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  Number of Graduates
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  Faculty Vitae
  Appendix A
## Faculty

**Full-time Faculty:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Tenure Status</th>
<th>Degree/School</th>
<th>First Year of Service</th>
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<tr>
<td>Evans, Jim</td>
<td>Instructor</td>
<td>Non-Tenure Track</td>
<td>M.A. (Central Missouri State Univ.)</td>
<td>2006</td>
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<td>Kuttenkuler, Scott</td>
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<td>M.A. (Central Missouri State Univ.)</td>
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<td>Marshall, Gary</td>
<td>Professor</td>
<td>Tenured</td>
<td>Ph.D. (Southern Illinois Univ.)</td>
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<td>Sitton, Ronald</td>
<td>Asst. Professor</td>
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<td>Ph.D. (Univ. of Tennessee, Knoxville)</td>
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<td>Webster, Linda</td>
<td>Professor</td>
<td>Tenured</td>
<td>Ph.D. (Louisiana State Univ.)</td>
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**Percentage of time dedicated to Speech Communication Program:**

- Evans: 100%
- Kuttenkuler: 100%
- Marshall: 100%
- Sitton: 12.5%
- Webster: 100%

Resumes for faculty are in Appendix A.
Curriculum

Degree Program

The Speech Communication major:

* Core Curriculum*

SPCH 2203 Interpersonal Communication
SPCH 2223 Mass Communication
SPCH 2273 Argumentation and Debate
SPCH 3533 Communication in Organizations
SPCH 3513 Intro. to Oral Interpretation
SPCH 4653 Theories of Human Communication

A maximum of six hours credit may be earned in SPCH 340V (only three hours may be used toward a Speech Communication major or minor.)

Students may not take both SPCH 1023 and SPCH 1043 for credit.

* Electives *

Eighteen hours of electives from any SPCH course not in the required core or a supportive requirement.

* Supportive Requirements *

SPCH 1023 Public Speaking or
SPCH 1043* Honors Speech Communication

The Speech Communication minor:

* Core Curriculum *

SPCH 2223 Mass Communication
SPCH 2273 Argumentation and Debate
SPCH 3513 Intro. to Oral Interpretation

A maximum of six credits may be earned in SPCH 340V (only three hours may be used toward a Speech Communication major or minor.)

*Electives*

Electives may be chosen from any Speech course at the 2000 or above level. Six (6) hours of elective credit must be at the 3000-4000 level. See the Speech Communication major electives list.

The above requirements are in addition to General Education and other university-wide graduation requirements.
**Course Rotation:**

(Spring - odd)

*General Education*
- Honors Speech
- Public Speaking
- Interpersonal
- B&PS

*Speech Core*
- Interpersonal
- Mass Comm
- Intro Oral Interp
- Organization Comm
- Theories
- Intercultural

(Fall - odd)

*General Education*
- Honors Speech
- Public Speaking
- Interpersonal
- B&PS

*Speech Core*
- Argument/Debate
- Small Group
- Persuasion

(Spring - even)

*General Education*
- Honors Speech
- Public Speaking
- Interpersonal
- B&PS

*Speech Core*
- Performance Studies
- Organization Comm
- Theories
- Seminar

(Fall - even)

*General Education*
- Honors Speech
- Public Speaking
- Interpersonal
- B&PS

*Speech Core*
- Argument/Debate
- Small Group
- Persuasion

**Resources**

**Library**

**Titles and Volumes in Arts and Humanities**

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<td>Philology and Linguistics (General)</td>
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### Speech—Web Resources Report

July 26, 2006

**In this Report:** Databases, Stand-Alone E-Journals, and A-to-Z List of Journals.

**Databases**
Listed below are those databases that are most relevant to this subject discipline.

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(OCLC) Indexes over 300 radical and leftist publications from 1991 to the present.

(OCLC) Indexes articles from the contents pages of journals. Over 15 million records back to 1990 from multiple disciplines including medicine, technology, and pop culture.

(OCLC) Indexes journals in the arts and humanities, social science, and sciences. Nearly 3 million records back to 1980.

More than 400,000 biographies from Thompson-Gale sources. Full-text articles are available from more than 265 magazines.

(Ebsco) Full text for more than 2,000 serials dating back to 1985, mostly peer-reviewed, representing a broad range of subject matter. Indexing and abstracts are provided for all journals--more than 3,000.

Over 139,000 records dating back to 1984 with an emphasis on full-text statistical statements on current issues and public policy topics.
**FirstSearch Basic**  (OCLC) Access to all the OCLC databases for which UAM has a subscription that do **NOT** require a password.

**FirstSearch Plus**  (OCLC) Access to all the OCLC databases for which UAM has a subscription that **DO** require a password.

**GPO Monthly Catalog**  (OCLC) Covers all types of United States government documents (reports, hearings, debates, etc.). Nearly half a million records dating back to 1976.

**Legal Collection**  (Ebsco) Full text for nearly 250 scholarly law journals.

**LEXIS-NEXIS Academic**  Full-text documents from over 5,900 news, business, legal, medical, and reference publications with a variety of flexible search options.

Multicultural Press:  
- **African American Publications**
- **Native North Americans**
- **Notable American Men**

**Newspaper Source**  (Ebsco) Selected full text for nearly 30 national and international newspapers; selected full text for more than 200 regional (U.S.) newspapers; full text television and radio news transcripts.

**OED (Oxford English Dictionary), 2nd ed.**  The 20-volume OED online. Meaning and usage of over 600,000 words supplemented with 2.5 million quotations, etymological analysis, listings of variant spellings, and pronunciation guides.

**ProQuest Direct**  Select one or more of three databases: ABI/Inform (business), National Newspaper Abstracts (NYT, USA Today, and WSJ), and/or Research Library, which has full-text going back to 1992 for over 1700 titles.

**TOPICSearch**  (Ebsco) Current events database. Full text for over 100,000 articles from 2,500 diverse sources.

**Stand-Alone E-Journals**: Journal of Communication

**A-to-Z List of Journals**
Below is an alphabetical list of those journals that indicate the databases in which they appear full-text, and the full-text coverage dates for those journals.

**Oratory (5 journals)**

- **Argumentation and Advocacy**: The Journal of the American Forensic Association  
  ProQuest Research Library Complete  1992 - 2004

- **Communication quarterly**  
  ProQuest Research Library Complete  1994 - 2005

- **Communication studies**  
  ProQuest Research Library Complete  1992 to present

- **The Southern Communication Journal**  
  ProQuest Research Library Complete  1991 to present

- **Western journal of communication**  
  ProQuest Research Library Complete  1994 to present

**Facilities and Equipment**

**Classrooms**: The speech communication courses are typically taught in Sorrels Hall with additional classes held in the Memorial Classroom Building and the Babin Business Center (as needed for handicapped access, or for “smart” classroom and/or CIV). The standard classroom in Sorrels Hall accommodates approximately 24 students at **maximum** capacity. The seminar room in Sorrels Hall accommodates approximately 15 students.

**Equipment**: two (2) stand-alone televisions, two (2) TV/VCR combos, two (2) working stand-alone VCRs, two (2) overhead projectors, two (2) video cameras, two (2) tripods, one (1) departmental
laptops, one (1) departmental VCR/DVD combo, one (1) filmstrip projector, one (1) 35 mm film projectors, one (1) Gerard turntable, three (3) ceiling-mounted pull-down screens for projection display in each of three (3) classrooms, four (4) carts for the televisions/VCRs, one (1) cart for a laptop/projector combo, and a flip chart tripod. Each of the four (4) classrooms has a white board; three classrooms have bulletin boards; all classrooms have chairs and tables owned by the institution. Faculty each have a computer and printer in their individual offices.

