2009
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Awards and Honors

Top 50 Journalism Professors in 2012, by journalismdegree.org	2012
Kappa Tau Alpha	2009
Certificate of Proficiency in English, Gheorghe Șincai High School, Cluj-Napoca, Romania	1998

RESEARCH EXPERIENCE

Research Assistant Experience (University of Minnesota, SJMC)

Assisted with research and data preparation for the study <i>Design for Liberation</i> by Colette Gaiter, PhD. The study focused on visual imagery in African American newspapers, 1965-1975.	Summer 2003
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Assisted Linda Jean Kenix, PhD, with data collection for a visual communication study of Internet websites of non-profit organizations.	Summer 2003
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Research Division Assistant (University of Minnesota, SJMC)

Helped students with research projects and basic statistics and measurement problems. Carried out occasional quantitative and qualitative research. Fall 2003, Spring 2004

TEACHING

Courses Taught at Oakland University

JRN 200: Introduction to Journalism and News Writing (also titled News Writing and Reporting) (on campus and online)
 JRN 329: Digital Storytelling for the Media: Diversity, Identity, and Community
 JRN 331: Digital Photojournalism (also titled Digital News Photography) (on campus and online)
 JRN 411 Convergence Journalism
 JRN 445: Video Documentary Journalism (also titled Visual Journalism and Visual Journalism for the Web)
 JRN 490: Independent Study: International Journalism

COM 388: Race and Communication

COM 599: Independent Study: Qualitative Research Methods in Communication (graduate)

COM 687: Special Topics: International Media, Globalization, and Comparative Research (graduate)

Course Developed at Oakland University

JRN 445: Video Documentary Journalism (approved Apr. 2011)

JRN 329: Digital Storytelling for the Media: Diversity, Identity, and Community (approved Apr. 2012)

COM 687: Special Topics: International Media, Globalization, and Comparative Research

Graduate Advising

Alicia Linn, "*Once Upon a Time*: Fairy tales and gender roles," MA Communication (2014)

David Magnotte, "Sports culture and social media," MA Communication, (2014)

Megan Semeraz, "Sex, lies, cheating, etc.: What teens learn from pretend-teen shows," MA Communication (2014)

MA Thesis Committee Member

Joan Smith, MA Communication (expected 2014)

Stacey Bruwer, MA Communication (2014)

Nelson Pouliot, MA Communication (2014)

Undergraduate Honors College Thesis Advising

Victoria Crow, "Finding HOPE" video documentary (2014)

Guest Presentations

LBS 200 "Feeding the world" class, Fay Hansen instructor, Oakland University. Presentation "Storytelling and activism." Nov. 2013

"International media systems" class, Darrell Newton instructor, Salisbury University. Presentation on "Romanian media post-communism: TV is our king." Nov. 2010, Oct. 2012

JRN 411 "Convergence journalism" class, Md Abu Naser instructor, Oakland University. Presentation "Digital Photojournalism." Oct. 2011

COM 303 Communication Theory class, Jennifer Heisler instructor, Oakland University. Research presentation on "Framing difference in transnational perspective: Constructing Roma and non-Roma in film." May 2010

Courses Taught at University of Minnesota, SJMC

JOUR 3745: Mass-Media and Popular Culture

JOUR 3008: Mass Communication Processes and Structures

JOUR 3004: Information for Mass Communication

Laboratory Assistant (University of Minnesota, SJMC)

Digital Media Studio

Spring 2004, Fall 2003

Professional and Teaching Development

e-LIS Quality Online Teaching Certification Course, Oakland University	Aug.-Sept. 2014
e-Cornucopia.2014: Teaching with Technology Annual Conference, Oakland University	June 2014
Empowering Students to Learn: Eighth Annual Conference on Teaching and Learning, Oakland University	May 2014
Flipped Classrooms Faculty Development Institute, Center for Excellence in Teaching and Learning, Oakland University	2012-2013
Lilly Conference on College & University Teaching, Traverse City, Michigan	Sept. 2012
e-Cornucopia.2012: Creativity through Technology Annual Conference, Oakland University	June 2012
Students Across the Spectrum: Dealing With Students With Disabilities	Mar. 2011
Best Practices in Service Learning	Mar. 2011
Moodle V Online Teaching and Course Design	Apr. 2010
Video – Microlectures for Online Teaching	Mar. 2010
Moodle II Discussion (Forums) and Chat	Mar. 2010
Moodle III Quizzes and Gradebook	Nov. 2009
Website Building 1: Google Sites	Oct. 2009
Writing Arts and Humanities Proposals in a Social Science World: A Grant-Writing Workshop for CLA Faculty	Feb. 2008
Teaching with Writing Inclusively	Sept. 2006
Prepare Future Faculty (3-credit course offered by the University of Minnesota Graduate School)	Fall 2005
Strategies for Large Classes	Sept. 2004
Grading Rubrics	Sept. 2004
Fostering Critical Thinking	Sept. 2004
Effective Learning Objectives	Aug. 2004
Introduction to Learning Circles	Oct. 2003
Search for Jobs in Academia Workshop	Oct. 2003
Prepare Future Faculty Retreat	Jan. 2003

Student Recommendations

Alec Brzezinski	July 2013
Chelsea Manning	Apr. 2013
Ashleigh Quinn, Oakland University	Apr. 2012
Alexis Landenberger, Oakland University	Apr. 2010
Sahana SenRoy, University of Minnesota	Jan. 2010
Leslie Root, University of Minnesota	Nov. 2009
Bill Stertz, University of Minnesota	May 2007
Justine Gilbertson, University of Minnesota	July 2006
Benjamin Ragsdale, University of Minnesota	Mar. 2006
Nikky Otten, University of Minnesota	Oct. 2004

PROFESSIONAL EXPERIENCE

Film Maker

Dec. 1999 – July 2002

Created 53 documentaries for the entertainment program *Garantat 100%*, broadcast both on the national channel TVR 1 and the international channel TVR International. The short films had the socio-educational purpose of highlighting Romanian cultural richness, in the context of high rates of emigration to Western countries. During my years with this program, it received the 2002 UNITER Prize for Best Entertainment Show in Romanian Television in competition with many other public and commercial television programs.

Newspaper Reporter

Aug. 2001 – Oct. 2001

Wrote articles and feature stories in the Social Department of *Adevărul de Cluj*, Cluj-Napoca, Romania.

CREATIVE ACTIVITY

Art Label Writer

2011

Oakland University Art Gallery: “Multiplicity, Connection and Divergence: African Art from The John F. Korachis Collection.” Wrote an art label drawing from research, personal, and creative experience – an approach based on Williams College Museum of Art’s ongoing *Labeltalk* series, begun in 1995, in which interdisciplinary perspectives on art are featured through exhibition labels written by faculty from a variety of departments.

SERVICE AND ACTIVITIES

Service to the Profession

AEJMC (Association for Education in Journalism and Mass Communication) Cultural and Critical Studies Division Officer, Research Co-Chair (2013-present; Lead Co-Chair 2014-present)
AEJMC Cultural and Critical Studies Division Officer, Mid-Winter Conference Research Co-Chair (2012-2013)
AEJMC Cultural and Critical Studies Division Officer, Membership Chair (2012-2013)

Discussant and Moderator

2012 AEJMC Annual Conference
2011 NCA (National Communication Association) Annual Conference
2004 Midwest Graduate Student Conference

Reviewer

Journal of Communication Inquiry, 2012, 2014
Journal of European Television History and Culture, 2014
Petru Maior University of Targu Mures, Romania, invited international reviewer of

MA

students’ essays for course “Mass Media Discourse and Intercultural Dialogue,”

2012,

2014

Mass Communication and Society, 2012-2013

Communication, Culture & Critique, 2010

AEJMC Annual National Conference, 2012-2013

ICA Annual National Conference, 2005-2010, 2012, 2013

NCA Annual National Conference, 2010-2013

Graduate Student Organization Conference, School of Journalism and Mass Communication, University of Minnesota, 2003

Professional Judge

The Bloomfield Hills Optimist Club Annual Student Essay Contest, Feb. 2013

The National American Legion Press Association Newspaper Contest, June 2005

Oakland University Committee Service

Member, University Committee on Undergraduate Instruction, 2014-present

Member, Committee on Instruction, College of Arts and Sciences, 2012-present (Chair 2013-2014)

Co-Chair, Journalism Faculty Search Committee, Department of Communication and Journalism, 2009-2012, 2014-2015 (Member in 2010-2011)

Member, Curriculum Committee, Department of Communication and Journalism, 2014-2016, 2010-2012 (chair 2011-2012)

Co-Chair Alumni Liaison Newsletter, 2013-present

Chair, Scholarship Committee, 2013-present

Member, Academic Conduct Committee, 2011-2013

Member, Distributed Learning Strategic Retreat, 2012

Member, Speaker Series and Events Committee, Department of Communication and Journalism, 2012-2013

Development of Cinema and Video Studies Ad Hoc Committee, College of Arts and Sciences, 2012

Initiator and Co-chair, Communication and Journalism Student Showcase, Department of Communication and Journalism, 2010-2011, Member in 2012

Organizer and facilitator, "Education Under Fire: Documentary and Conversation" College-wide event, Mar. 2012

Member, Chairperson Reappointment Committee, Department of Communication and Journalism, 2011

Designer of Graduate Student Handbook, Graduate Studies Committee, Department of Communication and Journalism, 2011

Invited Consultant, Tenure and Promotion Revision Committee, Department of Communication and Journalism, Nov. 2010

Creator, Departmental Handbook, Department of Communication and Journalism, 2010

Member, College of Arts and Sciences Assembly, 2010

Speaker, Student Leadership Conference: "Media and racism," 2010

Co-Coordinator, Journalism Program Technology Upgrade Committee, Department of Communication and Journalism, 2009

Speaker, Oakland University “Go for the Gold!” event, 2009

Service to the SJMC, University of Minnesota

Chair, Graduate Student Organization Conference; hosted by SJMC, University of Minnesota, 2006

Member, Open Rank Faculty Search Committee, 2005-2006

Co-Chair, Midwest Graduate Student Conference Organization Committee, 2005

Mentor for in-coming graduate students, 2003-2006

TA Liaison, Development of the “Just-in-time” e-mail mentoring program for the Center for Teaching and Learning Services, University of Minnesota, 2002-2003

Speaker, “The International Classroom Connection,” Minnesota International Center, University of Minnesota, 2002-2003

Service to the Community

Invited presenter, Spiritual Discussions Series, sponsored by the Baha’i Faith Community of Southfield, Northwest Unitarian Universalist Church, Southfield, MI, Fall, 2014

Panel member, “Enabling the Common Good: The Promise of Spiritual Convergence”

Interfaith Dialogue, sponsored by the Interfaith & Adult Seniors Committee of the Bharatiya Temple and the Institute of Engaged Hospitality, Bharatiya Temple, Troy, MI, June, 2014

Interviewer, “A.P.T. to Succeed” Student Interviews, Baker Middle School, Troy School District and The Troy Chamber, Troy, MI, May, 2014

Presenter and facilitator, Documentary “Education Under Fire,” Troy Interfaith Group, Troy, MI, Nov. 2013

Presenter and facilitator, Documentary “Education Under Fire,” Oakland Community College, Royal Oak campus, Royal Oak, MI, Feb. 2013

Interviewee, *Oakland Post* “Education Under Fire” event news coverage (two consecutive issues), Feb. 2012

Interviewee, *Oakland Post*’s Fall of Berlin Wall and Communism coverage, Nov. 2009

Interviewee, Product Team Career Search, International Academy of Macomb, Clinton Township, MI, Oct. 2009

Speaker, “Queen Marie of Romania and the Bahá’í Faith,” Bahá’í Center of Minneapolis, Minneapolis, MN, Nov. 2005

Co-Speaker, with Robert Schneeweis, “Spirituality in Relationships,” Green Lake Bahá’í Conference, Green Lake, WI, Aug. 2005

Facilitator, “Pre-Orientation Camp,” Youth for Understanding, Biertan, Romania, May 1998

PROFESSIONAL AFFILIATIONS

AEJMC (Association for Education in Journalism and Mass Communication)

ICA (International Communication Association)

NCA (National Communication Association)

TRANSLATION

Pop, D. (1999). *Obsesii sociale* – Adrian Marino (*Social obsessions* – Adrian Marino). *Reporter*, (1), 77-78. Translation into English by **A. Schneeweis (Giurgiu)**.

LANGUAGES

Fluent in English, French, and Romanian (native language).

ROBERT J. SIDELINGER

Curriculum Vita

I. Biographical Data

- a. Name: Robert J. Sidelinger
- b. Department: Communication and Journalism
- c. Rank: Associate Professor

II. Education

Ed.D.	West Virginia University	May, 2008	Curriculum and Instruction
M.A.	West Virginia University	August, 1996	Communication Studies
B.S.	Towson State University	May, 1995	Mass Communication

III. Professional Experience

a. Teaching Experience

<i>Institution</i>	<i>Rank</i>	<i>Dates</i>	<i>Full- or Part-time</i>
Oakland University	Associate Professor	08/14 – Present	Full-time
Oakland University	Assistant Professor	08/08 – 08/014	Full-time
Towson University	Instructor	08/96 – 01/06	Part-time
Community College of Baltimore County	Instructor	08/97 – 07/05	Part-time
College of Notre Dame of Maryland	Instructor	08/00 – 5/04	Part-time

b. Graduate Teaching Experience

West Virginia University	Graduate Assistant	08/05 – 07/08	Full-time
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c. Other Professional Experience

Towson University	FYE Advisor	08/01 – 05/05
Towson University	TU Cares Advisor	07/00 – 08/05

d. Oakland Appointment Record

- i. Initial Appointment: Assistant Professor, 08/15/08
- ii. Re-Appointment: Associate Professor with Tenure, 08/15/14
- iii. Spring/Summer Teaching: 05/14 – 08/14
- Spring/Summer Teaching: 05/13 – 06/13
- Spring/Summer Teaching: 07/12 – 08/12

Spring/Summer Teaching: 05/11 – 06/11

Spring/Summer Teaching: 05/10 – 06/10

Spring/Summer Teaching: 05/09 – 06/09

e. Oakland Instructional Record

<i>Semester and Year</i>	<i>Course</i>	<i>Enrollment</i>	<i>Evaluations Available?</i>
Summer 15	COM 491		Not Applicable
Winter 15	COM 688	2	Not Applicable
	COM 686	11	Not Available
	COM 491	30	Not Applicable
	HC 206	16	Not Available
Fall 14	COM491	21	Not Applicable
	COM 491	16	Not Applicable
Summer 14	COM 491	17	Not Applicable
	COM 491	13	Not Applicable
Winter14	COM 366	23	Yes
	COM 491	23	Not Applicable
Fall 13	COM 303	28	Yes
	COM 491	30	Not Applicable
Summer 13	COM 150	24	Yes
Winter 13	COM 325	16	Yes
	COM 686	06	Yes
Fall 12	COM 150	28	Yes
	COM 202	24	Yes
	COM 202	24	Yes
Summer 12	COM 325	23	Yes
Winter 12	COM 303	23	Yes
	COM 650	08	Yes
Fall 11	COM 303	28	Yes
	COM 305	30	Yes
Summer 11	COM 202	20	Yes
Winter 11	COM 202	22	Yes
	COM 325	22	Yes
Fall 10	COM 303	32	Yes
	COM 305	29	Yes
Summer 10	COM 202	20	Yes
Winter 10	COM 305	30	Yes
	COM 325	28	Yes
Fall 09	COM 305	20	Yes
	COM 325	11	Yes
Summer 09	COM 202	11	Yes
Winter 09	COM 305	30	Yes
	COM 305	30	Yes
	COM 303	30	Yes
Fall 08	COM 305	30	Yes

IV. Research, Scholarship, Publications, and Related Activities

- a. Doctoral Dissertation: Does Student Passivity Exist? The Impact of the Student and Instructor on Involvement In and Outside of the College Classroom
- b. Master's Thesis:
- c. Books published or in press:
- d. Articles Published or In Press:

Sidelinger, R. J., & Bolen, D. M. (accepted). Instructor credibility as a mediator of instructors' compulsive communication and communication satisfaction. Manuscript submitted to *Communication Research Reports*. (Peer-reviewed)

Sidelinger, R. J., Nyeste, M., Madlock, P. E., Pollak, J., & Wilkinson, J. (accepted). Instructor privacy management in the classroom: Exploring instructors' ineffective communication and student communication satisfaction. *Communication Studies*. (peer reviewed)

Sidelinger, R. J., Bolen, D. M., McMullen, A. L. & Nyeste, M. (2015). Academic and social integration in the basic communication course: Predictors of students' out-of-class communication and academic learning. *Communication Studies*, 66, 63-84 (Peer-reviewed)

Sidelinger, R. J., & Bolen, D. M. (2015). Compulsive communication in the classroom: Is the talkaholic teacher a misbehaving instructor? *Western Journal of Communication*. 79. (Peer-reviewed)

Sidelinger, R. J. (2014). Using relevant humor to moderate inappropriate conversations: Maintaining student communication satisfaction in the classroom. *Communication Research Reports*, 31, 292-301. (Peer-reviewed)

Sidelinger, R. J., & Madlock, P. E. (2013). Taking the hurt out of hurtful teasing: Does mate value mediate the eroding effect of teasing on satisfaction and commitment in romantic relationships? *Ohio Communication Journal*, 51, 29-52. (Peer-reviewed)

Frisby, B. N., & **Sidelinger, R. J.** (2013). Violating student expectations: Student disclosures and instructor reactions in the college classroom. *Communication Studies*, 64, (Peer-reviewed)

Sidelinger, R. J., & Brann, M. (2013). Waiting in line: College students with learning disabilities and their first year experience. *International Journal of Language and Communication Quarterly*, 2, 36-53. (Peer-reviewed)

Sidelinger, R. J., Bolen, D. M., Frisby, B. N., & McMullen, A. L. (2012). Instructor compliance to student requests: An examination of student-to-student connectedness as power in the classroom. *Communication Education*, 61, 290-308. (Peer-reviewed)

- Sidelinger, R. J., Frisby, B. N., & McMullen, A. L.** (2012). Mediating the damaging effects of hurtful teasing: Interpersonal solidarity and nonverbal immediacy as mediators of teasing in romantic relationships. *Atlantic Journal of Communication*, 20, 71-85. (Peer-reviewed)
- Sidelinger, R. J., Frisby, B. N., McMullen, A. L., & Heisler, J.** (2012). Developing student-to-student connectedness: An examination of instructors' humor, nonverbal immediacy, and self-disclosure in public speaking courses. *Basic Communication Course Annual*, 24, 81-121. (Peer-reviewed)
- Sidelinger, R. J., Bolen, D. M., Frisby, B. N., & McMullen, A. L.** (2011). When instructors misbehave: An examination of student-to-student connectedness as a mediator in the college classroom. *Communication Education*, 60, 340-361. (Peer-reviewed)
- Sidelinger, R. J., Myers, S. A., & McMullen, A. L.** (2011). Students' communication predispositions: An examination of classroom connectedness in public speaking courses. *Basic Communication Course Annual*, 23, 248-278. (Peer-reviewed)
- Sidelinger, R. J.** (2010). College student involvement: An examination of student characteristics and perceived instructor communication behaviors in the classroom. *Communication Studies*, 61, 87-103. (Peer-reviewed)
- Sidelinger, R. J., & Bolen, D. M.** (2010, Summer). Frame analysis: Students' construction of involvement and noninvolvement in the college classroom. *Communication and Theater Association of Minnesota Journal*, 7-26. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M.** (2010). Co-constructing student involvement: An examination of teacher confirmation and student-to-student connectedness in the college classroom. *Communication Education*, 59, 165-184. (Peer-reviewed)
- Dunleavy, K. N., Goodboy, A. K., Booth-Butterfield, M., **Sidelinger, R. J.**, & Banfield, S. R. (2009). Repairing hurtful messages in marital relationships. *Communication Quarterly*, 57, 67-84. (Peer-reviewed)
- Frisby, B. N., & **Sidelinger, R. J.** (2009). Post-divorce relationship maintenance with former in-laws. *Ohio Journal of Communication*, 47, 77-95. (Peer-reviewed)
- Myers, S. A., Horan, S. M., Kennedy-Lightsey, C. D., Madlock, P. E., **Sidelinger, R. J.**, Byrnes, K. A., et al. (2009). The relationship between college students' self-reports of class participation and perceived instructor impressions. *Communication Research Reports*, 26, 123-133. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M.** (2009). Starting off on the wrong foot: An analysis of mate value, commitment, and partner "baggage" in romantic relationships. *Human Communication*, 12, 403-419. (Peer-reviewed)

- Sidelinger, R. J., Frisby, B. N., & McMullen, A. (2009).** The decision to forgive: Sex, gender, and the likelihood to forgive partner transgressions in romantic relationships. *Communication Studies, 60*, 164-179. (Peer-reviewed)
- Sidelinger, R. J., Ayash, G. A., Godorhazy, A. L., & Tibbles, D. (2008).** Couples go online: Relational maintenance behaviors and relational characteristics use in dating relationships. *Human Communication, 11*, 341-356. (Peer-reviewed)
- Sidelinger, R. J., & McMullen, A. (2008).** Exploring mate value across two studies: From perceptions to enhancement. *Human Communication, 11*, 53-70. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M. (2007).** Mate value as a predictor of jealousy and forgiveness in romantic relationships. *Communication Quarterly, 55*, 1-17. (Peer-reviewed)
- Booth-Butterfield, M., & Sidelinger, R. (1998).** The influence of family communication on the college-aged child: Openness, attitudes, and actions about sex and alcohol. *Communication Quarterly, 46*, 295-308. (Peer-reviewed)
- Booth-Butterfield, M., & Sidelinger, R. (1997).** The relationship between parental traits and open family communication: Affective orientation and verbal aggression. *Communication Research Reports, 14*, 408-417. (Peer-reviewed)
- Sidelinger, R. J., & McCroskey, J. C. (1997).** Communication correlates of teacher clarity in the college classroom. *Communication Research Reports, 14*, 1-10. (Peer-reviewed)
- e. Oral Presentations; Performances; Exhibitions:
- Bolen, D. M., & Sidelinger, R. J. (2014, November).** *Instructor relevance as a mediator of instructors' compulsive communication and student communication satisfaction and engagement.* Paper presented at the annual conference of the National Communication Association, Chicago, IL. (Peer-reviewed)
- Sidelinger, R. J., & Bolen, D. M. (2014, May).** *Instructor credibility as a mediator of instructors' compulsive communication and student communication satisfaction and interest in the college classroom.* Paper presented at the annual conference of the International Communication Association, Seattle, WA. (Peer-reviewed)
- Sidelinger, R. J., & Bolen, D. M. (2013, November).** *Compulsive communication in the classroom: Is the talkaholic teacher a misbehaving instructor?* Paper presented at the annual conference of the National Communication Association, Washington, DC. (Peer-reviewed)
- Sidelinger, R. J., Bolen, D. M., Nyeste, M., & McMullen, A. L. (2013, June).** *Academic and social integration in the basic communication course: Gateways to students' other curriculum.* Paper presented at the annual conference of the International Communication Association, London, UK. (Peer-reviewed)

- Frisby, B. N., **Sidelinger**, R. J., Heisler, J., & Bolen, D. M. (2012, November). *The effects of teacher rapport and student-to-student connectedness on students' outside of the classroom communication and behaviors*. Paper presented at the annual conference of the National Communication Association, Orlando, FL. (Peer-reviewed)
- Sidelinger**, R. J., Bolen, D. M., Frisby, B. N., & McMullen, A. L. (2012, April). *Instructor compliance to student requests: An examination of student-to-student connectedness as power in the classroom*. **Top paper** presented at the annual conference of the Eastern Communication Association, Cambridge, MA. (Peer-reviewed)
- Sidelinger**, R. J., Frisby, B. N., McMullen, A. L., & Heisler, J. (2011, November). *Developing student-to-student connectedness: An examination of instructors' humor, nonverbal immediacy, and self-disclosure in public speaking courses*. **Top paper** presented at the annual conference of the National Communication Association, New Orleans, LA. (Peer-reviewed)
- Sidelinger**, R. J., Frisby, B. N., & McMullen, A. L. (2011, April). *Tempering the powerful effects of hurting teasing: Interpersonal solidarity and nonverbal immediacy as mediators of teasing in romantic relationships*. Paper presented at the annual conference of the Eastern Communication Association, Washington, DC. (Peer-reviewed)
- Sidelinger**, R. J., & Madlock, P. E. (2011, April). *Hurtful teasing in romantic relationships: Does mate value mitigate the powerful effect of teasing on satisfaction and commitment in close relationships?* **Top paper** presented at the annual conference of the Eastern Communication Association, Washington, DC. (Peer-reviewed)
- Sidelinger**, R. J., Bolen, D. M., Frisby, B. N., & McMullen, A. L. (2011, February). *When instructors misbehave: An examination of student-to-student connectedness as a mediator in the college classroom*. Paper presented at the annual conference of the Western States Communication Association, Monterey, CA. (Peer-reviewed)
- Heisler, J., **Sidelinger**, R. J., & Talbert, B. (2010, November). *What to do when the bridge is broken? Service learning, assessment, and disheartening results*. Panel presented at the annual conference of the National Communication Association, San Francisco, CA. (Peer-reviewed)
- Sidelinger**, R. J., & Bolen, D. M. (2010, November). *Frame analysis: Students' construction of involvement and noninvolvement in the college classroom*. Paper presented at the annual conference of the National Communication Association, San Francisco, CA. (Peer-reviewed)
- Sidelinger**, R. J., Myers, S. A., & McMullen, A. (2010, April). *Students' communication predispositions: An examination of classroom connectedness in public speaking courses*. Paper presented at the annual conference of the Eastern Communication Association, Baltimore, MD. (Peer-reviewed)

- Sidelinger, R. J.** (2009, November). *The impact of student characteristics and perceived instructor communication behaviors on student involvement*. Paper presented at the annual conference of the National Communication Association, Chicago, IL. (Peer-reviewed)
- Sidelinger, R. J., Frisby, B. N., & Booth-Butterfield, M.** (2009, November). *Dating anxiety among young adults: The impact of communicative attributes, mate value, and baggage on the dating experience*. **Top paper** presented at the annual conference of the National Communication Association, Chicago, IL. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M.** (2009, April). *Co-constructing student involvement: An examination of teacher confirmation and student-to-student connectedness in the college classroom*. **Top paper** presented at the annual conference of the Eastern Communication Association, Philadelphia, PA. (Peer-reviewed)
- Sidelinger, R. J., Frisby, B. N., & McMullen, A.** (2009, April). *The decision to forgive: Sex, gender, and the likelihood to forgive partner transgressions in romantic relationships*. Paper presented at the annual conference of the Eastern Communication Association, Philadelphia, PA. (Peer-reviewed)
- Frisby, B. N., & **Sidelinger, R. J.** (2009, April). *Post-divorce relationship maintenance with former in-laws*. Paper presented at the annual conference of the Central States Communication Association, St Louis, MS. (Peer-reviewed)
- Brann, M., Horan, S. M., & **Sidelinger, R. J.** (2008, November). *How do we match up? An analysis of gender orientation and mate selection preferences*. Paper presented at the annual conference of the National Communication Association, San Diego, CA. (Peer-reviewed)
- Myers, S. A., Horan, S. M., Kennedy-Lightsey, C. D., Madlock, P. E., **Sidelinger, R. J.**, Byrnes, K., Frisby, B., & Mansson, D. H. (2008, November). *College student class participation as a function of perceived instructor communicative attributes*. Paper presented at the annual conference of the National Communication Association, San Diego, CA. (Peer-reviewed)
- Sidelinger, R. J., Frisby, B. N., & Booth-Butterfield, M.** (2008, November). *Discovery of partner baggage: Differentiating use of information-seeking strategies based on degree of perceived baggage harm in romantic relationships*. Paper presented at the annual conference of the National Communication Association, San Diego, CA. (Peer-reviewed)
- Sidelinger, R. J., & McMullen, A.** (2008, November). *Exploring mate value across two studies: From perceptions to enhancement*. Paper presented at the annual conference of the National Communication Association, San Diego, CA. (Peer-reviewed)

- Sidelinger, R. J., & Booth-Butterfield, M.** (2008, May). *Relational trajectories: Mate value, partner baggage, attachment styles and their impact on commitment in romantic relationships over time*. Paper presented at the annual conference of the International Communication Association, Montreal. (Peer-reviewed)
- Sidelinger, R. J., & Brann, M.** (2008, April). *Waiting in line: Students with learning disabilities and their transition to college*. Paper presented at the annual conference of the Eastern Communication Association, Pittsburgh, PA. (Peer-reviewed)
- Sidelinger, R. J., & McMullen, A.** (2008, April). *Mate value discrepancy: Is it an illusion or a reality?* Paper presented at the annual conference of the Eastern Communication Association, Pittsburgh, PA. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M.** (2007, November). *Starting off on the wrong foot: An analysis of mate value, commitment and partner "baggage" in romantic relationships*. Paper presented at the annual conference of the National Communication Association, Chicago, IL. (Peer-reviewed)
- Sidelinger, R. J., & Banfield, S. R.** (2007, November). *Planning for life after college: An analysis of career planning, proactivity, motivation, and academic locus of control*. Paper presented at the annual conference of the National Communication Association, Chicago, IL. (Peer-reviewed)
- Dunleavy, K. N., Goodboy, A. K., Booth-Butterfield, M., **Sidelinger, R. J., & Banfield, S. R.** (2007, May). *Repairing hurtful messages in marital relationships*. Paper presented at the annual conference of the International Communication Association, San Francisco, CA. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M.** (2007, April). *An analysis of affective orientation in relation to forgiveness and jealousy in romantic relationships*. Paper presented at the annual conference of the Eastern Communication Association, Providence, RI. (Peer-reviewed)
- Banfield, S. R., & **Sidelinger, R. J.** (2007, April). *The influence of attachment and loving styles on nonverbal acceptance and rejection behaviors of communication initiations*. Paper presented at the annual conference of the Eastern Communication Association, Providence, RI. (Peer-reviewed)
- Sidelinger, R. J., & Booth-Butterfield, M.** (2006, November). *Mate value as a predictor of jealousy and forgiveness in romantic relationships*. Paper presented at the annual conference of the National Communication Association, San Antonio, TX. (Peer-reviewed)
- Banfield, S. R., & **Sidelinger, R. J.** (2006, April). *Is a kiss just a kiss: What do kisses communicate?* Paper presented at the annual conference of the Eastern Communication Association, Philadelphia, PA. (Peer-reviewed)

Sidelinger, R. J., Tibbles, D., Ayash, G. A., & Godorhazy, A. L. (2006, April). *Going online: Relational maintenance behaviors and relational characteristics use in dating relationships*. Paper presented at the annual conference of the Eastern Communication Association, Philadelphia, PA. (Peer-reviewed)

Sidelinger, R. J., & Booth-Butterfield, M. (1997, May). *Communication patterns of parents and children: Affective orientation, and social issues*. Paper presented at the annual conference of the International Communication Association, Montreal. (Peer-reviewed)

- f. Book reviews published or in press:
- g. Abstracts published or in press:
- h. Research in Progress:

Sidelinger, R. J., & Bolen, D. M. (revise and resubmit). Instructor credibility as a mediator of instructors' compulsive communication and communication satisfaction. Manuscript submitted to *Communication Research Reports*.

Frisby, B. N., Sidelinger, R. J., & Booth-Butterfield, M. (under review). No harm, no foul: A social exchange perspective on individual and relational outcomes associated with relational baggage. Manuscript submitted to *Western Journal of Communication*.

Bolen, D. M., Sidelinger, R. J., & Frisby, B. N. (under review). Instructor relevance as a mediator of instructors' compulsive communication and student communication satisfaction and engagement. Manuscript submitted to *Communication Education*.

Sidelinger, R. J. (Data Collected). The talkaholic teacher: The silencer in the classroom.