In addition, the debate/forensics suite/computer room on the first floor has the following equipment: one (1) shredder, one (1) photocopy machine, three (3) computers, one (1) printer, and two (2) stand-alone VCRs.

**Offices**: The full-time speech faculty are housed in Sorrells Hall. Each faculty member has a private office and is provided with a computer and printer and all other necessary office equipment, such as desks, chairs, and file cabinets.

## Enrollment

### Fall Term Declared MAJORS

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Instructor Workload

COURSE ENROLLMENT & SSCH by INSTRUCTOR

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### Student Outcomes

**Assessment of Student Learning**

**SPEECH ASSESSMENT REPORT 2006**

**GUIDING QUESTIONS**

1. **List the student learning outcomes (goals) for your unit. Include the specific website address where the learning outcomes can be accessed.**

Students who earn the Bachelor of Arts in Speech should:

1. Send and receive both verbal and nonverbal messages that meet critical standards;
2. Demonstrate facility in using major theorists in message analysis;
3. Identify and resolve conflict issues in message construction and reception;
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated;
5. Create formal messages using credible research methods and solid reasoning to draw conclusions.

These learning outcomes can be found on the School of Arts and Humanities website: [http://www.uamont.edu/Arts_and_Humanities/spch_outcomes.html](http://www.uamont.edu/Arts_and_Humanities/spch_outcomes.html)

2. Demonstrate how your unit’s specific student learning outcomes (goals) are linked to the mission of UAM. Please use your enumerated list from Question 1 to complete the section to the right.

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<th>UAM MISSION STATEMENT</th>
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<td>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth, understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures. The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</td>
<td>Goals 1 and 5</td>
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<td>Goal 1, 2, 3, 4 and 5</td>
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<td>Goals 2, 4 and 5</td>
<td>Goals 2, 4 and 5</td>
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3. Provide specific evidence of the ways that your unit communicates student learning outcomes to prospective and current students (Examples: website, catalog, syllabi, brochures).

Currently, student learning outcomes are stated in the university catalogue as part of the mission and support goals of the School of Arts and Humanities. Student learning outcomes are included in the 8-semester plan literature ([http://www.uamont.edu/Arts_and_Humanities/degree2.htm](http://www.uamont.edu/Arts_and_Humanities/degree2.htm)), on the SAH website, and on all speech course syllabi. The student handbook for speech majors and minors contains specific material on the outcomes and their importance to the field. In addition, we provide tri-fold brochures, updated each semester, for an overview of the speech major and minor (these are designed to encourage students to choose the discipline and they also function as a handy guide to the academic requirements).

4. Provide specific evidence of how your unit assesses whether students have achieved your unit’s student learning outcomes.
Syllabi review: The speech faculty developed a method for syllabus review for all courses in the curriculum during the spring 2006 semester. The faculty will over a three-year period review syllabi for all speech courses. In addition, the syllabus for the public speaking course will be standardized for all sections. See minutes of program meetings, Attachment A.

Pre-tests and post-tests: Pre-tests and post-tests have been used in all general education courses for over 10 years. Different measurements are utilized depending on which of the courses is being evaluated and the specific goals that have been identified by the communication faculty.

Business and Professional Public Speaking (BNSP) and the Public Speaking courses each utilize the Communication Anxiety Instrument published by Booth-Butterfield & Gould in 1986. This instrument is a 20-item scale that identifies specific statements that suggest variable self-perceived responses to a speech and other related communication activity (i.e. listening). For example, two sample items include: “I feel that I have nothing worthy to say,” and “When speaking, I maintain eye contact when I want to.” Responses are made on a 5-point scale ranging from Almost Never to Almost Always. Reliability of this scale, as published by the authors, is a Cronbach’s a = .91. Interpersonal Communication utilized the Interpersonal Communication Competence Scale (ICCS) published by Rubin and Martin in 1994. This instrument is a 36 item scale that is specifically designed to measure communication exchanges that are interactive in nature. Specific items include: “I feel relaxed in small group gatherings” and “I enjoy talking with someone that I have just met.” Responses are made on a 5-point scale ranging from Almost Never to Almost Always. Reliability of this scale, as published by the authors, is a Cronbach’s a = .86. See Attachment B for 2005-2006 data.

Portfolio evaluation: This is in the process of being implemented on a course-by-course basis as we amass the necessary equipment to preserve student performance.

5. Provide evidence of the measures of student performance that your unit collects and analyzes regularly (Examples: retention rates/pass rate for classes, teacher made tests, research papers, recitals, field experiences, etc.). Give specific examples of how analyses of student performance have been used to improve unit decisions.

Communication Anxiety Measurements for the Fall 2005

B&PS and Public Speaking courses: This year’s assessment results showed marginal improvement on issues concerning communication amenity. The information gathered is extremely limited due to a poor pre and post test completion percentage (39%). For the years 1995 through 2005 the course continued to make a significant difference in the self-perceived communication anxiety of the students.

Interpersonal Communication Courses: Interpersonal communication did record marginally significant results for student interpersonal competence during the fall 2005 semester but lacked significance when addressing interpersonal anxiety. The information has limited ability to be generalized due to a response rate of 27 students. The information that was collected, when compiled with the previous 8 years, shows an overall positive movement in both interpersonal competence and interpersonal anxiety.

ACT score indicator correlation: Public speaking classes were analyzed for student success during the 2005/2006 academic year including material on student assessment prior to entering the classes. We will be gathering data from other classes over the next few semesters. Currently, our assessment—a postulation of a correlation between mastery of basic skills measured by the incoming ACT scores and a successful (i.e. "passing") outcome in the public speaking classroom—indicates that first semester freshmen with a low ACT score should be considered high risk for not completing the course. We will be meeting to discuss various approaches that can be employed to maximize the completion rates for this at-risk population.
6. Provide specific evidence of how your unit utilizes information, other than student performance, to determine necessary unit decisions. Describe how your unit analyzes and selects a course of action. Attach documentation that supports your determination. (Examples: senior surveys, alumni surveys, professional meetings, minutes from faculty or committee meetings, etc.)

Faculty meetings: Speech faculty met on several occasions to discuss assessment, a custom-published text, and possible Curriculum and Standards proposals. See Attachment A.

Senior survey: For at least a decade, the speech faculty used a graduating senior survey. Although we did receive some pertinent information about our students’ performance on professional exams, we realized that the survey was quite limited in assessing accurately the effectiveness of the speech curriculum.

Professional Meetings: The speech communication faculty regularly attend local, state, and national meetings to develop teaching and classroom coordination skills. National meetings, held by the National Communication Association (NCA), Pi Kappa Delta Honorary (PKD) and the International Public Debate Association (IPDA), offer a chance for the faculty to consult fellow educators from around the country. At the state level the speech faculty members are involved in the Arkansas State Communication Association (ASCA).

In-house public speaking text: Dr. Linda Webster developed an in-house public speaking text that will allow students access to important information related to the study of public speaking. This text is a customized document that is tailored for the students enrolled in the public speaking course. The in-house text is provided at a significant reduction in cost as compared to the previous textbook used by the department. Any profits that are made from the on-campus sale of the book will be used to fund scholarships for speech communication majors.

Alumni survey: For the same length of time, we have done alumni surveys at one, three, and five years. The results are very limited; few alumni return the forms.

Strategic plan: Doing a Strategic Plan for the School of Arts and Humanities represented a culmination of discussion, observations, and analysis on the part of the faculty in regard to how SAH might better serve students. The speech faculty met, developed, and submitted several goals to the SAH strategic plan as part of UAM’s strategic plan. See Attachment C (an asterisk and green font mark SAH goals linked to speech).

7. Based on your answers to Questions 5 and 6 regarding student learning outcomes, prioritize your unit’s future course of action. Include plans for what will be done, by whom, to what extent, and how often.

During the 2005-2006 academic year, the speech faculty did formalize this discussion into an assessment committee of the whole. The speech assessment committee implemented a three-year cycle of general-education and program assessment.

Syllabi Review: All Speech faculty will review all course syllabi (Public Speaking year one, B&PS and Interpersonal year two, other courses year three) to determine uniformity of content and standards of general-general courses and to determine consistency of all course syllabi with Speech Student Learning Outcomes, the mission of the School of Arts and Humanities, and the mission of the university.

Portfolio Review: All Speech faculty will evaluate the portfolios of graduating Speech majors to determine the degree of student success in achieving state student learning outcomes.
Professional Development Week Discussions: During Professional Development Week in August of 2006, the speech faculty will discuss the proposed curriculum changes for the major and present the proposals to Curriculum and Standards early in the Fall ’06 Semester.

Video Tape Speech Review: The faculty will meet at the end of Fall and Spring Semesters to assess the videotaped presentations given by students in six (6) sections of public speaking to begin the cycle of general education course review, thereby initiating useful program assessment with data available starting in 2007 or 2008. Costs will include/have included purchase of video taping/digital capture of speeches, storage, tapes, and discs for the establishment of our assessment programs.

8. Specifically describe how your unit is making student learning accessible, including, if applicable, alternative modes of instruction (CIV, WebCT, weekend, Early College High School, etc.). Address historical patterns and trends.

CIV Courses: Each semester, a member of the speech faculty teaches one general education course in the CIV format. These courses are also available in the Early College program for high school students. Typically, in the fall public speaking is offered, and in the spring Business and Professional Speech is offered. Enrollment in these courses has been consistent, and the medium seems to produce results similar to those of traditional “face-to-face” classes.

Early College High School: Courses taught for concurrent enrollment allow students to take public speaking while in high school and at the same time receive college credit. Students must meet minimum qualifications for being admitted in the class. Instructors must also meet minimum requirements to teach concurrent enrollment. Classes are currently being offered at Monticello High School under the direction of Debbie Ashcraft.

Night Classes: Night classes have been offered for a variety of both general education and major classes. Though initial concerns were expressed about the enrollment, the numbers have been strong enough to continue offering a limited number of night courses.

9. Specifically describe how your unit involves students directly in the assessment process.

Student evaluations: Students are asked Fall and Spring Semesters to evaluate the instructor of the course. This information is collected using two instruments that include an evaluative questionnaire and a request for the students’ written comments concerning the course. Once the term has ended the information is reviewed by the dean before being forwarded to individual instructors.

Capstones: Students taking the new Senior Capstone/Senior Seminar course will receive guidance in the compilation of their portfolios. The portfolios will include a large cross section of material from the speech communication major courses.

ATTACHMENT A: Minutes of Speech Program Meetings

October 7, 2005

Mark has asked that we begin the assessment discussion on Tuesday at our 12:40 pm speech meeting based on the attachment sent around with the minutes of the English meeting. Since we need to develop a way to assess our majors (that's why Ron's on this mailing - journalism needs to do the same), I'd like to approach this issue holistically instead of on a course-by-course basis by discussing the following:
1) What should a student in a 4000-level speech course be able to do better/differently than a student in a 3000-level speech course? A 3000-level compared to a 2000-level? A 1000-level compared to a 2000-level?

2) What do we consider fundamental measures of speech competency at these levels? I.e. - what should we expect a 4000-level speech student to do that is a measurable outcome within the field compared with everything else they've done to the point of finishing the program?

3) How do we want to collect and assess these measures of achievement/competency?

4) How would we want to adapt our syllabi/course descriptions to reflect these differences?

By defining the general differences among the course levels, it doesn't even matter what the course is as much as what a student should be expected to produce measureably at that level. As it stands, any student on the UAM campus who wishes to enroll in a 3000-level small group or organizational communication course can do so. Should someone who has completed a single general education 1000-level course be able to compete adequately in a 3000-level course? If so, why and how for assessment purposes? If not, what would we want to use as pre-requisites and why? Linda

October 11, 2005

Members of the speech faculty (Webster, Pryor, Kuttenkuler) met today, Tuesday, October 11 at 12:40 in SOR 223 with Mark Spencer, Dean, to begin discussion of assessment planning for the general education courses and for the major.

We will meet on Tuesday, October 18, at 12:40 pm in SOR 223 to continue the discussion and create proposed schedules. Prior to that meeting:

Gary – be prepared to discuss potential measures/instruments for assessing performance in interpersonal communication;

Scott - be prepared to discuss potential measures/instruments for assessing performance in interpersonal communication;

Bob – I’ll create and forward to you a list of outcomes measure for public speaking that have been tested for validity;

Me – I’ll continue my inquiries with the bookstore; I’ll have the paperwork ready for a capstone course proposal; I’ll continue trying to get IT

To give us some idea of when/how they can mount the critique sheet that faculty will use to assess public speaking student performance.

Everyone – be ready discuss the differences among 1000, 2000, 3000, 4000, and 5000 level courses for portfolio development.

October 18, 2005

The following members of the speech faculty met on Tuesday, October 18 to discuss assessment issues: S. Kuttenkuler, G. Marshall, R. Pryor, L. Webster and Dean, M. Spencer.

Mark Spencer proposed a three year cycle (distributed) of general education assessment and a third year cycle for program assessment to fall on the same year as interpersonal assessment. No action was taken.
Approval sheets for a 2-credit capstone course and the addition of the capstone course to the speech curriculum as a “supportive requirement” were distributed. Discussion was inconclusive with no consensus about what comprised a capstone course. No action was taken.

Discussion of how to do program assessment was discussed. The group will work on developing program outcomes by the reduction participation method which will begin immediately.

Mark Spencer proposed that the speech faculty consider rotating responsibility for the capstone course or other assessment method. No action was taken.

The meeting adjourned at 2:12 pm. The faculty will meet at 12:40 on Tuesday, November 1 to go through the second step of the reduction participation process for developing program outcomes.

November 29, 2005

Present at the faculty meeting held in SOR 223 at 12:40 pm were: S. Kuttenkuler, G. Marshall, R. Pryor, L. Webster, and Dean, M. Spencer.

Discussion included alternatives to the original assessment proposals including syllabus review and curriculum/syllabus comparison with other institutions as a means of doing both general education and program assessment.

Faculty concerns included:
- finding/using multiple measures for all general education courses;
- determining how to ‘capture’ speech majors early enough in their careers so that a meaningful portfolio might be constructed should we choose to use this as an assessment measure;
- mating proposed outcomes for assessing the program to actual course experiences and perhaps having students assessed on outcomes for which they have no preparation;
- sorting among the proposed outcomes to determine how “understanding” and “identification” of theoretical or practical material might lead to actual measures.

Additionally, faculty discussed various proposals for developing a “capstone” course. There is both support and lack of support for:
- A two-credit course during which the graduating senior would prepare a portfolio and take any written/oral exams instituted as part of the assessment process;
- A three-credit course in which a student is required to write a paper;
- A three-credit senior thesis course;
- No course.