Sidelinger, R. J., & Bolen, D. M. (Data Collected). Bromances and BFFs: Do same-sex friendships evoke jealousy in cross-sex dating relationships?

Sidelinger, R. J., Bolen, D. M., & McMullen, A. L. (Data Collected). Teacher confirmation as a mediator of instructors' compulsive communication and students' emotional and cognitive interest in the college classroom.

Sidelinger, R. J., & Morris, M. (Data Collected). Teacher caring and burnout: Exploring parent involvement and the connected classroom climate in K-12 classrooms.

Sidelinger, R. J. (IRB Approved). Tempering instructional dissent in the classroom through the use of instructor humor and nonverbal immediacy.

- i. Grants:

<i>Name</i>	<i>Dates</i>	<i>Amount</i>
Academic Service Learning Fellow	Fall 2012	\$2000

V. Public and University Service

<i>Name of Activity</i>	<i>Dates</i>	<i>Role of Activity</i>
a. Public Service:		
b. Professional Service:		
<i>Communication Education</i>	2015	Invited Reviewer
<i>Communication Reports</i>	2014	Editorial Board Member
<i>Western Journal of Communication</i>	2014	Invited Reviewer
Psychological Reports	2014	Invited Reviewer
Nonverbal Division, National Communication Association	2014-2015	Division Secretary
Interpersonal Communication Division, National Communication Association	2014	Panel Chair and Manuscript Reviewer
Communication Apprehension and Competence Division, National Communication Association	2014	Panel Chair and Manuscript Reviewer
<i>Communication Teacher</i>	2013-2016	Editorial Board Member
<i>Western Journal of Communication</i>	2013	Editorial Board Member
<i>Communication Reports</i>	2013	Invited Reviewer
Instructional and Developmental Communication Division, International Communication Association	2013	Panel Chair
Instructional and Developmental Communication Division, International Communication Association	2013	Manuscript Reviewer
<i>International Journal of Language and Communication Quarterly</i>	2012-2015	Editorial Board Member
<i>Communication Studies</i>	2012-2015	Associate Editorial Board Member
Roundtable Research in Progress, National Communication Association	2012	Respondent

<i>Canadian Journal of Behavioral Sciences</i>	2012	Invited Reviewer
<i>Communication Quarterly</i>	2012	Invited Reviewer
<i>Western Journal of Communication</i>	2012-2013	Invited Reviewer
Wayne State University Graduate Student Autoethnography Conference	2011-2014	Advisory Board
<i>Atlantic Journal of Communication</i>	2011	Invited Reviewer
Interpretation and Performance Studies, Eastern Communication Association	2011	Respondent
Intercultural Communication Division, Eastern Communication Association	2011	Panel Chair
Short Course Division, National Communication Association	2011-2012	Panel Reviewer
<i>Journal of Social and Personal Relationships</i>	2010-2011, 2014	Invited Reviewer
<i>Journal of Personal Relationships</i>	2010	Invited Reviewer
Communication Apprehension and Competence Division, National Communication Association	2010	Panel Chair
Instructional Development Division, National Communication Association	2010	Panel Chair
Interpersonal Communication Division, Eastern Communication Association	2010-2012	Panel Chair
Intercultural Communication Division, Eastern Communication Association	2010	Manuscript Reviewer
<i>Health Communication Journal</i>	2009	Invited Reviewer
<i>European Journal of Social Psychology</i>	2009	Invited Reviewer
Instructional Communication Division, Eastern Communication Association	2008	Panel Chair
Instructional Communication Division, Eastern Communication Association	2008, 2011, 2012	Manuscript Reviewer

Instructional Communication Division, National Communication Association	2008, 2010-2012	Manuscript Reviewer
Interpersonal Communication Division, Eastern Communication Association	2006-2011	Manuscript Reviewer

c. University Service:

President Hynd's Strategic Planning Teaching and Learning Committee	Winter 2015	Committee Member
Student Academic Support Committee	Winter 2015	Acting Chair
Teaching and Learning Committee Teacher and Learning Committee	Fall/Winter 2011-2012 Fall/Winter 2010-2011	Chair Committee Member
Student Engagement Colloquium	Fall/Winter 2008–2009	Co-chair

d. College Service:

Graduate Studies Committee	Fall 2013	Committee Member
Women and Gender Studies Executive Board	Fall 2012-Winter 2015	Board Member
Commencement Ceremony	May 2009, 2010 December 2010, 2011, 2014	Attendant

e. Department Service:

Roosevelt Belton and Andrea Salinas, MA Graduate Students	Winter 2015	Comprehensive Exams Primary Advisor
Journalism PR Hiring Committee	Fall/Winter 2014-2015	Committee Member
Relational Communication Theory 303	Fall 2014	Course Re-development
Student Success Committee	Fall 2014-Current	Committee Member
Meghan Nyeste, MA Student	Winter 2014-Winter 2015	Thesis Committee Member
Relational Communication Minor	Winter 2013 (Approved Winter 2015)	Curriculum Development
Graduate Program Committee	Fall 2013-Current	Committee Member

Assessment Committee	Fall/Winter 2013-2014	Chair
Research Apprenticeship 498	Fall 2013	Course Development
Curriculum Committee	Fall/Winter 2012-2013	Committee Member Chair (Winter 2013)
Nonverbal Communication 525	Fall 2012	Course Development
New Major: Public Relations	Winter 2012-Current	Committee Member
Who Are Our Majors Committee	Winter 2012	Committee Member
Comm. in the Classroom 520	Winter 2012	Course Development
Advanced Nonverbal Comm. 425	Winter 2012	Course Development
Communication and Journalism Student Showcase	Fall 2011-Winter 2012	Committee Member
Dark Side of Communication 366	Winter 2011	Course Development
Part-time Faculty Committee	Fall 2010-Winter 2012	Chair
Communication Program Facebook Site	Fall 2010	Creator
Small Group Dynamics, COM 202	Fall 2009-Winter 2012	Course Coordinator
Undergraduate Curriculum and Reframework Committee	Fall 2009-Winter 2011	Chair
Media Hiring Committee	Winter 2009	Committee Member
Creative Endeavors Scholarship	Fall 2008	Committee Member
Macomb Scholarship	Fall 2008	Committee Member
Nonverbal Communication 325	Fall 2008	Course Development

VI. Any Other Activities Relevant to Your Application for Tenure or Promotion

a. Awards/Nominations

2015 Teaching Excellence Award Nominee

BETH TALBERT

I. Biographical Data

- a. **Name:** Elizabeth J. Talbert
- b. **Department:** Communication and Journalism
- c. **Rank:** Special Instructor with Job Security

II. Education

Degree	Institution	Year	Subject
M.A.	Bowling Green State University	1984	College Student Personnel
B.A.	Western Michigan University <i>Cum Laude</i>	1981	Communication and English

III. Professional Experience

a. Teaching Experience – not as a graduate student

Institution	Rank	Dates	Full or Part Time
Oakland University	Special Instructor	2004-2014	Full Time
Oakland University	Special Lecturer	2002-2004	Full Time
Oakland University	Special Lecturer	1999-2002	Part Time
Oakland University	Instructor	1998-1999	Part Time

b. Teaching Experience as a graduate student

Institution	Rank	Dates
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c. Other Relevant Professional Experience

Institution	Title	Dates
Oakland University	Associate Director of Admissions	1997-1998
Oakland University	Director of New Student Programs	1991-1997
Oakland University	Coordinator for Student Organizations	1988-1991

University of Hartford	Assistant Director, Housing Services	1985-1988
Bowling Green State University	Hall Director, Conference Coordinator	1982-1985

d. Oakland Appointment Record:

- i. Rank and Date of Initial Appointment:**
Special Instructor,
July, 2004
- ii. Dates of Reappointment:**
August, 2006
August, 2008
- iii. Rank and Dates of Promotion:**
Special Instructor with Job Security, August 2010
- iv. Dates of Spring/Summer Teaching:**
Spring 2002, Spring 2003, Spring 2004, Spring 2005, Spring 2006,
Summer 2006, Spring 2007, Spring 2008, Spring 2009, Summer 2010,
Summer 2011, Summer 2012, Summer 2013
- iv. Dates and Type of Leave:**

e. Oakland Instructional Record:

Semester and Year	Course	Enrollment	Evaluation Available
Fall 2013 (Nov and Dec)	COM 202	24	No
Fall 2013	COM 302	30	Yes
Fall 2013	COM 305	31	Yes
Fall 2013	COM 305	29	Yes
Summer 2013	COM 302	16	Yes
Winter 2013	COM 302	29	Yes
Winter 2013	COM 202	26	Yes
Fall 2012	COM 327	30	Yes
Fall 2012	COM 202	25	Yes
Summer 2012	COM 302	16	Yes
Winter 2012	COM 302	24	Yes
Winter 2012	COM 324	24	Yes
Fall 2011	COM 324	25	Yes
Fall 2011	COM 327	23	Yes
Summer 2011	COM 302	18	Yes
Winter 2011	COM 301	28	Yes
Winter 2011	COM 302	26	Yes
Fall 2010	COM 324	20	Yes
Fall 2010	COM 327	23	Yes
Summer 2010	COM 302	18	Yes
Winter 2010	COM 301	31	Yes
Winter 2010	COM 302	19	Yes
Fall 2009	COM 327	18	Yes

Fall 2009	COM 202	8	Yes
Summer 2009	COM 307	21	Yes
Winter 2009	COM 301	26	Yes
Winter 2009	COM 380	18	Yes
Fall 2008	COM 327	26	Yes
Fall 2008	COM 202	27	Yes
Summer 2008	COM 202	22	Yes
Winter 2008	COM 301	23	Yes
Winter 2008	COM 302	30	Yes
Fall 2007	COM 202	25	Yes
Fall 2007	COM 307	19	Yes
Spring 2007	COM 305	29	Yes
Winter 2007	COM 301	24	Yes
Winter 2007	COM 380	10	Yes
Fall 2006	COM 202	26	Yes
Fall 2006	COM 307	22	Yes
Fall 2006	COM 101	15	Yes
Summer 2006	COM 327	29	Yes
Spring 2006	COM 202	26	Yes
Winter 2006	COM 305	24	Yes
Winter 2006	COM 380	14	Yes
Fall 2005	COM 201	25	Yes
Fall 2005	COM 327	21	Yes
Spring 2005	COM 202	23	Yes
Winter 2005	COM 305	26	Yes
Winter 2005	COM 327	29	Yes
Fall 2004	COM 201	25	Yes
Fall 2004	COM 380	8	Yes

IV. Research, Scholarship, Publications and Related Activities:

a. Doctoral Dissertation:

b. Master's Thesis:

c. Books Published or in Press:

d. Articles Published or in Press:

Talbert, B. (2002). Collegiate Communication 101. In D. M. Aubry & P. E. Westergaard (Eds.) *Collegiate Communication* (1-7). Dubuque, IA: Kendall/Hunt.

Talbert, B. (2002) Classroom Presentations. In D. M. Aubry & P. E. Westergaard (Eds.) *Collegiate Communication* (81-85). Dubuque, IA: Kendall/Hunt.

e. Abstracts Published or in Press:

f. Research in Progress:

g. Grants: Source, Date and amount of award:

h. Oral Presentations; Performances; Exhibitions:

Talbert, E.J. (2013, March) *The Elephant in the Room: The Academic and Student Affairs Divide in Retention*. Presented at the Oakland University Retention Conference, Pontiac, MI.

Talbert, E.J. (2013, March) *Panel presenter: The Bully Project*. Oakland University Women and Gender Studies Film Series, Rochester, MI.

Talbert, E.J. (2012, November) *Communities by Design*. Presented at the Lilly North Conference on College and University Teaching, Traverse City, MI

Talbert, E.J., Heisler, J. (2010, November) *What Happens When the Bridge is Broken: One Department's Experience with Disappointing Assessment Outcomes*. Presented at the National Communication Association Conference, San Francisco, CA.

Talbert, E.J. (2010, September) *Conscious Teaching: Mindful Active Learning*. Invited Plenary Speaker. Lilly North Conference on College and University Teaching. Traverse City, MI.

Talbert, E.J. (2009, October) *Deepening Student Engagement through Experiential Learning, Virtual Technology and Service Learning*. Invited Panelist, Oakland University International Business Conference, Rochester, MI.

Talbert, E.J. (2009, September) *Student Engagement or Just Plain Fun?* Invited Presenter. Lilly North Conference on College and University Teaching, Traverse City, MI.

Talbert, E.J., Heisler, J. (2009, September) "Service Learning: Does it Matter? An Evaluation of Required Service Learning Projects in Introductory Communication Courses" Poster presentation. Lilly North Conference on College and University Teaching. Traverse City, MI.

Talbert, E.J., (2009, September) *Faculty are Students Too*. Roundtable discussion. Lilly North Conference on College and University Teaching. Traverse City, MI.

Talbert, E.J. (2008, September) *Student Engagement or Just Plain Fun?* Presented at the Lilly North Conference on College and University Teaching. Traverse City, MI.

*Talbert, E. J. (2008, May) *Creative Classroom Assignments*. Presented at Oakland-Windsor Teaching Conference. Rochester, MI.

Talbert, E.J. (2007, October) *Views from Heaven, Faculty Performance*, Panel, Michigan Association of Speech Communication, annual conference, Hillsdale, MI

Talbert, E. J. (2007, May), *Group Dynamics*, Workshop presented at Oakland University Orientation Group Leader Training, Rochester, MI.

Talbert, E. J. (2006, September) *The Positive Power of Groups in Action*. Workshop presented at Lilly North Conference on College and University Teaching. Traverse City, MI.

Talbert, E. J. and Aubrey, S., Clason, C., Heisler, J. (2006, September).

Potentiating Possibilities in First Year Learning: Foundations of Excellence at Oakland University. Poster presentation. Lilly North Conference on College and University Teaching. Traverse City, MI.

Talbert, E. J. (2006, May). *Group Dynamics.* Workshop presented at Oakland University Orientation Group Leader Training, Rochester, MI.

Talbert, E. J.. (2006, February) *What REALLY Happens in a College Class: Making the Most of Academics.* Presented at Diverse Student Leader Weekend. Oakland University. Rochester, MI.

Talbert, E. J. and Smith, M. W. (2006, March). *Common Mistakes of First Year Students.* Presented at Adams High School Senior Forum, Rochester, MI.

Talbert, E. J. and McCarthy, K., Smith, M., Zajac, T. (2005, November) *What REALLY Happens in a College Class: Making the Most of Academics.* Presented at Oakland University Go for The Gold Admissions Event, Rochester, MI.

Talbert, E. J. (2005, October) *Training Parents and Teachers to be Media Savvy.* Workshop presented at Rochester Community Schools Administration Center, Rochester, MI.

Talbert, E. J. 2005, October). *Leadership Styles.* Presented at St. Paul's United Methodist Church Program Council Training, Rochester, MI.

Talbert, E. J. (2005, September). *Teambuilding for Teachers.* Presented at Dicken Elementary School, Ann Arbor, MI.

Talbert, E. J. (2005, September). *Conflict Communication.* Presented at Hamlin Elementary School Parent Teacher Association meeting, Rochester, MI.

Talbert, E. J. (2005, September). *Managing Successful Meetings.* Presented at Rochester District Parent Teacher Association Annual Training, Rochester, MI.

Talbert, E. J. (2005, August). *Does the Perfect Leader Exist?* Presented at Oakland University Campus Recreation Center Staff Training, Rochester, MI.

Talbert, E. J. (2005, August). *Gender Differences in the Workplace.* Presented at Oakland University Campus Recreation Center Staff Training, Rochester, MI.

Talbert, E. J. (2005, May). *Group Dynamics.* Presented at Oakland University Orientation Group Leader Training, Rochester, MI.

Talbert, E. J. and Smith, M. W. (2005, March). *Common Mistakes of First Year Students.* Presented at Adams High School Senior Forum, Rochester, MI.

Talbert, E. J. (2005, February). *Managing Difficult Conversations.* Presented at North Hill Elementary School Teacher In-Service Training, Rochester, MI.

Talbert, E. J. (2005, February). *Difficult Conversations and Conflict,* Presented at St. Paul's United Methodist Church, Rochester, MI.