Concerns about any addition to the curriculum focused on the capstone “replacing” courses we don’t currently offer rather than allowing for the development of new courses such as nonverbal communication.

At this point, we need to have discussion on the following issues:
- Development of a capstone course and
- Some movement toward adopting at least two (2) measures for assessing the program.

January 17, 2006

Marshall, Pryor, and Webster met in SOR 223 at 12:30 pm to discuss program review measures for the speech major. The group decided that one (1) measure shall be Syllabus Review as follows:
Justification:
- ties to Senior Exit Interview
- ties to Mission statement
- ties to catalogue course descriptions
- ties to SAH program review

Annual Procedure:
- individually read over all course syllabi
- meet as a group to assess compliance with catalogue and mission
- adjust syllabi OR mission AND/OR catalogue

The faculty could not agree on a second measure with arguments for either a portfolio or comprehensive objective in-house exam being relatively equal and relatively exclusionary.

March 6, 2006

I [Dean Spencer] met with a couple of Linda’s upper-level classes last week and learned a few things about what your majors think would enhance the Speech program. I offer the following information for you to think about and discuss among yourselves.

Speech majors seem to like the following ideas:

1. An “applications” course, a kind of “introduction to the speech major” class.
2. A capstone course that would help them pull together their experiences and prepare for grad school or a job.
3. A broadcasting class. Eventually, a broadcasting program.
4. More information about what a speech major can do with his/her degree.
5. Speech majors recruiting high-school students for the program.
6. Online speech classes.
7. Summer class or classes for majors.

ATTACHMENT B:

Subject: Report on Assessment of General Education Speech Courses
Reporting Period: 2005 Fall Semester

Assessment Method
All courses were assessed using a pretest-posttest methodology and tested with a 1-tailed matched-pairs t-test, p<.05. The reliability of the instruments was measured using Cronbach's a.

Assessment Instruments

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1023</td>
<td>Communication Anxiety Instrument</td>
<td>(Booth-Butterfield &amp; Gould, 1986)</td>
</tr>
<tr>
<td>Speech 2203</td>
<td>Communication Competence Scale</td>
<td>(Rubin &amp; Martin, 1994)</td>
</tr>
<tr>
<td>Speech 2283</td>
<td>Communication Anxiety Instrument</td>
<td>(Booth-Butterfield &amp; Gould, 1986)</td>
</tr>
</tbody>
</table>
### Current Year Results

#### Courses Assessed

**Fall 2005 Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>No. of Sections</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1023</td>
<td>Public Speaking</td>
<td>8</td>
<td>151</td>
</tr>
<tr>
<td>Speech 2203</td>
<td>Interpersonal Communication</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Speech 2283</td>
<td>Business &amp; Professional Speech</td>
<td>3</td>
<td>59</td>
</tr>
</tbody>
</table>

#### Instrument Reliability

**Fall 2005 Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Cronbach's a</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 1023</td>
<td>Communication Anxiety Instrument</td>
<td>.8949</td>
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<td></td>
<td>Context Anxiety Scale</td>
<td>.8424</td>
<td>.8200</td>
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<td>Trait Anxiety Scale</td>
<td>.7758</td>
<td>.7160</td>
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<td>Communication Competence Scale</td>
<td>.7020</td>
<td>.8380</td>
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<tr>
<td></td>
<td>Anxiety Scale</td>
<td>.6053</td>
<td>.4969</td>
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<tr>
<td>Speech 2283</td>
<td>Communication Anxiety Instrument</td>
<td>.9008</td>
<td>.9010</td>
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<tr>
<td></td>
<td>Trait Anxiety Scale</td>
<td>.8442</td>
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</tbody>
</table>

#### Assessment Results

**Fall 2005 Semester**

<table>
<thead>
<tr>
<th>Means</th>
<th>Course</th>
<th>T Value</th>
<th>D. F.</th>
<th>Prob.</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context Anxiety</td>
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<td>1.51</td>
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<td>.070</td>
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</table>

### Cumulative Assessment Results: 1995 - 2005

<table>
<thead>
<tr>
<th>Means</th>
<th>Course</th>
<th>T Value</th>
<th>D. F.</th>
<th>Prob.</th>
<th>Pretest</th>
<th>Posttest</th>
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</thead>
<tbody>
<tr>
<td>Context Anxiety</td>
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<td>14.25</td>
<td>1078</td>
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<td>.0001</td>
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<td>15.11</td>
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<tr>
<td>Competence</td>
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<td>.0001</td>
<td>104.95</td>
<td>107.53</td>
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<tr>
<td>Trait Anxiety</td>
<td>Speech 2203</td>
<td>2.49</td>
<td>588</td>
<td>.0065</td>
<td>16.33</td>
<td>16.00</td>
</tr>
</tbody>
</table>
Discussion

The results of the assessment of the General Education Speech courses indicate that the Speech 1023 course was marginally significant and the Speech 2283 course did not make a significant difference in the communication skills of the students completing the classes during the Fall 2005 semester. You will notice that while 151 Speech 1023 students participated in the assessment program, only 59 completed both the pretest and the posttest instruments for a 39% rate. The Speech faculty may want to investigate why the low completion rate occurred and if it is close to the drop-out and withdrawal rate. This is the first year of non-significant results for the Speech 2283 course and the faculty may want to investigate what change might have occurred that would have produced the non-significant results.

The Speech 2203 did record marginally significant results for student interpersonal competence during the Fall 2005 but not the interpersonal anxiety scale although the means for this scale are in the predicted direction. The low number of completers (27 for 54%) may account for the lower significance findings for the Competence scale. The Trait scale results confirm previous research that indicates an interpersonal communication course does not change interpersonal trait anxiety.

A comparison of this year’s Speech 2203 competence scale Means with the cumulative Means indicates that this year’s measurement is somewhat abnormal. This year’s Competence pretest Mean is three points lower than the cumulative Mean and the Competence posttest Mean is three points lower than the cumulative posttest Mean. This is the third year in a row that this Mean variation has occurred and may signal a more significant change in the students since both the pretest and posttest values are lower. Continued monitoring is recommended at this time but the Speech Communication faculty may want to begin investigations into why the student pretest scores are lower than in the past.

The cumulative results of the assessment of the three General Education Speech courses from 1995 through 2005 indicate that the courses continue to make a significant difference in the communication skills of the students completing the courses.

The results of the Speech 2203 trait anxiety analysis for individual years affirms that this form of anxiety is not successfully addressed by the Interpersonal Communication course, although the cumulative results would suggest otherwise. While the results of the eight year cumulative analysis are statistically significant for the trait anxiety scale, they are probably not substantively significant, given the low t-test value in relation to the other scales. The law of large numbers more likely accounts for the significant results.

References


Number of B.A. Graduates

2002 - 5  
2003 - 10  
2004 - 6  
2005 - 8  
2006 – 3  

Placement of Graduates

B.A. graduates of recent years hold the following positions:

- Four working for radio stations
- Five classroom teachers
- Five attending grad school or perusing another degree
- Three in retail sales
- An intern in former President Bill Clinton’s New York office
- Captain in US Air Force and on the Air Force Rodeo team as a bull fighter; also a Hollywood film actor
- Video specialist at the University of Arkansas at Pine Bluff
- Camera person at Channel 4 News in Little Rock
- Family Support Specialist III for Arkansas Department of Health & Human Services
- Professional Basketball player in Europe
- Retail Chain Store Manager -- Fred’s
- Professional model
- Baptist Minister
- Head College Basketball Coach

Strengths, Weaknesses, Opportunities, Threats

Strengths
The speech curriculum has two (2) purposes:

The first is to provide service courses to the university at large, including general studies courses (public speaking, interpersonal communication, and business and professional speaking); upper level service courses including small group communication and organizational communication; and intercultural communication which may be taken for credit toward the Bachelor of Arts Identity Requirement by non-majors. Of these service courses, several are required by disciplines across campus as supportive to the major. This is a particular strength as the faculty is able to come into contact with students from a variety of disciplines, providing an opportunity to recruit potential majors and minors.

The second purpose of the speech program is to provide a curriculum for majors and minors who wish to enter the field after graduation.
The current faculty is unusually strong in specific areas of expertise. Of the four (4) full-time faculty members currently teaching, one senior member has a specialized terminal degree in rhetoric and public address, another senior member has a specialized terminal degree in interpretation, and two junior faculty members have specialized skills and graduate degrees focused on debate and forensics. This is a particular strength as students receive instruction from experts in particular fields rather than from generalists.

The curriculum required of speech majors and minors is varied, representing major areas of the speech communication discipline.

The forensics and debate program has received national and international recognition over a 30+ year history. Lambda Pi Eta has a chapter on the UAM campus.

Weaknesses
With something of a turn-over among the speech faculty plus the regular use of adjunct instructors, there is a lack of unified standards in regard to grading and advisement. How students are taught and assessed within individual sections of general education is individualized, and the faculty does not meet to discuss student outcomes, grading patterns, or pedagogical standards.

The choice from among three (3) separate courses in general education limits the utility of expecting upper-level students to have mastered basic concepts and terminology as they differ from course to course.

Academic advising is very individualized and can result in students graduating with limited exposure to coursework critical to entering the field after graduation. It is possible under our current curricular structure for a student to graduate with a major in speech communication to substitute an unlimited number of independent study, internship, and/or practicum courses for “named” courses listed in the catalog.

The number of declared majors has declined in the past few years, although the numbers still remain higher than ten (10) years ago. Many students wanting to major in broadcasting or other technology-intensive areas look for other programs when we cannot satisfy that need.

The curriculum has been thinned dramatically. Over the past 4+ years, journalism has split from speech communication to become a stand-alone major, removing from the speech curriculum elective courses that were media-intensive. In the past three (3) years, all theater courses have been dropped from the teaching rotation with the retirement of the one (1) faculty member whose specialty was theater. This, too, dropped even lower the number of available upper-level electives in the speech program although the courses remain in the catalog.

Opportunities
As noted under “strengths”, the speech faculty is able to come into contact with students from a variety of disciplines, providing an opportunity to recruit potential majors and minors through our general education service curriculum. Since speech major numbers are down (see
“weaknesses”), this may need to be addressed with another of the opportunities currently presenting itself: assessment.

Assessment of our general education classes should provide some answers about why students succeed – or fail – in some courses as well as background information on those same students. Does the student with the low reading ACT at entry do worse in a speech course than a student who can read better? We have the opportunity to measure student success and adapt our curriculum accordingly. Currently, we are in the process of beginning an assessment cycle with the public speaking classes.

Along with assessment comes the opportunity to meet as a faculty and to begin putting together standards and practices that unite the various general education sections and courses. With a standardized syllabus and textbook in public speaking, we are looking at the possibility of standardizing even those courses taught by adjuncts and high school teachers.

Assessment will also allow us to begin talking about retention. What makes it difficult for our students to complete the curriculum? What else do they need as supportive work or pre-requisite materials before entering the major? We are currently revising the curriculum to allow for program assessment which is a critical factor in determining how well our students do in their upper-level courses.

**Threats**

Over the several past years the number of full-time speech faculty has been reduced from a high of seven (mid-1990s) to the current number of four (4). However, one (1) full-time journalism faculty member has been added and the speech faculty member covering journalism moved full-time to the communication curriculum. The replacement of the theater specialist with a speech communication generalist does not allow for a wide variety of courses to be taught outside of the core curriculum listed in the catalog as we do not have a rich source of qualified adjuncts. This does not make the curriculum appear as attractive to students with interests in theater and/or media.

With the upcoming renovation of Sorrells Hall there is real concern that the available space will be neither dedicated nor appropriate for classes in speech communication. The space currently used by co-curricular programs in Sorrells Hall has been in place for over 20 years, so there is a high level of uncertainly about how the instructional, student, and faculty space will be re-allocated after renovation is complete. Additionally, there is concern about how we will deliver adequate coursework while in temporary quarters, as most of the speech communication classes require performance.
Program Improvement

Strategic Planning:

STRATEGIC PLAN FOR THE SCHOOL OF ARTS AND HUMANITIES
UNIVERSITY OF ARKANSAS AT MONTICELLO

Mission, Role, and Scope

The mission of the School of Arts and Humanities is to offer significant exposure to language, literature, communication, and artistic expression, providing students with the knowledge, appreciation, and experience necessary to develop personal and professional skills in these areas. The School's dual function is to provide courses for its own baccalaureate programs and for the general education program in the fields of writing, speaking, and art.

The School of Arts and Humanities offers Bachelor of Arts degree programs in Art, English, Journalism, and Speech Communication, as well as minors in Art, English, French, Journalism, Spanish, and Speech Communication. The School of Arts and Humanities program offerings are available to all campus disciplines through service courses.

Support goals from Enhancement of Resources focus:

- Recruit, develop, and retain a quality faculty and staff.
- Build partnerships through networking and collaboration.
- Enhance the University’s image, visibility, and influence.
- Enhance the research environment for faculty and students.
- Improve internal and external communication.
- Improve employment opportunities.
- Develop internal and external resources.
- Recruit, retain, and graduate students.

Short-Range Objectives (1 year)

1. *To generate funds for Speech scholarships from a custom-published Public Speaking text.
2. To employ two Spanish Fulbright International Teaching Assistants for ‘06-’07.
3. To hire a tenure-track Assistant Professor of English (replacement).
4. *To begin a program of employing two Teaching Assistants in Speech each year.
5. To hire a tenure-track Assistant Professor of Foreign Languages (replacement).
6. *To host events that attract high school students to campus, such as debate tournaments, foreign-language festivals, and art shows.
Intermediate-Range Objectives (2-3 years)

1. To employ three Fulbright International TA’s, two Spanish and one French, for ‘07-’08.
2. To generate funds for English scholarships from a custom-published composition reader.
3. *To address salary inequities among all SAH faculty.
4. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants.
5. To add a kiln yard with kilns adjoining the Art Complex.
6. To start a print newspaper.
7. To sponsor writing contests for area high school students.

Long-Range Objectives (more than 3 years)

1. To make all classrooms on the first floor of MCB “SMART” classrooms.
2. To explore the feasibility of converting MCB 114 into a seminar room.
3. To identify donors for an endowed scholarship in creative writing.
4. To hire Computer Design faculty to teach 4-D, PhotoShop, DreamWeaver, Adobe Illustrator, and other software.
5. *To expand classroom space in Sorrells Hall to allow students and instructors a comfortable aesthetic work environment.
6. *To have a fully equipped and staffed Communication Center in Sorrells Hall.
7. *To have three “SMART” classrooms in Sorrells Hall.
9. To hire one additional faculty in English.
10. To hire one additional faculty in Journalism.