Talbert, E.J. (2004, September). *Teambuilding*. Presented at Oakland University NCAA Men and Women's Swim Team Training Session, Rochester, MI.

Talbert, E. J. (2004, September). *Managing Difficult Conversations*. Presented at Adams High School Teacher In-Service Training, Rochester, MI.

Talbert, E. J. (2004, August). *It Starts With You: Successful Team Skills for the Workplace*. Presented at Oakland University Campus Recreation Center Student Training, Rochester, MI.

Talbert, E. J. (2004, August). *Strategic Planning*. Presented at Oakland University Campus Recreation Center Professional Staff Development Day, Rochester, MI.

Talbert, E. J. (2004, August). *Managing Difficult Conversations*. Presented at Rochester Community Schools District Elementary In-Service Day, Rochester, MI.

Talbert, E. J. (2004, May). *Group Dynamics*. Presented at Oakland University Orientation Group Leader Training, Rochester, MI.

V. Public and University Service

Names of Activity	Dates	Role in Activity
a. Public Service:		
Rochester Community Schools	2008-2014	Board of Education President 2013, 2010 Vice President, 2012 Treasurer, 2009 Secretary, 2008
Greater Rochester Community Foundation	2011-2014	Secretary, 2013, 2014 Trustee, 2011, 2012
Women Officials Network	2011-2014	Member
Rochester Area Youth Assistance	2009	Board Member
Rochester Downtown Development Authority	2008	Board Member
Rochester Community Schools Foundation Board	2008	Board Member
Young Leader's Initiative	2006-2007	Board of Directors
Mission Trip to Monrovia, Liberia	February 2006 February 2009	Team Member

Cass Community Services	2006-2014	Volunteer
Habitat for Humanity	June 2005	Volunteer, COM 202 Project Coordinator
Rochester PTA Council	2003-2005	Vice President
Rochester Community Schools Non-Homestead Millage	2005	Chairperson
b. University Service		
CETL Advisory Board	2013-2014	Member
Student Life Lecture Board	2011-2014	Faculty Representative
Faculty Learning Community Engagement in Teaching and Learning	2008-2009	Facilitator and Student Member
Parent Orientation Sessions	2009	Key Note Speaker for three sessions
Admissions Professional Training	2008	Facilitated four half day sessions on improving skills in communication
Faculty Learning Community Civic Engagement	2007-2008	Member
Admissions Video	2006	Faculty Scenes Recruited student volunteers for scenes
OU at Macomb Fall University Center Open House	2005-2006	Representative
OU Ski Club	2005-2006	Student Organization Adviser
OU at Macomb Winter Transfer Tuesdays	2005	Representative
Orientation Group Leader Training	2004-2007	Presenter
OU at Macomb Fall Transfer Tuesdays	2004	Representative
OU at Macomb Fall University Center Open House	2004-2006	Representative

Academic Conduct Hearing	2004	Student Adviser
c. College Service		
College Theme Committee Religion & Society	2008-2009	Chairperson
Transfer Orientation	2009 - 2011	Advising assistance
Go for the Gold Admissions Event	2008, 2009, 2010, 2011, 2012	Department Representative
Meeting of the Minds	2007	Sponsored four student performances
Meeting of the Minds	2005	Sponsored student poster presentation
Freshman and Transfer Orientations	2004-2005	Academic Advising
c. Department Service		
Program Committee	2013, 2014	Member
Communication Program	Winter 2013	Chief Academic Adviser
Communication Program	Winter 2011- Fall 2012	Program Director
Communication Program Forensics Proposal	2012	Author
Communication Capstone Review Committee	Winter 2011	Chair
Communication Evaluation Revision Committee	Winter 2011- Fall 2012	Chair
OU at Macomb	2004-2011	Office Coordinator, Academic Advising, Recruiting
CSAM (Communication Students at Macomb)	2006-2010	Faculty Adviser
Curriculum Committee	2010-2011	Member
Communication and Journalism Website Update Committee	2009	Member

Communication 202 Coordination Project	2007-2009	Co-Chair
MUC Scholarship Committee	2007-2010	Member
Creative Endeavor Scholarship	2007-2009	Member
Student Leaders and Scholars Luncheon	2008	Co-Facilitator
Hildum Scholarship Committee	2006, 2010	Member
Main Campus	2005-2007	Academic Advising
Bistroontheweb.com (student creative writing web site)	2006-2007	Faculty Adviser
Faculty Search Committee	2006	Member
Diversity Committee	2006	Member
Communication Brochure	2004	Wrote and designed
OU at Macomb	2004	Assisted with content and pictures for website
Careers in Communication Brochure	2004	Wrote and designed
Oakland at Macomb Recruiting Packet	2004	Wrote, designed, and implemented

VII. Honors and Awards

Faculty Teaching and Service Award	2013	Recipient
Teaching Excellence Award	2007, 2013	Nominee
Rochester Parent Teacher Association	2006	Founder's Day Award
Rochester Community Schools	2005	Volunteer of the Year

VIII. Professional Services

Michigan Association of School Boards	2012-2014	Trainer
Community Foundation of Greater Rochester	2013, 2014	Strategic Plan Facilitator
OU Department of Campus Rec	Fall 2012	Retreat Facilitator

Rochester Area Neighborhood House	Fall 2012	Strategic Plan Facilitator
Greater Rochester Community Foundation Women's Fund	2011, 2012	Strategic Plan Facilitator
Department of Sociology, Anthropology & Social Work	Summer 2011	Retreat Facilitator

IX. Professional Memberships

National Communication Association
Michigan Association of Speech Communication
International Leadership Association
Women Officials Network
National Association of Student Personnel Administrators

X. Other Relevant Information

Web CT Training Course, E-Learning and Instructional Support, Oakland University.
2006.

Jeff Youngquist
47631 Jeffry
Shelby Township, MI 48317
(586) 739-8998
youngqui@oakland.edu

Education

- Ph.D. in Speech Communication:
Wayne State University, 2007
Area of Concentration – Micro Organizational Communication
Cognate Discipline – Statistical Analysis
Dissertation – “The Effect of Gender and Interruptions on Perceptions of Interpersonal Dominance”
- M.A. in Interpersonal and Public Communication:
Central Michigan University, 2000
Thesis – “Female Top-Level Executives: Breaking the Glass Ceiling”
- B.S. in Communication:
University of Wyoming, 1992

Publications

Refereed

Crabill, S., Youngquist, J., & Cayanus, J. (2012). Second Life: Reducing public speaking apprehension. In C. Cheal, J. Coughlin, & S. Moore (Eds.), *Transformation in teaching: Social media strategies in higher education*. Santa Rosa, CA: Informing Science Press.

Youngquist, J. (2010). The Walker family spy ring: Espionage and the Communication Privacy Management theory. *Ohio Communication Journal*, 48, 77-96.

Youngquist, J. (2009). The effect of interruptions and dyad gender combination on perceptions of interpersonal dominance. *Communication Studies*, 60, 147-163.

Not Refereed

Youngquist, J. (in press). Public relations. *Encyclopedia of Women and American*

Popular Culture.

Youngquist, J. (in press). Golf. *Encyclopedia of Women and American Popular Culture*.

Youngquist, J. (2014). Book review: Conversational repair and human understanding. *Journal of Language and Social Psychology*, 33, 566-569.

Youngquist, J. (2012). Somebody different. In J. Wrench (Ed.), *Casing Organizational Communication* (pp. 155-160). Dubuque, IA: Kendall-Hunt.

Youngquist, J. (2010). Book review: The linguistics of speech. *Journal of Language and Social Psychology*, 29, 491-507.

Conference Papers and Presentations

Youngquist, J. (2013, October). *The Impact of Interruptions, Quantity of Language, and Topic Change on Perceptions of Dominance and Power*. Paper presented at the annual conference of the Interpersonal Communication and Social Interaction division of the European Communication Research and Education Association, Lugano, Switzerland.

Youngquist, J. (2013, September). *The Influence of Interruptions on Perceptions of Dominance: Unequal Speaking Time, Topic Change, or Violation of Conventions of Language*. Paper presented at the Oakland University Department of Communication & Journalism Fall Lecture Series, Rochester, MI.

Youngquist, J. (2011, May). *Connecting intrusive interruptions, sex, and perceptions of gender*. Paper presented at the 61st Annual Meeting of the International Communication Association, Boston, MA.

Youngquist, J., & Cayanus, J. (2010, April). *Domineeringness, interactional dominance, and dominance as a trait: An interdisciplinary exploration of perceptual differences*. Paper presented at the 101st Annual Meeting of the Eastern States Communication Association, Baltimore, MD.

Youngquist, J. (2010, March). *Dyad gender combinations, interruptions, and their effect on perceptions of psychological gender*. Paper presented at the 81st Annual Meeting of the Western States Communication Association, Anchorage, AK.

Crabill, S., Youngquist, J., & Cayanus, J. (2009, April). *The use of Second Life in a public speaking course*. Paper presented at the 78th Annual Meeting of the Central States Communication Association, St. Louis, MO.

- Crabill, S., Youngquist, J., & Cayanus, J. (2008, November). *The utility of on-line presentations via Second Life as a tool for reducing communication apprehension*. Paper presented at the 94th Annual Meeting of the National Communication Association, San Diego, CA.
- Youngquist, J. (2008, September). *Strategies for preventing and overcoming student resistance to topics of diversity*. Paper presented at the 8th Annual Lilly Conference on College Teaching, Traverse City, MI.
- Youngquist, J. (2008, June). *The challenge of promoting diversity to a homogenized youth*. Paper presented at the 8th International Conference on Diversity in Organisations, Communities & Nations, Montreal, QC.
- Youngquist, J. (2008, February). *The effect of interruptions and dyad gender combination on perceptions of interpersonal dominance*. Paper presented at the 79th Annual Convention of the Western States Communication Association, Broomfield, CO.
- Youngquist, J. (2006, November). *Top-level female executives and the glass ceiling: An exploration of strategies*. Paper presented at the 92nd Annual Meeting of the National Communication Association, San Antonio, TX.
- Youngquist, J. (2005, July). *The enactment of interpersonal dominance in an organizational setting: A proposal to study the combined effect of gender, organizational context, and role on the frequency and type of interruption*. Paper presented at the National Doctoral Honors Seminar, University of Oklahoma.
- Winn, L. L., & Youngquist, J. (2004, April). *Child vocabulary, mother-child interaction, and maternal communicative factors*. Poster session presented at the Wayne State University Children's Bridge Conference, Detroit, MI.
- Coombs, W. T., & Youngquist, J. (2003, November). *Preliminary assessment of the situational crisis communication theory model*. Paper presented at the 89th Annual Meeting of the National Communication Association, Miami, FL.
- Youngquist, J. (2003, November). Hate Speech, Gender, and Context. Submission included in the Instructor Resource Manual for Short Course entitled *Teaching Diversity: A Focus on Hate Crimes* presented at the 89th Annual Meeting of the National Communication Association Conference, Miami, FL.
- Youngquist, J., & Petronio, S. (2003, November). *The challenge of changing privacy boundaries: Intelligence communities in today's world*. Paper presented at the 89th Annual Meeting of the National Communication Association, Miami, FL.

Petronio, S., & Youngquist, J. (2003, February). *CIA, FBI, homeland security, and privacy issues*. Paper presented at the 74th Annual Convention of the Western States Communication Association, Salt Lake City, UT.

Petronio, S., & Youngquist, J. (2002, October). *Intelligence communities and the goal of changing privacy boundaries*. Paper presented at the 15th Annual Organizational Communication Mini Conference, Purdue University.

Youngquist, J. (2002, April). *The ongoing effects of relationship formation and maintenance on elderly males after their spouse's death*. Paper presented at the 70th Annual Convention of the Central States Communication Association, Milwaukee, WI.

Youngquist, J. (2001, November). *League bowling and Oldenburg's third place*. Paper presented at the 87th Annual Meeting of the National Communication Association, Atlanta, GA.

Service

Committees & Leadership

- *Director*, Communication Program, Oakland University, 2013 – 2015.
- *Member*, Promotion and Tenure Committee, Oakland University, 2013 – Present.
- *Unit Plan Maintenance Coordinator and Asset Coordinator*, Unit Plan Emergency Team, Oakland University, 2013 – Present.
- *Ex Officio Member*, Part-Time Committee, Oakland University, 2013 – 2014.
- *Chair, Co-Chair, & Vice Chair* – Communication division of the Michigan Academy of Science, Arts, & Letters, 2012 – Present.
- *Member*, Communication & Journalism Assessment Committee, Oakland University, 2014
- *Member*, Graduate Program Assessment Committee, Oakland University, 2014
- *Member*, COM 101 Assessment Committee, Oakland University, 2013
- *Interim Director*, Graduate Program, Oakland University, 2012.
- *Chairperson and Member*, Curriculum Committee, Oakland University, 2011-2012.

- *Member*, Scholarship Committee, Oakland University, 2011-2012.
- *Chairperson*, Document Committee, Oakland University, 2011.
- *Member*, Macomb University Scholarship Committee, Oakland University, 2010.
- *Chairperson and At-Large Member*, Committee on Instruction, Oakland University, 2010-2012.
- *Chairperson*, Introduction to Communication Studies Committee, Oakland University, 2009-2010.
- *Member* – Policies and Procedures Committee, Oakland University, 2008-2009.
- *Designated Member* – College of Arts and Sciences Assembly, Oakland University, 2008-2009.
- *Member* – Equity Conference Committee, Oakland University, 2008-2009.
- *Member* – Search Committee for Interpersonal/Organizational/Health Communication Position, Department of Communication, Oakland University, 2007-2008.
- *Member*, Hildum Scholarship Committee, Oakland University, 2006-2010.
- *Member*, Textbook Committee, Department of Communication, Wayne State University, 2005.
- *Member*, Search Committee for Interpersonal Position, Department of Communication, Wayne State University, 2003-2004
- *Member*, Basic Course Committee, Department of Communication, Wayne State University, 2002

Other

- *Presenter* – Admissions, Advisors and Faculty MLK Discussions, Oakland University, 2015
- *Judge* – Michigan Intercollegiate Speech League Championship, 2014
- *Reviewer* – *Human Communication Research* journal, 2014
- *Faculty Advisor* – New Student Orientation, Oakland University, 2013 – 2014.

- *Judge* – Communication & Journalism Undergraduate Showcase, Oakland University, 2014.
- *Member* – Associate Editorial Board for the *Communication Studies* journal, 2012 - present.
- *Guest Lecturer* – Dr. Valerie Palmer-Mehta's *Introduction to Communication Studies* class, Oakland University, October 15, 2013.
- *Chair & Respondent* – Panel titled *Applied Communication Ethics: Diverse Examples*, 12th National Communication Ethics Conference, 2012 (Duquesne University).
- *Moderator* - Upper Midwest Regional Ethics Bowl, Oakland University, 2011.
- *Respondent* – Panel titled *Role, Accuracy and Effects of Comparisons in Interpersonal Communication*. Annual meeting of the Western States Communication Association, 2011 (Monterey, CA).
- *Reviewer* – Cheal, C., Coughlin, J., & Moore, S. (Eds.) (2012). *Transformation in teaching: Social media strategies in higher education*. Santa Rosa, CA: Informing Science Press.
- *Paper reader*, Interpersonal Communication Division, for the annual meeting of the Western States Communication Association, 2011 (Monterey, CA).
- *Senior Advisor*, Oakland University Communication Program, 2010-2012.
- *Paper reader*, Organizational Communication Division, for the annual meeting of the Central States Communication Association, 2010 (Cincinnati).
- *Paper reader*, Interpersonal Communication Division, for the annual meeting of the Western States Communication Association, 2010 (Anchorage).
- *Reviewer* – Zaremba, A. J. (2009). *Organizational communication: Foundations for business and collaboration* (3rd ed.). New York: Oxford University.
- *Faculty Advisor* – Association for Women in Communication, Oakland University, 2009-2012.
- *Team Leader* for the All University Fund Drive, Oakland University, 2006-2011.
- *Reviewer* – Zaremba, A. J. (2006). *Organizational communication: Foundations for business and collaboration* (2nd ed.). Mason, OH: Thomson South-Western.
- *Reviewer* – Keyton, J. (2006). *Communicating in small groups: Building*

relationships for group effectiveness (3rd ed.). New York: Oxford University.