Support goals from Enhancement of Academic focus:
Improve academic quality standards.
Share academic opportunities across units.
Increase opportunities for faculty/student research and creative activities and increase experimental and service learning opportunities.
Improve internal and external communications.
Provide the latest technology to our students and faculty.
Accommodate the diverse needs of students.
Enhance UAM’s image.
Short-Range Objectives (1 year)

1. *To implement academic-program and general-education assessment in all disciplines and revise curriculum in response to valid data.*

2. To study thoroughly the English curriculum in conjunction with the Ten-Year Program Review

3. *To develop articulation agreements with off-campus sites for placement of Speech and Journalism interns.*

Intermediate-Range Objectives (2-3 years)

1. To implement a major in Romance Languages (Spanish, French, Italian, Latin).

2. To expand the English Major with the Writing Concentration by creating two tracks: Professional Writing and Creative Writing.

3. To refine the traditional English major curriculum.

4. To create new courses (Introduction to Literature, Nonfiction Prose, and Senior Capstone) to support the three options for the English major.

5. To implement an M.A. program in Painting, Drawing, Ceramics.

6. To start a summer program of visiting artists who will teach a 3-credit course called Blossom Painting, Blossom Drawing, Blossom Ceramics.

7. *To enhance uniformity in general-education courses in English, Art, and Speech.*

8. *To create new courses (Applications and Senior Capstone) to enhance Speech Communication major.*

9. To implement a photography class for the enhancement of the Journalism and Art programs.

Long-Range Objectives (more than 3 years)

1. To implement a B.F.A. program in Painting, Drawing, and Ceramics.

2. Implement a minor in German.

Support goals from Enhancement of Quality of Life focus:
Accommodate the diverse needs of students.
Develop and implement a comprehensive student retention plan.
Promote healthy lifestyles for students, employees, and communities.

Short-Range Objectives (1 year)

1. To offer online Art Appreciation.
2. To double the number of sections of online Composition I and II classes.

3. To offer one or two Drawing I classes each semester and two or three Ceramics I classes each semester in addition to offering as many Drawing II/III and Ceramics II/III as Stage I can generate.

Intermediate-Range Objectives (2-3 years)

1. To study the scheduling and rotation of English courses to insure they meet the needs of a diverse student population.

2. To employ an Art Gallery Director to manage student workers and student interns, to manage gallery exhibition schedules, and to write art grants.

3. *To offer on-line Speech classes.

4. To improve advisement and career guidance of English majors who wish to pursue careers in teaching, particularly in middle school and high school.

Long-Range Objectives (more than 3 years)

1. *To establish a resource center providing career information for English, Speech, Art, Journalism, and Romance Language majors.
Jim Evans  
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University of Arkansas – Monticello, Monticello, AR 71656  
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Home: 413 N Church St., Monticello, AR 71655  
(870) 460-0636

EDUCATION:

Master of Arts, Speech Communication, 2006, Central Missouri State University, Warrensburg, MO  
Concentrations: Interpersonal Communication, Rhetoric, and Statistics  
Thesis: Weaver’s Pheadrus as a Lens to Uncover the Selfish-Lover: An Analysis of Rhetoric Supporting the 2004 Marriage Protection Amendment  
Advisor: Dr. Wendy Geiger  
Bachelor of Arts, History, May 1993  
Missouri Southern State University, Joplin, MO

RESEARCH SKILLS:

• Utilized SPSS statistical program extensively  
• Survey and experiment research techniques  
• Specialist in researching for policy debate

PROFESSIONAL EXPERIENCE:

Instructor of Speech, Fall 2006-Present  
School of Arts & Humanities, University of Arkansas at Monticello  
Courses: Public Speaking and Interpersonal Communication

Teaching Assistant, Fall 2004-Spring 2006  
Department of Communications, CMSU Graduate School  
Course: Introduction to Public Speaking

Debate Coach, Fall 2004-Spring 2006  
Department of Communications, CMSU Graduate School

Speech Coach, Summer 2004-2006  
FFA Speech Academy, Warrensburg, MO
AWARDS AND ACHIEVEMENTS:

CMSU 2005-2006 Outstanding Graduate Student – Speech Communication
Coach of various regional tournament NFA LD Champions
Coach – 2005 Pi Kappa Delta NFA LD National Champion

REFERENCES:
Dr. Jack Rogers, Associate Professor
Director of Forensics
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rogers@cmsu1.cmsu.edu

Dr. Wendy L. Geiger, Assistant Professor
Graduate Coordinator
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Department Head
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VITA
Scott Kutenkuler
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Sorrells 106 Monticello AR 71655
University of Arkansas at Monticello
Monticello AR 71656

Home: 162 Tanglewood
Monticello AR 71655
(870) 367-5004

Education:

Master of Arts Speech Communication - August 2003
Central Missouri State University
In-depth research and study of communication activities, including interpersonal, small group, rhetoric, persuasion and public speaking.

Identification and application of modern and classical research methods including rhetorical criticism, content analysis, survey development and statistical analysis

Study of informative, persuasive and impromptu presentation techniques used to provide a quality program in any situation or setting

Advanced study of argumentation and debate. Emphasis on competitive team development and administration.

Bachelors of Science Organizational Communication - May 2001
Central Missouri State University.

Professional / Personal Development Courses
University of Arkansas at Monticello

Microeconomics Microcomputer Applications / Advance Microcomputer Applications
Personal Finance
Technical Writing
Oral interpretation

Experience:

Director of Forensics / Instructor
University of Arkansas-Monticello 2004-present
Teach 12 academic hours per semester of undergraduate communication courses including:
Public Speaking
Business and Professional Speaking
Intercollegiate Forensics
Forensics Administration
Argumentation and Debate
Director of Forensics - UAM Speech & Debate Team.
Faulty advisor for 15-20 undergraduate students
Organizational Advisor / Sponsor
Arkansas Eta Chapter of Pi Kappa Delta
UAM Debate Society

Assistant Director of Forensics / Instructor
University of Arkansas-Monticello 2003-2004
Taught 15 academic hours per semester of undergraduate communication courses including:
Public Speaking
Business and Professional Speaking
Intercollegiate Forensics
Served as Assistant Director of Forensics - UAM Speech & Debate
Served as Advisor to the Arkansas
Arkansas Eta Chapter of Pi Kappa Delta
UAM Debate Society
Served as a faulty advisor for 15-20 undergraduate students

Graduate Assistant / University Instructor
Central Missouri State University 2001 - 2003
Responsible for the classroom instruction of approximately 24-26 students enrolled in the introductory public speaking course

Performed classroom instruction to address speaking styles and techniques that are necessary for the student to improve his/her speaking ability and overcome varying degrees of communication apprehension

Developed and maintained superior presentation and program development skills

Graduate Assistant / Assistant Director of Forensics
Central Missouri State University 2001-2003
Contributed to the overall operations of the nationally competitive Speech and Debate Team with an emphasis on success both in and outside the realm of competition.

Maintained a strict budget when planning travel and lodging around the United States

Planned, estimated, reserved, purchased and finalized all applicable components for administering the regional and national debate tournaments held around the country.

Trainer / Workshop Designer
Western Missouri Medical Center Spring 2002
Developed and delivered communication workshops that focused on listening, clarity, and cultural competency

Designed interactive activities that reinforced the purpose of the programs

Fostered a relaxed learning environment that maintained the attention of the audience while creating a motivational atmosphere for self-improvement

Communication Consultant Internship
Youth Excited About Sports (YES) 2001
Served as a spokesperson for a newly formed youth sports program

Met with local social service and governing bodies to gain fundraising, volunteers and increased awareness about the purpose of the organization.

Developed training workshops for activities related to coaching and mentorship in youth sports.

Professional Activities:

On Campus University of Arkansas Monticello
High School Tournaments
R David Ray Invitation Forensics Tournament Spring 2006
Big Oak Forensics Festival Spring 05 Spring 04 Spring

College tournaments
IPDA National Championship Tournament and Convention Spring 2005
“Weevil Wars” Fall 2005 Fall 2004 Fall 2003
“Last Call” Spring 2004

Assessment Committee - Department of Speech Spring 2006

American Democracy Project 2003 - present
Election 2004 Issues Assembly Coordinator
Master of Ceremonies

Alpha Chi new teacher of the year runner up 2003-2004

Off Campus Professional Activities
Tabroom Director
LSUS Red River Classic 2004, 2005
LSUS Ethics Tournament 2006
R. David Ray Classic 2006

Arkansas State Communication Association
State Conference Fall 05, Fall 03

St Marks Catholic Church
President of Parish Council 2005-present
Member Parish Council 2004-2005
Fundraising Chairman 2004-present
Lector

International Public Debate Association
Executive Secretary 2004-present
Governing Board Representative 2004 & 1999-01
Governing Board Chairman 2000 - 2001
Lists serve Administrator 2001
E-mail Tournament Administrator 2004 & 2003
Organizational Web Master 2004-present

Professional Honors and Awards

Speech and Debate

Achievements as a coach:
University of Arkansas Monticello
2005-2006 (current)

Team GPA Fall 3.43
67 total awards (thus far)
1st Place Sweepstakes Deep South Debate Tournament
British American Montgomery Cup Championship 2006
2004-2005
Team GPA Fall 3.34 Spring 2005 Team GPA 3.41
98 Total Awards
Superior Sweepstakes Pi Kappa Delta National Tournament
2004-2005 Outstanding Chapter Lower Mississippi Province Pi Kappa Delta
2nd Place Varsity Season Long International Public Debate Association
2003-2004
Team GPA Fall 2003 3.33 Spring 2004 3.48
80 Total Awards including 9 team sweepstakes
Pi Kappa Delta Province Tournament 3rd place team sweepstakes
Pi Kappa Delta Honorary Tournament 9th place team sweepstakes
International Public Debate Association Season Long 4th place Novice and Varsity Divisions

Central Missouri State University
2002-2003
9 tournaments with teams advancing in each competition
Overall team GPA of over 3.2
Oversaw all aspects of planning and implementing the Missouri Mules Speech and Debate Tournament

2001-2002
Team advances to the semis finals at the NPDA Tournament
Team competes in the Worlds Tournament

Achievements as a competitor:

127 awards for competitive excellence

Individual National Awards:
- Pi Kappa Delta Public Debate 2001
- International Public Debate season long 6th place 2001
- American Forensics Association Qualifier Impromptu and After Dinner Speaking
- International Public Debate season long 7th place 2000
- International Public Debate Championship tournament 1st seed, second speaker 2000
- American Forensics Association National Tournament Qualifier 2001
- Pi Kappa Delta Team Public Sphere 1999

Team National Awards
- International Public Debate Championship 2000, 2001
- National Forensics Association Lincoln Douglas Champions 2000

International Awards
- British American Montgomery Cup Championship 2001

Academic Honors

Charno Award Finalist 2001
(Outstanding senior at Central Missouri State University)
Who’s Who at Central 2001
Dr Harold Lawson Leadership Excellence Award 2001
International Directory of Distinguished Leadership 2001

Membership in Professional Societies

International Public Debate Association
*Executive Secretary 2004-present
*Governing Board member 2004
International Association of Business Communicators 2001- 2003
*Treasurer 2002 - 2003
International Debate Education Association 2001-present
Pi Kappa Delta 1996- present
*Member Highest Distinction
*President 1999-2001
Central Missouri State University Speech and Debate
*Assistant Coach 2001- present
*Captain 1999 - 2001
*Outstanding Competitor 2000, 2001
National Forensics Association 1996 - present
American Forensics Association 1996 - present
National Parliamentary Debate Association 1996 - present
*Election Representative 2001
*Voting delegate
International Public Debate Association 1997 - present
*Governing Board Chairman 2000 - 2001
*Governing Board Program Representative 1999 - 2001
*Lists serve Administrator 2001
Professional Advisory Board
*Student Representative 1999

Teaching / Coaching Experience:

Coaching Philosophy:
I believe in a focus that is dedicated to the development of skills that will go beyond the realm of debate competition and will foster advanced communication skills that can be applied to many different careers. Such a focus does not demand winning (such a result is just a common positive side effect) but rather on the development of the individual in the areas of knowledge, maturity, leadership, self-esteem, discipline and hard work. I believe competition is a great motivator that can move people to great achievements as long as the competition is harnessed and focused on the development of positive skills and qualities.

Teaching Philosophy:
I believe in narrowing the gap between traditional classroom instruction and the professional workforce. When preparing a lesson I do not simply explain the concept but rather explain the concept in terms of its usefulness to the student. By explaining the value of a class or theory the students will become more attentive and than further the discussion by asking additional questions or advancing personal experience. I am also believer that the best way to learn is by doing. When ever possible I incorporate participation in service learning projects that reinforce lessons in class while at the same time providing needed experience for the students.

Courses Taught:

Introduction to Public Speaking
Fall 2001, spring 2002, Fall 2002 spring 2003 fall 2003
Spring 2004 summer 2004 fall 2004

Business and Professional Speaking
Fall 2003, spring 2004 fall 2003

Intercollegiate Forensics Fall 2004 & 2003
Argumentation and Debate
Fall 2004

Argumentation and Debate (Guest Lecture)
Fall 2001, Spring 2002

Critical Thinking (Guest Lecture)
Fall 2001

Additional Potential Classes

- Interviewing
- Listening
- Persuasion
- Critical Thinking
- Speech Writing and Criticism
- Presentational Speaking
- Small Group Communication
- Group and Organizational Communication
- Coaching Debate and Tournament
- Administration
- Interpersonal Communication
- Seminar Development and Training
- Communication Theory

Research Interest

The use of verbal and nonverbal communication techniques that increase the overall effectiveness of the message specifically related to the use and application of emotional, logical and ethical appeals.

Using debate techniques and strategies to facilitate and improve decision-making activities outside the academic arena.

Impacts of competition in terms of motivation and retention in both academic and professional settings

Understanding the wants and expectations of classroom participants enrolled in the introductory public speaking class and how such feelings reflect the demands of the business community

Publications and Professional Presentations:

International Debate Education Association
Paper Presentation Prague Czech Republic title:
“Student Perceptions of Participation in Academic Debate.”

Training Programs:
- We’re All Ears

Listening and the responsibilities of audience members
- Conquering the Maze of Clarity

Techniques to improve communication skills
- Stitching Up Cultural Differences

General guidelines for interacting with people from other cultures
- Observing The Alternative

Development of a small group decision-making technique to overcome the disadvantages associated with parliamentary procedure.
- Recruit Right

Focused on different approaches for initiating and maintaining conversation, information probing and retention strategies for Greek organization membership selection.
VITA

Professor Gary Thomas Marshall, Ph. D.