- *Paper Reader*, Graduate Student Caucus, for the annual meeting of the Central States Communication Association, 2006.
- *Paper Reader*, Organizational Communication Division, for the annual meeting of the Central States Communication Association, 2005 (Kansas City)
- *Moderator* for the 2005 Mayoral DebateWatch, Wayne State University
- *Moderator* for the 2004 Presidential DebateWatch, Wayne State University
- *Scheduling Assistant* for the annual meeting of the Western States Communication Association Conference, 2001 (Coeur d'Alene, ID)

Awards

- 2015 University Research Fellowship (\$10,000)
- Recognized by the Oakland University Athletic Department for being “Especially instrumental in assisting scholar-athletes in and out of the classroom” – 2014, 2015
- Granted Sabbatical – Winter, 2013
- 2005 National Doctoral Honors Seminar
- 2005 Graduate Student Research Award – Wayne State University
- 2004 Elizabeth G. Youngjohn Undergraduate Teaching Award for Graduate Students for Excellence in Teaching – Wayne State University

Professional Memberships

- Michigan Academy of Science, Arts, & Letters

B. NEW COURSES: SYLLABI, CATALOG, DESCRIPTION and OBJECTIVES

PR 251: PR WRITING (4)

Catalog Copy:

An advanced writing course focusing on various types of public relations styles and formats. Examines the research, planning and delivery process for communication directed at targeted publics. Provides practice in both informative and persuasive writing, including news releases, pitch letters, backgrounders, PSAs, newsletters, brochures, and speeches. *Prerequisite: JRN 200 and PR 250.*

Course Description and Objectives:

Effective writing is at the core of all public relations endeavors. This course provides an in-depth study of how public relations professionals develop written documents, followed by practice in creating a number of different documents. In addition, students will learn how to determine the purpose and delivery method for communication to targeted publics. It is important to understand the difference between information-based v. persuasion-based writing and then apply that knowledge to various formats, so the course will analyze these two approaches, in conjunction with key PR formats – both traditional and digital. Students will examine the difference between controlled and uncontrolled information. To gain a clear understanding of uncontrolled formats like news releases and backgrounders, students will analyze the effects this type of communication has on an organization's image. They will also examine the importance of news values when pitching a message to the media. With the rapid growth of the Internet, the dominance of social media and Websites has changed how PR sends messages, so students will also analyze key controlled formats used by PR professionals. Students will get practice in researching, designing and then writing both traditional and digital documents for a specific organization to help them become proficient in creating a range of PR writing formats.

Students will develop proficiency in public relations writing for both traditional and digital formats, develop critical thinking skills to enable solid research and planning for the creation of effective communication for target publics, and produce clear, concise and accurate writing needed to be a successful PR professional.

Methods of Instruction:

Lecture and lab class. Readings, writing, class discussion. Field experiences will be included when appropriate.

PR 251: Public Relations Writing (sample syllabus)

INSTRUCTOR:

Office:

Phone:

Email:

Office Hours:

CATALOG DESCRIPTION: A writing course focusing on various types of public relations styles and formats. Examines the research, planning and delivery process for communication directed at targeted publics. Provides practice in both informative and persuasive writing, including news releases, pitch letters, backgrounders, PSAs, newsletters, brochures, and speeches.

COURSE DESCRIPTION: Effective writing is at the core of all public relations endeavors. This course provides an in-depth study of how public relations professionals develop written documents, followed by practice in creating a number of different documents. In addition, students will learn how to determine the purpose and delivery method for communication to targeted publics. It is important to understand the difference between information-based v. persuasion-based writing and then apply that knowledge to various formats, so the course will analyze these two approaches, in conjunction with key PR formats – both traditional and digital. Students will examine the difference between controlled and uncontrolled information. To gain a clear understanding of uncontrolled formats like news releases and backgrounders, students will analyze the effects this type of communication has on an organization's image. They will also examine the importance of news values when pitching a message to the media. With the rapid growth of the Internet, the dominance of social media and Websites has changed how PR sends messages, so students will also analyze key controlled formats used by PR professionals. Students will get practice in researching, designing and then writing both traditional and digital documents for a specific organization to help them become proficient in creating a range of PR writing formats.

COURSE OBJECTIVES: Develop proficiency in public relations writing for both traditional and digital formats, develop critical thinking skills to enable solid research and planning for the creation of effective communication for target publics, and produce clear, concise and accurate writing needed to be a successful PR professional.

REQUIRED TEXTS:

Public Relations Writing: the Essentials of Style and Format, 8th edition, by Thomas Bivins. All readings noted in the weekly assignments are from this book. You will also need any recent edition of the *AP Style Book* to use for the writing assignments. In addition, you will need to either subscribe to the *Detroit Free Press* or follow the news on freep.com, as there will be weekly current events quizzes based on PR-focused stories that appear in the Free Press.

COURSE ORGANIZATION AND REQUIREMENTS:

Reading: The readings from the Bivins textbook chapters are listed each Monday the week before the quiz that covers the reading content for the weekly quizzes. This will allow you ample time to prepare for both the weekly quizzes and the assignments that need to be finished during the week that are based on the reading material.

Grades: There are a total of 1000 points for this course. The breakdown is as follows:

Quizzes: (200 points) There will be 10 quizzes given, each worth 20 points. Your quiz points will double the number of points you receive for your 5 best quizzes.

Uncontrolled Writing Assignments: (300 points) Various PR writing will be done, with each assignment worth 75 points. Specifics on these assignments will be posted the week the assignments are due and will include a product release, pitch letter, backgrounder, and PSA.

Controlled Writing Assignments: (500 points) These will involve one group project (newsletter) and two individual projects (brochure and speech)

Newsletter: (200 points) Students will work in groups to create a department newsletter. This will involve research about the department programs, faculty, events, alumni, and so forth. Interviews will be held with the chair and program directors to gain insight into what objectives the department has regarding the development of a newsletter. Groups will then gather story content, develop newsletter features, design the layout, and create a digital version which may be circulated by the department.

Brochure: (150 points) Students will design and write the text for a digital brochure for a local non-profit organization of their choice. They will work with the organization to decide what the brochure objectives are and then determine the content of the brochure through meetings with the organization's staff.

Speech: (150 points) Students will write a 10 minute speech for an organization director/administrator, including visual materials. The speech content will deal with an issue/trend affecting this organization.

EXTRA CREDIT POINTS: (50 Maximum) various activities not listed above.

COURSE POLICIES:

Attendance: Required at all but two classes. You choose which two or attend all. If you are late twice, this will equal one absence. **YOU WILL BE RESPONSIBLE FOR ALL MATERIALS COVERED IN CLASS, WHETHER YOU ARE PRESENT OR NOT!!!**

Student Integrity: Students who cheat, fabricate or plagiarize may fail this course. Falsification, fabrication or plagiarism will result in a 0.0 for the offending assignment as a minimum consequence. **Plagiarism is presenting another person's work or ideas as one's own.**

Academic misconduct: This is a very serious offense; please review the OU Code of Conduct if you are not sure what this involves. Any cheating or plagiarism in this class will be reported to the Dean of Students and if convicted, the student will receive a 0.0 will be for the course.

Help/Course Handouts: There will be handouts posted in Moodle for each assignment to help you complete the work. If you have questions about any of the assignments, please let me know so that we can discuss problems in class.

Disability Accommodations: Please advise me in the first week of class if you have a disability that affects your learning style or needs. I would like to make whatever adaptations would be of benefit. You should also contact campus Disability Support Services.

Assignment submissions: All assignments will be submitted online in Moodle. Late assignments, without a proper excuse, will have 5 points deducted for each day they are late. Please alert me ahead of time, if you know that you will have trouble completing assignments because you will be out of town for work, etc., so that I can make arrangements for you to have the assignment early. Should an unexpected problem arise, please contact me ASAP, to let me know what the problem is, so that we can set up an alternative due date, if necessary.

COURSE SCHEDULE:

WEEK 1 Reading: Chapter 1, Writing for Public Relations
Introduction to the PR writing process

WEEK 2 Reading: Chapter 3, Planning and Research
Review of basic PR research methods and the four planning steps for PR writing;
Developing issue statements.

WEEK 3 Reading: Chapter 4, Choosing the Right Message and Medium
Analyzing message strategies; looking at the role of informative and persuasive writing approaches, and the best mediums for conveying the message objectives

WEEK 4 Reading: Chapter 5, Media Relations and Placement
Review of news values, hard and soft news, and media relations strategies
Product Release Assignment

WEEK 5 Reading: Chapter 7, News Releases and Related Materials
News release basics with a review of release formats from traditional to digital
Pitch Letter Assignment Due

- WEEK 6** Reading: Chapter 8, Controlled Publications
Learning about internal writing for newsletters, in-house magazines, brochures, and annual reports.
Newsletter Assignment
- WEEK 7** **Group work – developing strategies and issue statement for the newsletter assignment**
- WEEK 8** Reading: Chapter 9, Design, Printing, and Desktop Publishing
Elements of design for effective communication are reviewed, as well as key information about desktop publishing and how to work with printers.
Brochure Assignment
- WEEK 9** Reading: Chapter 6, Writing for Web and Social Media
Learning the basics of Web 2.0, and various Web and social media writing approaches.
Blog Entry Assignment
- WEEK 10** Reading: Chapter 10, Television and Radio
Concepts of broadcast production are reviewed, in addition to learning how to write PSA script.
PSA Assignment
- WEEK 11 Newsletter Assignment Presentations**
- WEEK 12** Reading: Chapter 11, Speeches and Presentations
Types of speeches are reviewed, as well as the process of writing them from the initial preparation to delivery.
How to create presentation materials and handle Q & A sessions is included.
Speech Assignment
- WEEK 13** Reading: Chapter 2, Ethical and Legal Issues in Public Relations Writing
Ethical and legal considerations in regard to PR writing, with a review of unethical persuasive techniques/language, as well as key legal aspects like copyright and trademark usage.
- WEEK 14 Speech /presentation materials Presentations**

PR 270: Introduction to Research Methods in PR ~ 4 Credits ~ Fall 2016

Instructor:

E-mail:

Office:

Office Phone:

Class Time:

Office Hours:

Catalog Description

Critical understanding and application of quantitative and qualitative methods used in the strategic planning and evaluation of public relations. Introduction to: (1) scientific inquiry and ethics; (2) research design and various data collection techniques; and (3) basic techniques for data analysis.

Course Description

This course is designed to equip students with an understanding of processes involved in communication research. The focus of the course is geared toward learning several research methods that are useful for either academic or industry research, such as experiments, surveys, field studies, focus groups, and interviews. The course will also help students determine how these methods can be best employed to answer questions and address problems that arise in the theory and practice of public relations research. The course will help students analyze and synthesize knowledge and other resources available to the greatest possible extent.

Course Objectives

Research is the foundation of good public relations practice. A communication strategy or targeted campaign is doomed to fail if it is not supported by rigorously gathered data. If an organization doesn't have a solid, research-based understanding of its stakeholders and the context in which it operates, it can't establish and maintain productive relationships or practice effective environmental scanning. Research is also needed to monitor the progress of communication efforts, identify potential problem areas, and evaluate the success of a strategy or campaign.

Public relations practitioners adopt social science research methods adopted in a variety of communication disciplines. The ability to synthesize and communicate research methods and results clearly and thoroughly is another key skill necessary to be effective in today's professional environment. By the end of this course, students will:

- understand the importance of research in communication strategy
- identify different types of research, and understand how they are used in public relations practice
- understand and critically evaluating published academic and professional research
- know how to locate and use secondary sources to help develop suitable research questions and support findings
- become familiar with the role of statistics in public relations and academic work
- have experience conducting research using both qualitative and quantitative methods

- know how to use SPSS software and analyze data to reach robust conclusions, interpret findings and understand their implications within a specific communication context
- have practice writing research reports

Required Course Textbook

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches (3rd edition)*. Thousand Oaks, CA: Sage Publications.

*You will also need access to a current APA manual for reference (6th ed.), and an AP style guide book.

Additional Readings (posted in MOODLE)

Lindloff, T. R. & Taylor, B. C. (2002). Observing, learning, and reporting. In *Qualitative communication research methods* (2nd ed.) (pp. 153-169). Thousand Oaks, Sage.

Lindloff, T. R. & Taylor, B. C. (2002). Asking, listening, and telling. In *Qualitative communication research methods* (2nd ed.) (pp. 170-208). Thousand Oaks, Sage.

Strauss, A. & Corbin, J. (1998). Open coding. In *Basics of qualitative research* (2nd ed.) (pp.101-121). Thousand Oaks: Sage.

Treadwell, D. (2011). Reading research: To boldly go where others have gone before. In *Introducing communication research* (pp. 55-72). Los Angeles: Sage.

Course Policies

Written Work

As college students, you are expected to have developed a strong foundation in writing at this point in your academic career. You are expected to demonstrate continued improvement of your writing skills. All papers must follow APA 6th edition. The writing style, mechanics, and content are equally important.

Oral Presentations

As college students, you are expected to have developed a strong foundation in oral communication skills. Throughout the course, you will have multiple opportunities to demonstrate your oral communication competencies (e.g., classroom discussion, team presentation). Your oral presentations should consider the purpose, topic, audience, and message in order to effectively create shared meaning in a clear and concise manner.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the OU's Code of Student Conduct for further information on prohibited conduct.

Plagiarism

Following OU's stance on plagiarism: all members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly.

Misrepresentation is cheating since it means the student is claiming credit for ideas or works not actually his or her own and is thereby seeking a grade that is not actually earned. Following are some examples of academic dishonesty:

1. Cheating on assignments and examinations. This includes but is not limited to the following when not authorized by the instructor: the use of any assistance or materials such as books and/or notes, acquiring exams or any other academic materials, the use of any other sources in writing drafts, papers, preparing reports, solving problems, completing homework or carrying out other assignments. No student shall copy from someone else's work or help someone else copy work or substitute another's work as one's own. No student shall engage in any behavior specifically prohibited by an instructor in the course syllabus or class discussion.
2. Plagiarizing the work of others. Plagiarism is using someone else's work or ideas without giving that person credit. By doing this, a student is, in effect, claiming credit for someone else's thinking. Whether the student has read or heard the information used, the student must document the source of information. When dealing with written sources, a clear distinction should be made between quotations, which reproduce information from the source word-for-word within quotation marks, and paraphrases, which digest the source of information and produce it in the student's own words. Both direct quotations and paraphrases must be documented. Even if a student rephrases, condenses or selects from another person's work, the ideas are still the other person's and failure to give credit constitutes misrepresentation of the student's actual work and plagiarism of another's ideas. Buying a paper or using information from the Internet without attribution and handing it in as one's own work is plagiarism.

Failure to follow the above guidelines will result in the failure of the course, appearance before the judicial academic committee, and potentially expulsion and/or suspension from Oakland University. This class will follow these guidelines to the strictest level and will not allow for any dishonesty or cheating. If you are caught cheating or breaking any of the university's rules, you will be dealt with accordingly. Just don't cheat. Please refer to the academic conduct policy, found pp. 81-82 in the undergraduate catalog, print or online (<http://www2.oakland.edu/catalog/undergrad/app.pdf>), which lays out expectations and includes the consequences for dishonesty and cheating.

Social Justice Guidelines

OU is committed to social justice. This classroom will be a positive learning environment

based on communication, mutual respect, and non-discrimination. OU does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

Accommodations

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please tell the instructor at the close of the first class and make appropriate arrangement with Disability Services, 121 North Foundation Hall, (248) 370-3266.

Grading

Exams (50 points each): The course will include four exams. The objective of these exams is not to test your memorization of course material but rather to assess how well you can make the transition from abstract conceptual knowledge to specific instances that indicate not only how much but also how well you have learned. Exams will be in the form of multiple choice, matching, and short answer questions. Exams will be based on class lectures and readings.

Attendance (30 points): Your attendance and verbally responsive participation are vitally important to the successful completion of this course and will be recorded at each meeting. Much of the learning involves active participation in class discussions and activities (e.g., writing/reflection exercises). Because your participation in class discussions is essential to your learning, it is imperative that you attend each session. Timely, consistent physical presence for class sessions is a prerequisite for earning a desirable attendance and participation grade. Active participation necessitates your sharing of your insights and your efforts to extend your own and others' learning through mature academic behavior

Because this class meets twice a week, you are allotted two absences for the semester. Your absence does not excuse you from assignments that are due or assigned on days that you miss. Extenuating circumstances (documented) will also be taken into account. Please review attendance policies for an OU Excused Absence, the policy can be found at <http://www.oakland.edu/?id=6850&sid=175>. Arriving late or leaving early will result in a reduction in attendance points.

0/2 absences = 30 pts, 3 absences = 20 points, 4 absences = 15 pts, 5 or more absences = 0 pts

Participation (20 points): will be evaluated by attendance, degree of preparation for class (including the timely completion of activities/exercises that are to be done outside of class and brought to class on a particular day), demonstrated efforts to learn and understand the material, and constructive input and receptivity to others during class. I will facilitate in-class discussion; it is your responsibility to participate.

This course will be more interesting and beneficial when students participate in discussion. Active participation also helps students develop and refine their communication skills. To be prepared to participate effectively, you must read the chapters prior to the day we talk about them in class. In addition, class discussion benefits when you take the time to come up with relevant examples and questions.

Points	Criteria
0	<ul style="list-style-type: none"> • Absent, disruptive, distracted. • Frequently engaged in side conversations. • Spends significant amount of time texting on mobile phone or surfing the Internet. • Arrives late, leaves early, leaves class for extended periods.
10	<ul style="list-style-type: none"> • Present, not disruptive. • Tries to respond when called on but does not offer much. • Demonstrates very infrequent involvement in discussion. • Engages in side conversations and spends time texting and/or surfing the Internet.
15	<ul style="list-style-type: none"> • Demonstrates adequate preparation: knows basic material or reading facts, but does not show evidence of trying to interpret or analyze them. • Offers straightforward information (e.g., straight from the readings), without elaboration or very infrequently (perhaps once a class). • Does not offer to contribute to discussion, but contributes to a moderate degree when called on. • Demonstrates sporadic involvement (e.g., distracted by side conversations/texting)
18	<ul style="list-style-type: none"> • Demonstrates good preparation: knows case or reading facts well, has thought through implications of them. • Offers interpretations and analysis of case material (more than just facts) to class. • Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. • Demonstrates consistent ongoing involvement. • Courteous and attentive listener.
20	<ul style="list-style-type: none"> • Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.). • Offers analysis, synthesis, and evaluation of material, e.g., puts together pieces of the discussion to develop new approaches that take the class further. • Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. • Demonstrates ongoing, very active involvement. • Cooperative, attentive, and courteous (e.g., active listening).

While I encourage open expression of ideas in this class, your freedom to share your thoughts should not infringe on other students' rights to listen, speak, and/or learn. Civility is expected. Please be considerate of others and of your instructor so we can all enjoy a dynamic, engaging, and comfortable environment! See the rubric below for participation (or nonparticipation) guidelines.

Assignments

Paired Team Project ~ Background Research & Research Plan (50 points):

As a team of two, you will develop a 5 to 7 page typed background research report about your selected client using marketing and media databases, and online resources (websites, blogs, and search engines). The report should include background research about your client (e.g. description and brief history of your client, mission statement of the client, a summary of news coverage about the client for the past six months, an analysis of the client/industry, analysis of its competitors etc.) and the possible topics of the research project.

Research needs and research questions should be included in the research plan. You will need to articulate a full description of research methods. The research plan should also include a timeline for research project. You will plan and implement a focus group that includes individuals who make up the target population of your client.

Focus Groups

Background: Qualitative research is an important tool for a professional communication researcher, and the focus group is the most common and most versatile example of this type of research. Focus groups often are conducted preliminary to surveys (quantitative research) because they can provide guidance to articulating questions, refining answer categories, and obtaining insight from a sample into the mind of the research population.

Research Questions: Your questions must be approved by the instructor.

Assignment: This portion assignment will focus on development, implementation and reporting on a focus group on a topic identified by the team and approved by the instructor. In preparation for this research, each team will (1) define the specific research question related to the semester theme, (2) articulate objectives for the focus group, and (3) develop a discussion guide. All of this should be based on the team's initial Project I research. Each team will then implement the focus group, convening between 8 and 12 participants. Finally, the team will submit a written report outlining the objectives and methodology, summarizing the findings, and as appropriate noting conclusions and recommendations.

Presentation: Clearly label each part of the assignment with boldface type or an underline. Include a copy of the audiotape or videotape of the focus group session.

Report: The written report for the focus group should include the following information:

- Background on the research project
- Objectives for doing this focus group; kind of information you are seeking
- Methodology: Population, sample, population
- Logistics: Timing, location, incentives
- Key Findings or Key Insights (5-10 bullets); overall observations
- Recommendations: Optional

- Item Analysis: For each item, an intro summary paraphrase, followed by quotes; breakout for multiple groups

Introductory Statement (prior to starting the session):

- Introduce participants
- Class project; not being published
- Turn off cell phones
- Speak openly
- One person talk at a time
- Group discussion; no side conversations
- Moderator's role: not expert; no opinions; ask questions and keep discussion on topic
- Note takers' role: record conversation
- Audio taping so moderator& note takers can concentrate

Your team will present a 7 to 10 minute final report to the class.

Group Project ~ Research Report (100 points):

The group project is one of the key hands-on learning opportunities provided by this course. It is also a highly creative activity that will allow you to explore, step-by-step, all the basic and advanced processes involved in conducting research. You will be working in teams of three to four people per group in trying to solve a research problem of mutual relevance and interest. Detailed requirements of this assignment will be provided separately.

Purpose of the assignment: The research report summarizes your work and presents your findings in a way that your client can easily understand. Usually research is presented as a phase of a larger campaign proposal, or as a baseline situation analysis to determine future directions. For the purpose of this class, the reports will not include any strategic suggestions or programming, and be limited to a situation analysis-style document.

Report content: Specific details will vary considerably based on the type of research conducted. For more specific examples of how to report different types of research, see those provided. In any case, each report should contain the following elements:

TITLE PAGE: This page should include a **meaningful name for the study**, an indication of the **type(s) of research conducted**, and the **names of the students** who participated in the project. Team names for group projects are optional.

TABLE OF CONTENTS: Make it easy for clients to find the information they need in your report with a clear table of contents, **including page numbers**.

EXECUTIVE SUMMARY: The executive summary should be a **one-page overview** of the situation, the research conducted, and the findings. It is usually one of the last parts of the

proposal to be written, although it is included in the proposal immediately before or after the table of contents.

PROBLEM STATEMENT: Summarize the reason the research is needed, and specify your research questions.

SECONDARY RESEARCH: This section includes the background research you did to gain better understanding of the situation. You should include a **brief description of the context**, as well as any **library or online research** that supports your choice of methods, framing of the research question, or other decisions made in the research process.

METHOD(S): In this section, briefly describe your method in clear, general terms that a client would be able to grasp. **Do not repeat or closely paraphrase the description from the assigned readings: write in your own words.** Also avoid mentioning any aspects of the method that you would be unable to clarify to a client during a face-to-face presentation, in the event there are questions.

In addition to the basic description of the method, this section is where you detail how you applied it in your specific context. Make sure to include the following information:

- **Sample.** This might include a **description** of the documents, for content analysis, or the participants in your survey or qualitative research. Make it clear **why** the participants you chose were appropriate for helping to answer the research questions. Include **how many** people participated, **how they were selected**, your **recruiting process**, and any other **relevant information** (such as the completed sample and response rate for surveys). If you have tables or graphs showing your **demographics**, include those here;
- **Time frame.** For interviews and focus groups, indicate **when they were conducted** ("between (date) and (date)," and the **duration**. For surveys, use the same format to indicate when the survey was in circulation. For content analysis (including social media research), indicate the **dates of the documents or online information** you used as a data source (e.g., tweets between date x and date y; all news releases and brochures published between date x and date y)
- **Method specifics.** You do not need to list the questions you asked, but you do need to explain, for instance, what kind of survey you administered (phone, online, etc.), what style of interview you conducted (e.g., structured, semi-structured, unstructured), the number of coders used for content analysis and the intercoder reliability; etc.

FINDINGS: This is where you report the results of your research, using a combination of text, tables, and graphs as appropriate. Do not make the client do all the work of interpreting your tables and graphs: you should explain them in a preceding paragraph. Give each table and figure a sequential number (Table 1, Table 2...; Figure 1, Figure 2...) for easier reference.

You do not need to engage in lengthy analysis here, as that goes in the next section.

DISCUSSION & CONCLUSIONS: This section is where you briefly summarize your findings and explain what they mean in context. For example, if the number of Twitter followers went up during the period observed but the number of @mentions decreased, what does that suggest? This is where you draw on your knowledge of the research problem and context, as well as the secondary research you conducted. Also include a subsection on **Limitations**, in which you transparently note the limitations of your research, and one on **Future Research Directions**, in which you suggest what further data could help to answer the research questions or address the problem/situation.

Appendix: This final section should include your complete survey, coding scheme, interview or focus group schedule, etc. In other words, your instrument(s). It should also include any findings that did not make it into the report, such as statistics that you ran but that were not significant enough to include in the body of the report.

Report Format: Research reports should be professional in appearance. The report should be presented clearly, with no long, unbroken blocks of text. Use headings, subheadings, bulleted and numbered lists for clarity. Visual elements such as tables and graphs should be included where they enhance the content. All written sections should be grammatically correct and free of spelling or punctuation errors. You must submit a PDF of the file per the instructions given in class. Your group will present a 15 to 20 minute report to the class.

Grading:

Exam One: ____/50
 Exam Two: ____/50
 Exam Three: ____/50
 Exam Four: ____/50

 Team Project: ____/50

 Group Project: ____/100

 Attendance: ____/30
 Participation: ____/20

 Total Points ____/400

Grading Scale:

3.6-4.0 — A
 3.0-3.5 — B
 2.0-2.9 — C
 1.0-1.9 — D
 0.0 — no credit

Course Schedule (Flexible and Subject to Change):

Module 1: Introduction to Research

Week 1: What is Research?

Week 2: Research Concepts

Week 3A: Research Ethics and Integrity

Week 3B: EXAM ONE

Module 2: Quantitative Research Methods

Week 4: The Scientific Method

Week 5: Design of Quantitative Surveys

Week 6A: Quantitative Research Methods--Wrap-Up

Week 6B: EXAM TWO

Module 3: Qualitative Research

Week 7: Introduction to Qualitative Research and Research Approaches

Week 8: Qualitative Research Methods--The Toolkit

Week 9: Data Analysis and Theory in Qualitative Research Articles

Week 10A: Present Individual Projects

Week 10B: TEST THREE

Module 4: Mixed-Methods Design

Week 11: Introduction to Mixed Methods Research

Week 12: Design of Mixed Methods Research

Week 13: Evaluation of Mixed Methods Research

Week 14: Present Group Projects

Week 15: EXAM FOUR

C. LIBRARY REPORT



MEMORANDUM

To: Garry Gilbert, Director of Journalism,
Department of Communications & Journalism

From: Kristine Condic, Librarian Liaison, Communications & Journalism
Nicole Lane, Librarian, University Libraries
Shawn Lombardo, Associate Dean, University Libraries

Re: Library collection evaluation for proposed B.A. in Public Relations

Date: October 7, 2014

In order to complete this library collection evaluation for the proposed BA degree in Public Relations, we reviewed the new program notes you provided in relation to the library's current resources concerning public relations, communication theory, new technology and social media, reputation management and writing techniques. In addition, we consulted *Magazines for Libraries* to benchmark the library's current holdings against a core journal list as well the December 2010 *Public Relations Review* bibliography issue, compiled by Maureen Taylor. The following is an assessment of the library's ability to support the proposed new degree program.

Reference Sources

Kresge Library maintains access to many important print and online reference sources relevant public relations. These include:

- Encyclopedia of Public Relations by Robert L. Heath, 2005; 2nd floor library, REF HD 59 .E48 2005; however, the second edition (2013) has now been published, \$325.
- International Encyclopedia of Communication, ed. by Erik Barnouw, Oxford, 1989; REF P 87.5 .I5 1989
- Dictionary of Media Studies, A&C Black Pub, 2006; available [online](#) through Credo Reference
- Encyclopedia of International Media and Communications, ed by D.H. Johnston, 2003; REF P 87.5 .E532 2003 and [online](#) through Credo Reference
- Encyclopedia of Corporate Social Responsibility by S.O. Idowu, 2013. [online](#)
- Gale Directory of Publications and Broadcast Media, Gale research; REF PN 4867 A97 2009 and [online](#) (146th ed, 2011)

Periodical Indexes

As noted in the program proposal, Public Relations is an existing minor in the Communications and Journalism department, and it is a highly interdisciplinary research area. To access the journal literature, Kresge Library maintains subscriptions to a number of online indexes:

- [Communication and Mass Media Complete](#) – the major communication resource including indexing of 737 titles and 440 full-text titles.
- [ABI/Inform](#) – the premier business database
- [Film & Television Literature Index](#) – main index in film and television with full-text coverage of more than 100 periodicals.
- [Business Source Elite](#) – one of the premier business databases
- [Web of Science](#) – a wealth of information on the social sciences
- [Lexis/Nexis](#)– full-text coverage of many newspapers and business directories
- [World Newsreels Online: 1929-1966](#) streaming video database

Since the topic of public relations is interdisciplinary, users will also find these resources valuable these more general databases:

- [JSTOR](#)
- [PsycInfo](#)
- [Social Sciences Full-Text](#)
- [Sociological Abstracts](#)
- [Project MUSE](#)

OU does not have access to Communication Abstracts (however, CCMC overlaps very well) and AP Images (held by WSU, however OU subscribes to [World Newsreels Online: 1929-1966.](#))

Generally, then, the library's reference and online periodical indexes are sufficient to support the proposed degree program.

Books / Monographs

We also have a number of print and online books and monographs related to public relations. Below is only a sampling:

- Accounting for the public interest : perspectives on accountability, professionalism and role in society, by Mintz, S. 2014. [online](#)
- Best practices for transportation agency use of social media, by S. Bregman, 2014. [online](#)
- Creativity in Public Relations, 3rd ed, by Andy Green, 2007. [online](#)
- Design literacy: understanding graphic design, by S. Heller, Allworth, 2014. [online](#)

- Effects of cause-related marketing on customers' attitudes and buying behavior, by D. Steckstor, Springer, 2011. [online](#)
- Handbook of public relations, Robert L. Heath, 2001; 3rd floor library, HD 59 .H267 2001
- Handbook of Social Media Management, Springer, 2013. [online](#)
- It's not just PR : public relations in society, 2nd edition, by W.T. Coombs, 2014. [online](#)
- Managing the public's trust in non-profit organizations, by Burt, C.D. B., 2014. [online](#)
- Practice of Government Public Relations, ed by M. Lee, G. Neeley, & K. B. Stewart, 2012. [online](#)
- Public Relations, activism, and social change: Speaking up. By K. Demetrious, 2013 [online](#)
- Public Relations as Relationship Management: A Relational Approach to the Study and Practice of Public Relations by Ledingham and Bruning, 2000; HD 59 .P785 2000 and [online](#)
- Public relations theory II by Botan and Hazleton, 2006; HM 1221 .P825 2006
- Responsible Management Corporate Responsibility and working life, Springer, 2014. [online](#)

A brief analysis of the library's monograph collection found that, overall, the library has a good, basic collection related to public relations. Additionally, many new books are available online through our Springer ebook collection as well as the demand driven acquisitions (DDA) program which provides library users with new, online books.

For print material, the library has purchased four print books in the last five years related to issues crisis management and public relations as well as 18 print books in social responsibility of business, and 43 books in marketing communication. While this seems low, public relations is multidisciplinary, so many new books may appear in different call number areas than HD 49 or HD59. The book by Botan and Hazleton listed above has the call number HM 1221 which does not show up in this chart. Many of the titles have been received through the library's approval plan with its primary book vendor, which supplies the library with recently published titles based upon a profile developed to support Oakland's curriculum.

LC call number range	Subject	# books purchased last 5 years	Gobi, # books 2012->
HD 49 - HD 49.6	Crisis Management	1	26
HD 59 – HD 59.6	Public Relations	3	38
HD 60 – HD 60.5	Social Responsibility of Business	18	211
HF 5410 – HF 5415	Marketing Communications	43	318
NC 997 – NC 1003	Commercial/Advertising Art	36	55

While we are picking up many current books through Springer and DDA, there are still many current titles not held through our library.

Current titles not held at OU

Crisis Management

- Coombs, W. T. (2014) *Ongoing Crisis Communication: Planning, Managing, and Responding*, 4th ed. Sage. \$70. (OU has 1999 ed.)
- Dubrin, A. (2013). *Handbook of research on crisis leadership in organizations*. Elgar. \$205.
- Lerbinger, O. (2012) *Crisis Manager: Facing disasters, conflicts, and failures*. Routledge. \$175.

Public Relations

- Barnett, M.L. & Pollock, T. G. (2012). *Oxford Handbook of Corporate Reputation*. \$150
- Cornwell, T.B. (2014). *Sponsorship in Marketing: effective communication through sports, arts, and events*. Routledge. \$45

Social Responsibility of Business

- Franz, H. W., Hochgerner, J. & Howaldt, J., eds. (2012). *Challenge social innovation: potentials for business, social entrepreneurship, welfare and civil society*. \$179

Marketing Communications

- Shankar, V. (2012). *Handbook of marketing strategy*. \$60

Commercial/Advertising Art

- Shea, A. (2012). *Designing for social change*. \$25
- Sinclair, M. (2014). *TM: the untold stories behind 29 classic logos*. \$40

Additionally, we do not have the items listed below, and some of these titles are recommended in the *2010 Public Relations Review* bibliography issue:

- Boush, D., Friestad, M., & Wright, P. (2009). *Deception in the marketplace: the psychology of deceptive persuasion and consumer self-protection*. \$49.95
- Heath, R. L. (2010). *Handbook of public relations*, 2nd edition, Thousand Oaks: Sage. \$175.00
- Heath, R. L., Toth, E. L., & Waymer, D. (2009). *Rhetorical and critical approaches to public relations II*. New York: Routledge. \$220.50
- Holtzhausen, D. (2012). *Public Relations as activism: postmodern approaches to theory & practice*. Routledge. \$99
- Reyman, J. (2010). *Rhetoric of intellectual property: copyright law and the regulation of digital culture*. New York: Routledge. \$140
- Singleton, A. (2014). *The PR masterclass : how to develop a public relations strategy that works*. \$27.95
- Stacks, D. (2010) *Primer of Public Relations Research*, 2nd ed. Guilford Press. \$55

As illustrated, there are weaknesses in the public relations collection. This conclusion can also be reached when one compares OU's collection with the library holdings of other institutions with similar programs. Funding to purchase approximately ten books each year is recommended for the library budget (Appendix B) with additional funds added in year one for retrospective collection building.

Journals / Periodicals

The library's coverage of the journal literature in public relations is fairly strong. Appendix A lists the major journals and professional magazines in these fields to which library users currently have access. While this list is by no means exhaustive, it does provide users with very good coverage of the literature in the discipline. Most of these titles are available through journal publisher packages such as Wiley-Blackwell and Sage. Also, numerous journals are available full-text as a result of our subscription to CMMC – Communication & Mass Media Collections. However, some journals available through CMMC do restrict access to the most current 12-18 months because of an embargo placed on those titles by the publishers.

When comparing the library's journal holdings to *Magazines for Libraries* (22nd edition, 2014) it is apparent that the library has a good periodical collection for this new degree program. Users are able to access full-text coverage of the periodical literature through the library's openURL article linker, the GET IT link. This service links databases to the library's ejournal packages. For the few we do not have access to, our new Interlibrary Loan service, RapidILL, can retrieve needed journal articles quickly.

Support for Current Library Resources

As noted above, Kresge Library already subscribes to a number of online resources that will support a B.A. in Public Relations. However, due to anticipated annual inflationary cost increases for journals and research databases (historically averaging eight percent or more per year), the library cannot guarantee that we will be able to maintain subscriptions even to our current resources. Therefore, we ask that the library be given \$200 per year (with inflationary increases in each year) to assist us in funding these resources, especially the library's current journal packages, that are critical to this program, as well as to the broader curriculum of the department of Communications/Journalism.

C: Nancy Bulgarelli, Interim Dean of the University Libraries

Appendix A
OU Journals in Public Relations

Journal Title	Format	Access
Case Studies in Strategic Communication	Open Access	http://cssc.uscannenberg.org/
Corporate Reputation Review	online	ABI/Inform: 1997-one year ago
International Journal of Strategic Communication	online	CMMC: 2010-18 months ago
Journal of Communication	online & print	Wiley & CMMC+: 1951-present
Journal of Communication Management	online	ABI/Inform: 2001-one year ago
Journal of Integrated Marketing Communication	Open Access	http://jimc.medill.northwestern.edu/
Journal of Promotion Management	online	CMMC: 7/2001-18 months ago
Journal of Public Affairs	online	Wiley-Blackwell: 2001-present
Journal of Public Relations Research	online	CMMC: 1992-18 months ago
Journalism & Communication Monographs	online	Sage & CMMC: 1999-present
Journalism & Mass Communication Quarterly	online & print	Sage+: 1955-present
Management Communication Quarterly	online	Sage +: 8/1987-present
MediaWeek – merged into AdWeek	online	Gale: 1991-4/2011
O'Dwyer's	online	Lexis/Nexis: 1989-present
Place branding and public diplomacy	online	ABI/Inform: 11/2004-one year ago
PR News aka Public Relations News	online	CMMC+: 1995-present
PR Report	online	ABI/Inform+: 2004-present
PRism: online PR Journal	Open Access	http://www.prismjournal.org/homepage.html
PRweek	online	ABI/Inform & Gale: 2001-present
Public Relations Inquiry	online	Sage: 2012- present
Public Relations Journal	online	1989-1995; 2007-> open access- http://www.prsa.org/prjournal
Public Relations Quarterly	online & print	Print: 1986-2002 Online: 1991-2009 ceased publication
Public Relations Review	online	Gale & ScienceDirect: 1994-present
Public Relations Tactics	online	Bus. Source Elite: 1994-present

While OU does not have access to these two journals below, both are marginal, not core, journals in public relations, and users can retrieve articles quickly through Interlibrary Loans.

- Public Relations Strategist – trade magazine for members of the Public Relations Society - ProQuest Business Source Complete (available at MSU, UMDearborn)
- Asia Pacific Public Relations Journal (Australia) – available through Communication Source

Appendix B
Proposed Five-Year Budget for Library Resources
to Support B.A. in Public Relations

	Year 1	Year 2	Year 3	Year 4	Year 5
Monographs ¹	\$1,000	\$500	\$525	\$551	\$579
Journals	\$0	\$0	\$0	\$0	\$0
Support for current library resources ²	\$200	\$216	\$233	\$251	\$271
	\$1,200	\$716	\$758	\$802	\$850

1 Reflects 5% annual inflationary increase in years 3-5.

2 Reflects 8% annual inflationary increase in years 2-5.

D. STUDENT SURVEY DATA

In the Winter 2013 semester, the Department of Communication and Journalism conducted a survey in four selected courses on the interest level of students in the proposed major.

Please answer the following questions to the best of your ability. Written comments are also an important part of this process and we encourage you to make your opinion known. Although we may use your comments in our proposal, we will not disclose your identity.

1. I consider myself
 - a. A traditional student (age 18-24)
 - b. A non-traditional student returning to school after an absence

	A. Traditional	B. Non-traditional
JRN 350 [15]	80% [12]	20% [3]
COM 324 [20]	85% [17]	15% [3]
COM 302 [25]	96% [24]	4% [1]
COM 304 [30]	67% [21]	33% [9]
TOTAL [90]:	93% [74]	7% [16]

2. I am a student who has
 - a. Attended only Oakland University
 - b. Transferred from a 2-year college
 - c. Transferred from another 4-year university

	A. OU Only	B. Transfers/2 years	C. Transfers/4years
JRN 350 [15]	47% [7]	40% [6]	13% [2]
COM 324 [20]	40% [8]	45% [9]	15% [3]
COM 302 [25]	80% [20]	4% [1]	16% [4]
COM 304 [30]	37% [11]	50% [15]	13% [4]
TOTAL [90]:	51% [46]	34% [31]	14% [13]

3. The study of public relations has an important role to play in a general liberal arts education.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly Disagree

	A. Strongly agree	B. Agree	C. Not sure	D. Disagree	E. Strongly Disagree
JRN 350 [15]	53% [8]	47% [7]	0% [0]	0% [0]	0% [0]
COM 324 [20]	60% [12]	35% [7]	5% [1]	0% [0]	0% [0]
COM 302 [25]	40% [10]	48% [12]	8% [2]	4% [1]	0% [0]
COM 304 [30]	43% [13]	33% [10]	20% [6]	3% [1]	0% [0]
TOTAL [90]:	48% [43]	40% [36]	2% [2]	2% [2]	0% [0]

4. Oakland University should offer a major in Public Relations.
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly Disagree

	A. Strongly agree	B. Agree	C. Not sure	D. Disagree	E. Strongly Disagree
JRN 350 [15]	60% [9]	33% [5]	7% [1]	0% [0]	0% [0]
COM 324 [20]	75% [15]	25% [5]	0% [0]	0% [0]	0% [0]
COM 302 [25]	44% [10]	48% [12]	8% [2]	0% [0]	0% [0]
COM 304 [30]	53% [16]	33% [10]	13% [4]	0% [0]	0% [0]
TOTAL [90]:	57% [51]	36% [32]	8% [7]	0% [0]	0% [0]

5. If OU offered a major in Public Relations, I think more students in my peer group would be interested in attending OU.
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly Disagree

	A. Strongly agree	B. Agree	C. Not sure	D. Disagree	E. Strongly Disagree
JRN 350 [15]	7% [1]	43% [6]	50% [7]	0% [0]	0% [0]
COM 324 [20]	42% [8]	42% [8]	16% [3]	0% [0]	0% [0]
COM 302 [25]	24% [6]	20% [5]	48% [12]	8% [2]	0% [0]
COM 304 [30]	23% [7]	23% [7]	36% [11]	17% [5]	0% [0]
TOTAL [90]:	25% [22]	30% [22]	38% [33]	0% [0]	0% [0]

6. I am taking, or have taken, more than one PR course this academic year at OU.
- Yes

b. No

	A. Yes	B. No
JRN 350 [14]	79% [11]	21% [3]
COM 324 [19]	32% [6]	68% [13]
COM 302 [25]	16% [4]	84% [21]
COM 304 [30]	13% [4]	87% [26]
TOTAL [88]:	28%[25]	72% [63]

7. I have taken other PR courses at Oakland University.

- Yes, four or more courses (not including any PR courses this semester)
- Yes, three courses (not including any PR courses this semester)
- Yes, two courses (not including any PR courses this semester)
- Yes, one course (not including any PR courses this semester)
- No courses other than the one(s) this semester

	A. Yes/4+	B. Yes/3	C. Yes/2	D. Yes/1	E. No
JRN 350 [14]	0% [0]	7% [1]	7% [1]	43% [6]	43% [6]
COM 324 [19]	0% [0]	5% [1]	5% [1]	32% [6]	58% [11]
COM 302 [25]	0% [0]	4% [1]	4% [1]	12% [3]	80% [20]
COM 304 [30]	0% [0]	0% [0]	3% [1]	17% [5]	80% [24]
TOTAL [88]:	0% [0]	3% [3]	5% [4]	23% [20]	69% [61]

8. I am currently enrolled in the PR minor at Oakland University

- Yes
- No

	A. Yes	B. No
JRN 350 [14]	50% [7]	50% [7]
COM 324 [19]	16% [3]	84% [16]
COM 302 [25]	16% [4]	84% [21]
COM 304 [30]	13% [4]	87% [26]
TOTAL [88]:	20%[18]	80% [70]

9. If OU offered a major in Public Relations, I would consider adding it as a second major to my current course of study.

- Yes
- No

	A. Yes	B. No
JRN 350 [14]	50% [7]	50% [7]

COM 324 [19]	6% [12]	37% [7]
COM 302 [25]	40% [10]	60% [15]
COM 304 [30]	27% [8]	73% [22]
TOTAL [88]:	42%[37]	58% [51]

10. If OU offered this new major, I would consider changing my major to Public Relations.

- a. Yes
- b. No

	A. Yes	B. No
JRN 350 [14]	43% [6]	57% [8]
COM 324 [19]	37% [7]	63% [12]
COM 302 [25]	12% [3]	88% [22]
COM 304 [30]	30% [9]	70% [21]
TOTAL [88]:	28%[25]	72% [63]

11. Currently, I am considering transferring to another 4-year college or university in order to graduate with a major in Public Relations.

- a. Yes
- b. No

	A. Yes	B. No
JRN 350 [14]	7% [1]	93% [13]
COM 324 [19]	5% [1]	95% [18]
COM 302 [25]	8% [2]	92% [23]
COM 304 [30]	30% [9]	70% [21]
TOTAL [88]:	7%[6]	93% [82]

E. EMPLOYER SURVEY DATA

In 2013, the Career Services Department conducted a survey of thirty-six companies in southeastern Michigan to assess their interest in a major in public relations and strategic communication at Oakland University. Eighteen companies responded.

PR Major Survey

1. When hiring an entry level PR employee these basic skills are needed (Rank them by dragging and dropping with 1 being the most important):

#	Answer	1	2	3	4	5
1	Writing	16	2	0	0	0
2	Speaking	2	5	5	4	2
3	Organizational	0	7	7	4	0
4	Digital	0	4	4	8	2
5	Other	0	0	2	2	14

2. When hiring an entry level PR employee these knowledge based skills are needed (Rank them by dragging and dropping with 1 being the most important):

#	Answer	1	2	3	4	5
1	Communication theory	5	6	4	2	1
2	Integrated marketing	8	6	3	1	0
3	Persuasion theory	1	1	6	9	1
4	Research techniques	3	5	4	6	0
5	Other	1	0	1	0	16

3. When hiring an entry level PR employee these specialized skills are needed (Rank them by dragging and dropping with 1 being the most important):

#	Answer	1	2	3	4	5	6	7	8	9	10
1	Pitching new stories for traditional /social media	15	1	1	0	1	0	0	0	0	0
2	Speech writing	0	1	3	1	1	4	4	1	3	0
3	Newsletter writing and design	2	6	6	0	0	2	0	2	0	0
4	Campaign planning and execution	0	5	1	4	1	2	2	2	1	0
5	Fundraising development	0	0	0	1	4	1	2	3	6	1
6	Webpage design, writing	0	1	2	4	0	3	4	3	1	0
7	Social media design and development	0	3	3	4	2	1	3	1	1	0
8	Video, including podcasts, VNRs	0	0	0	2	6	2	1	6	1	0
9	Statistics, gathering, analyzing and reporting data	0	1	2	2	3	3	2	0	5	0
10	Other	1	0	0	0	0	0	0	0	0	17

4. What do you think will be the most important skills students will need in five years?

Writing, writing, writing.

The profession will continue to evolve and change. Integrating marketing and business courses into the major will be key.

Writing, coding, understanding of design

Social media, verbal face to face communication skills that this generation lacks because they hide behind texting and other technology.

Writing. It will always be writing.

Social media skills and ability to brainstorm unique out of the box ideas.

The ability to work with a deadline, manage stress and maintain a positive winning attitude.

Writing, social media design and development, image and video production/editing

Social Media knowledge and being able to research

Storytelling Skills / Consumer Marketing

Regardless of the technological advances that are made, students will need to possess strong writing skills to advance in the PR field. No amount of tech savvy can compensate for weak writing.

Problem solving skills and adaptability

writing

Creative writing has and always will be most important. Also, ability to develop digital media assets (videos, photos, podcasts, etc.) for multiple platforms.



writing and design

Writing and digital media experience ie. using social media in integrated PR campaigns



Digital

Creative ways to utilize Social Media in getting information to target audiences

5. Would you be willing to talk more about what entry level PR employees need to be successful in the field?

#	Answer	Bar	Response
1	Yes		15
2	No		3

6. Would be interested in receiving a copy of the PR major components, once they are finalized?

#	Answer	Bar	Response
1	Yes		14
2	No		4

7. Personal Information (Optional)

Name:	Company:	Email Address:	Phone Number:
Rebecca Calappi	Beaumont Health System	rcalappi@beaumont.edu	248-551-9570
Justin Fiset	Tanner Friedman	jfiset@tannerfriedman.com	248-254-6789
Amy Wilczynski	Wilczynski Public Relations	amywpr@gmail.com	586-945-1250
Kimberly Purdy	Special Olympics Michigan	Kimberly.purdy@cmich.edu	989-954-5112
Samantha Boyke	Allied-THA	sboyke@alliedtha.com	586-594-5387
derek dickow	steward media	derekdickow@steward-media.com	(248) 702-5501
Margo Baetens	Allied-THA	mbaetens@alliedtha.com	248-594-5327
Christina Biache	Chrysler Group LLC	cb514@chrysler.com	248.512.9414
Kelly Kozlowski	Automation Alley	kozlowskik@automationalley.com	248-971-4330
Adela Piper	Siren PR	adela@siren-pr.com	586-212-4792
Jennifer Wilt	DENSO International America	jmwilt@gmail.com	586-909-9999
Debra Salem	ASG Renaissance	dsalem@asgren.com	313-203-3032
Cindy Stewart	City of Troy	cindy.stewart@troymi.gov	248.524.1147

F. LETTERS OF SUPPORT



Department of Modern Languages and Literatures

Jennifer Law-Sullivan
248-370-2080
law@oakland.edu

Committee on Instruction
College of Arts & Sciences

October 28, 2014

Dear Committee Members,

It is my pleasure to write to you in support of the new proposed major in Public Relations to be housed in the Department of Communication and Journalism.

The program seems well planned and conceived and a perfect fit for the College of Arts and Sciences. The key focus on excellence in writing and speaking echoes the work done elsewhere in the college to promote a strong liberal arts education with a firm foundation in the humanities. Drawing on courses in both Communication and Journalism while also creating new courses to develop skills in audience research and social media, the faculty in Communication and Journalism have created a program that will surely be met with enthusiasm and campus-wide support. The interdisciplinary nature of the existing programs in the department is an excellent starting place for this important program.

For students in the Department of Modern Languages and Literatures, I see this new major in Public Relations to be an excellent co-major. We often encourage our majors to consider a double major that will make them even more marketable to potential employers. A major in any of our languages coupled with a major in Public Relations would undoubtedly appeal to hiring managers.

In conclusion, I wholeheartedly support the Department of Communication and Journalism's creation of the new major in Public Relations. If there is any further information I could provide on behalf of this program, please do not hesitate to let me know.

Sincerely yours,

A handwritten signature in cursive script, reading "Jennifer Law-Sullivan".

Jennifer Law-Sullivan, PhD
Associate Professor of French
Chair, Department of Modern Languages & Literatures



Department of Writing and Rhetoric
College of Arts and Sciences
Rochester, Michigan 48309-4401

Committee on Instruction
College of Arts and Sciences

24 October 2014

Dear Members of the Committee on Instruction:

Faculty in the department of writing and rhetoric have reviewed the proposal for a new B.A. degree program in public relations, as submitted by the department of communication and journalism. We appreciate the opportunity to provide feedback on this exciting new program. We find the proposal to be well-crafted, the supporting information to be solid, and the argument to be clear.

When we evaluate new program proposals to determine if they overlap with our curriculum, faculty in writing and rhetoric consider at least three criteria:

- intellectual framework,
- students' context of professional practice, and
- curriculum and individual course offerings.

We believe the scholarly traditions informing this new major are firmly grounded in the fields of communication studies and journalism, including the areas of media criticism, multicultural communication, and organizational communication. The courses that are offered in the new major are also distinct from ours—not necessarily in terms of the kinds of work students are prepared to do upon their completion, but in terms of the instructional and theoretical approaches that inform them.

Thus, while we believe that this degree program may overlap with our program in terms of some of the practical context of the work students are doing (preparing for jobs as effective communicators in business and industry), the intellectual and curricular approaches that the proposed program would take are unique to the department of communication and journalism.

We do request a new course title for the proposed course “Technical Writing for PR,” however, as this title may give the impression that the course is within the field of professional and technical writing. We also request that faculty in writing and rhetoric be provided with an opportunity to review new PR course proposals that might overlap with our own course offerings.

We support this proposed new major, and we look forward to possible collaborations between this program and the professional writing track of our writing and rhetoric major.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Lori Ostergaard'.

Lori Ostergaard, Chair
Department of Writing and Rhetoric

FRENCH | WEST | VAUGHAN

July 10, 2014

To Whom It May Concern:

I am writing on behalf of Oakland University to advocate for the advancement of a Public Relations Major within the university's College of Arts and Sciences.

As a 1984 graduate of the university who has since founded what is now one of the nation's 20 largest independently-held PR agencies, and a two-time National Agency of the Year recipient, I can attest to the fact that we are in the Golden Age of the public relations profession with recent graduates of well-respected programs being in high demand from agencies, corporate communications departments and branded content consultancies around the world.

When I graduated from Oakland University 30 years ago with a B.A. degree in Journalism, it was easy to transfer that degree, or a degree in communications, to a career in advertising or public relations. Unfortunately the same can't be said today. Newsrooms around the world are doing more with fewer people, making a journalism degree less marketable than it has been in a half-century. By contrast, a communications degree isn't well-defined enough to mean much to potential employers who receive stacks of resumes each day from new college graduates educated in areas such as PR, mixed media, internal communications and advertising - all of which can be taught by Oakland University under today's modern definition of "public relations." The simple fact is public relations graduates who are taught how to communicate to multiple constituencies via earned, paid, owned and shared media are the graduates who are landing jobs and it's my strong belief that for my Alma matter to remain relevant in this fast-growing field it must offer a major that is pertinent for the times.

In an effort to help the university fast-track the creation of a Public Relations Major so that students who want to enter the growing PR field can better compete for available jobs, I have offered to endow two charter scholarships at Oakland University for students who declare for a PR Major and excel in the classroom; as well as create a guest lecture series with some friends and colleagues in the PR industry to shine a spotlight on OU's new program and the increasing role of public relations in the complex world of business communications. Yesterday is not soon enough for the university to help its students better prepare for a career that is regularly cited as one of the 10 most desirable by recent college graduates.

Regards,



Rick French
Chairman & CEO
French/West/Vaughan

PUBLIC RELATIONS | PUBLIC AFFAIRS | BRAND COMMUNICATIONS | ADVERTISING
112 E. HARGETT STREET | RALEIGH, NC 27601 | P:919.832.6300 F:919.832.8322 | www.fwv-us.com



July 29, 2014

Garry Gilbert
Public Relations Major Committee Chair
Oakland University
Department of Communication and Journalism
316 Wilson Hall
2200 N. Squirrel Road
Rochester, MI 48309-4401

Dear Garry,

Knowing that a Bachelor of Arts in public relations is being proposed as an additional program through the Department of Communication and Journalism at Oakland University, I am compelled to write in strong support of such a move. This program has the potential to set OU apart in a big way, as it is a timely and thoughtful response to the changing needs of the business community which other schools have failed to tackle.

As senior director of Automation Alley – Michigan's largest technology business association serving nearly 1,000 members across the business, government and education communities of Southeast Michigan – I interact with countless business leaders, and many share a common pain point in that candidates for PR positions are often transitioning to the field from non-PR programs of study. While it is possible to realize success with a communication or journalism graduate at the helm of a PR department, such candidates are not adequately prepared for the particular brand of public relations challenges that so many companies eventually face.

With a dramatic increase in companies representing themselves on the Web through various channels, it is becoming even more important for them to have access to a rich pool of highly skilled PR professionals. By adding a PR-focused degree program, OU could address that need quickly and effectively.

Projections suggest that the number of PR specialists will continue to grow – as much as 12 percent between 2012 and 2022 – and I am eager to see how academia will respond. It would be wonderful if OU, my alma mater, could be the university spearheading that response with a focused and innovative program specific to PR. I know that the business community of Southeast Michigan is ready and waiting.

Sincerely,

Kelly Kozlowski
Senior Director

Automation Alley Headquarters | 2675 Bellingham | Troy, MI 48083
(248) 457-3200 | Fax: (248) 457-3210 | automationalley.com



Fisher Building
10th Floor
7321 Second Avenue
Detroit, MI 48202
(313) 873-4546-office
(313) 873-6269-fax

July 23, 2014

Garry Gilbert
Director of Journalism
Oakland University
2200 N. Squirrel Road
Rochester, Michigan 48309

Greetings Mr. Gilbert,

I am writing this letter to showcase my extreme enthusiasm for a public relations major in the Department of Communication and Journalism at Oakland University. It is my pleasure to write a letter of recommendation in support of this program to fill a long-standing need at Oakland.

Oakland University is well known for its outstanding journalism and communication curriculum in preparing future journalists and communication practitioners for the work force, thanks to passionate instructors and professors who have real-world experience in their respective fields. A public relations major would only complement this program. With OU's prime location in Oakland County, students have regional access to prominent media outlets in metro Detroit and thousands of businesses and organizations within a 30-minute travel span that are always in need of savvy writers, media strategists and public relations specialists.

I have a personal and professional connection to Oakland that allows me to see the strong need for a public relations major from both the students' standpoint and that of business leaders in the region. Through my work with Detroit Public Schools in the field of public/media relations, I have witnessed the unfortunate shortage of young professionals who are truly prepared for the practice of public relations as strong writers, speakers and strategic thinkers.

I am also an instructor at Oakland University teaching entry level journalism and newswriting courses. I often hear from my students who have an interest in the public relations field. Some are afraid that print journalism is dying and worry their journalistic skills may go to waste.

As a former journalist who transitioned into public relations, I am able to assure them that the field of journalism is absolutely not dying. I also assure them that their most vital asset – being an exceptional writer – as well as each and every skill they learn as journalists, are essential to every business and can also be transferred to the field of public relations. But when asked why they cannot major in this growing field at Oakland University – which has a projected 12 percent growth rate in the number of PR specialists between 2012 and 2022, according to the U.S. Bureau of Labor Statistics – I am left with no response.

As a graduate of Oakland University's outstanding journalism program more than a decade ago, I know first-hand that the skillset students need to succeed in the thriving business of public relations can be provided right at Oakland, through a top-notch program that mirrors the journalism and communication majors with passionate educators, a bar-setting curriculum and boundless internship opportunities to provide tangible experience that some students could only wish for.

In comparison to top-rated universities in the state, only Wayne State University and Eastern Michigan University offer public relations majors at the undergraduate level. This program is not offered at Michigan State University or the University of Michigan. Yet, I am certain it soon will be. Therefore, I can only hope that Oakland will be one step ahead by implementing the public relations program in the very near future.

Please feel free to give me a call with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kaniqua Daniel-Welch'.

Kaniqua Daniel-Welch
Program Supervisor of Media/New Media
Office of Communications
Detroit Public Schools
(313) 421-9203 or (248) 760-3355
kaniqua.daniel@detroitk12.org

Wibke Kraemer
831 Bird Ave.
Birmingham, MI 48009

Garry Gilbert
Journalism Program Director
Oakland University
2200 N. Squirrel Road
Rochester, MI 48309-4401

July 29, 2014

Dear Mr. Gilbert,

I am very excited to learn that Oakland University is thinking about adding an interdisciplinary Public Relations major. If a PR major had been offered at OU a couple of years ago, it would have been my first choice.

After studying business in Germany and working in the marketing department of an automotive supplier in the US and abroad, I was interested in adding to my skill set in communications. As a marketing coordinator I experienced the importance of good Public Relations first hand. I found that a major in journalism would provide students with training in writing and editing, but was aware that more specific classes in PR were needed to be qualified for the industry. Even though Wayne State and Eastern Michigan University offered PR majors, I decided to major in interdisciplinary studies with a minor in PR. Proximity to my home and the feeling of being safe and welcome at the university and in the journalism program were the main reasons for choosing OU.

When I graduated from a German high school in 1998, only a few colleges and universities offered PR majors. Looking back, it seems that during that time, PR as a profession was mainly drawing graduates and candidates with a background in Journalism or Communication. Often, it was a requirement to go through practical training to be accepted into a Journalism program. In 2005, I found that more German universities were offering PR programs and I had the impression that the industry was growing. I observed the same trend in the US, after I moved to Michigan in 2006. The media landscape has been shifting from traditional to new media for a while now, and I can't think of any business, non-profit or government organization that does not benefit from good public relations.

Because of the projected continued growth in the PR industry, I think that it is important to offer students the possibility to specialize in this career field in southeastern Michigan. The combination of the existing PR classes with new courses in PR writing, PR research, Speech writing, and Campaign planning sound promising. If I were a student from Germany interested in studying PR abroad, I would be intrigued to apply. For students from other countries, this program would have the additional benefit to learn about the differences of public relations between two countries. Knowing the educational quality that OU provides to its students, I have no doubt that a Public Relations major would prepare future graduates for careers in this field.

Sincerely,
Wibke Kraemer

email: kraemer.wibke@gmail.com

cell: 248.252.4341

Beaumont

November 25, 2015

Dear Prof. Gilbert,

It is our honor to provide a letter in support of creating a public relations major at Oakland University.

As a provider of health care services throughout the Metro Detroit area, Beaumont Health has long relied on the practice of public relations to spread the word about our programs, treatments, research and events. It is vital to our ability to communicate with our patients.

Each semester, the Corporate Communications department offers an internship to one PR/journalism/communications student. We have been very pleased with the caliber of students from Oakland University. They are strong writers with a solid understanding of the industry.

While the education OU students receive is superb, it would be helpful as an employer, to have another local university offering a PR major. To date, only Wayne State University and Eastern Michigan University offer PR majors.

The proximity of Oakland University and Beaumont Health, both Oakland County based, in addition to our affiliation with the Oakland University William Beaumont School of Medicine, makes this a prime opportunity for PR students to learn the art of public relations.

We urge you to strongly—and positively—consider adding a public relations major to the curriculum at Oakland University.

Respectfully,



Colette Stimmell
Vice President, Communications
Beaumont Health



Rebecca Calappi
Employee Communications/Internship Coordinator
Beaumont Health



Mr. Garry Gilbert
Chair, PR Major Committee
Director of Journalism
Oakland University
Rochester, MI

November 16, 2015

Dear Garry,

It is with great pleasure and sincerity that I submit this letter of support in favor of the proposed new Oakland University Public Relations major. As a partner at Brogan & Partners, a mid-sized advertising agency in Oakland County, I can witness that there is a definite demand for well-trained, professional public relations executives in the marketplace.

The writing-centered quality of this major is what most excites me. Our world of advertising and marketing communications has shifted from traditional, paid media (e.g. print, TV, radio ads) to consumer-generated, consumer-selected media. Content is king as consumers choose which blog, Facebook post, online white paper or webinar they would like to consume, and when. Hence, the rise of "native advertising" chockfull of listicles, expert advice, infographics and more, strategically written to live within a natural editorial environment, while disguising its "sponsored content" truth. Research has shown that a native online ad, laden with content appearing in the middle of the page, is much more likely to be read and remembered than a traditional display banner ad appearing in the right or left column of the page.

So who is going to write all of this content? With this transformation comes the inevitable need for strong, strategic PR experts who can research, report, strategize, persuade, translate and most importantly, write. The proposed Oakland University Public Relations major appears to adequately address each of these necessary components. We have had the fortunate experience of hiring graduates from the Oakland University Department of Communication and Journalism and would look favorably upon considering more in the future with this new major.

Best Regards,

A handwritten signature in black ink that reads "Julia Mastropaolo".

Julia Mastropaolo
Partner, Healthcare Director