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DEGREES

Ph.D., Southern Illinois University, Carbondale, IL 1991
M.S., Southern Illinois University, Carbondale, IL 1970
B.S., Murray State University, Murray, KY 1969

Dissertation Title: "William Stafford: A Writer Writing"
Major Professor: Marion Kleinau, Ph. D. Performance Studies
Dissertation committee:
Richard Lanagan, Ph. D. Phenomenology and Semiotics
Thomas Pace, Ph. D. Semantics and Interpersonal Communication
James Van Oosting, Ph. D. Performance Studies
Rodney Jones, MFA, Poet

EXPERIENCE

Aug. ’92 - ’97: Assistant Professor in Speech
Aug. ’98 - ’02: Associate Professor in Speech
Aug. ’03 - Present: Professor in Speech
University of Arkansas - Monticello
Monticello, Arkansas

Courses taught: Interpersonal communication, public speaking, introduction to oral interpretation, performance studies, creative communications (honors colloquium), acting, small group communication.

UAM committees: Student Affairs Committee, Chair of Library Committee, Student Publications Committee. Curriculum and Standards Committee, Promotion committee for Dr. Kent Skinner, Promotion Committee for Dr. J Morris Bramlett,
Chancellor Appointments: Committee to design an official and legal seal for U.A.M. Traffic and Parking Committee, Council on Assessment of Student Academic Achievement

School of Arts and Humanities: Hot Springs Documentary Film Committee, Recruitment Committee for Speech Majors, Search Committee

Other activities: Student advisor/mentor, Faculty sponsor for UAM Creative Arts Society, Judge for Big Oak Classic (debate and forensics) and Weevil Wars (debate), Alumni Surveys.

University of Minnesota, Crookston

Courses taught: Interpersonal communication, public speaking, English composition, creative mind.

Other activities: Student advisor, Professional Development Committee, Art for Campus Committee, Welcome Week Committee, Development Committee. Chair of Library Evaluation Committee. I developed the humanities course, Creative Mind, relying completely on materials selected from various sources. Through a grant from Title III, I revised interpersonal and speech classes.

Speech Communication Department
Southern Illinois University, Carbondale, IL 62901

Courses taught: FULL RESPONSIBILITY for two sections of public speaking or interpersonal communications per semester.

June ’81 - Aug. ’83: Freelance writer and photographer.
Part time clerk at Snohomish Food Co-op, Snohomish, WA.

Sept. ’80 - May ’81: Classroom teacher in high school vocational training; middle school teacher aide in drama, English, and art; supervisor of afternoon detention program. Granite Falls Schools, Granite Falls, WA

Far West Research Co., San Francisco, CA
Field Research Corporation, San Francisco, CA
U.S. Census, San Francisco, CA

July ’77 - Dec. ’79: Reporter / Photographer.
I also installed the dark room, processed and printed the photographs, did layout, paste-up, and edited.
Senior Services for Snohomish County
Third Age Newspaper, Everett, WA

Jan. ’77 - April ’77: Traveled through Mexico and Guatemala.


’73 - June ’74: Produce manager.
Marshall’s I.G.A., Possum Trott, KY

July ’72 - Feb. ’73: Director of Lexington Children’s Theater. Teacher of creative dramatics.
Living Arts and Science Center, Lexington, KY

Aug. ’70 - May ’72: Instructor of speech communication. Black Hawk College, Kewanee, IL
Courses taught: Public speaking, interpersonal communication, group discussion, oral interpretation, modern literature.

Other activities: Faculty Senate, Future Planning Committee, Curriculum Committee, directed reader's theater, co-edited literary magazine, awarded Chairman's Commendation.

Aug. '69 - May '70: Master's program & teaching assistant. Southern Illinois University, Carbondale, IL

Course taught: Oral communication of ideas, FULL RESPONSIBILITY for two sections per quarter.

PROFESSIONAL DEVELOPMENT

PARTICIPATION IN PROFESSIONAL MEETINGS

Returning Artists Program, Department of Speech Communication, Southern Illinois University, Carbondale, IL. April 15 – 17, 2004. I presented a slide show and talk, “Celebration Arts.” This was part of a discussion titled: “Performance, Community, Activism.” I illustrated how communities can become artists and express concerns and interests through poetry, visual art, and performance.

National Communication Association Convention, Miami, FL. November, 2003. Presented a sideshow and talk for a roundtable at the National Communication Association in Miami, November 20. The title of the program was "Creativity and Varieties of Visual Experience." Marshall showed examples and discusses how he has used the written word as visual art. E.g. a "word wall": artful graffiti, where visiting artists named a sculptural instillation. A "line of poetry": poems strung down a pedestrian mall, like clothes on a line. The poems were written and illustrated by citizens expressing what they wanted for the future of their community.

National Communication Association Convention, New Orleans, LA. November, 2002. Invited to present on the panel, Intercultural Performance. I gave a slide show, "Community Unity Through Performance." My theme was how choosing the text and outreach influences participation of the Africa-American community in our annual Rough & Ready Days celebration.

International Center for Celebration Meeting, Santa Fe, NM. September, 2002. Alice Guffey Miller and I were invited (with only eight other artists) to give a retrospective of our last ten years work in Celebration Art. We gave our slide show in the Georgia O'Keeffe Museum Annex.


Arkansas Arts Council's ArtLinks Conference. Hot Springs, Arkansas, November 2, '94. A Presentation of the Arts, A Parallax View. This presentation, in collaboration with Alice Guffey Miller, included an art parade from the Hilton (now Austin) to the Arlington. Then a performance of Postmodern Myth of Mogmothon, a chapbook I wrote, and the Community Poem "Art Links Us" at the hot spring across the street from the Arlington.


WORKSHOPS (delivered)

Dawson Educational Co-Op asked me to do a poetry writing workshop for 170 gifted and talented high school students at Henderson State University. Spring 2001. Funded by the Co-Op and the Arkansas Arts Council.

Presented "Fish Tales" a workshop for statewide 4-H volunteers teaching them to teach club members how to gather oral history from the elders in their community. This project eventually involved 5,000 4-H members in Arkansas. Funded by AR Humanities Council and AR 4-H. Little Rock, AR. April 17, ’98.

WORKSHOPS and CONFERENCES (attended)


Petit Jean Performance Festival, Petit Jean State Park, Morrilton, AR. November 7 & 8, 2003. I critiqued individual student performances from five colleges and universities. The festival featured performances by college students from five states.

Accredited as an “Associate Trainer in ‘de Bono Thinking” at a week long workshop at the Arkansas School for the Blind. This is a methodology for critical and creative thinking. August 14 – 18, 2000. Little Rock, AR.

PUBLICATIONS and SOLO PERFORMANCES
(juried or judged marked with*)


* A featured poet in Arkansas Literary Festival’s “Day of Poetry.” I performed an hour long reading/singing of original work at the William F. Laman Public Library, North Little Rock. April 14, 2005.


*Candrice Jones, English major, and I entered the Arkansas Grand ($1,00) Slam of Poetry. November 15, 2003. The event was held in The Poet's Loft and Majestic Hotel, in Hot Springs. Candrice and I made it into the semi-finals by default and luckily brought home $100 each. Wrote and performed "The Half Breed," a solo performance for Monticello's Rough and Ready Days. May 10, 2003. This imaginary character was half French, half Quapaw and lived near Arkansas Post in 1803.
Mars performed original poetry and music at the Upper Crust Bake House, a coffee shop and bakery, in Fredonia, N.Y., on August 12, 2001.

*Fifth Place in the Arkansas Grand Slam of Poetry, Hot Springs. November 5, 1999. Forty three performance poets from New York City, Chicago, Detroit, Seattle, Oakland, San Francisco, Los Angeles, Little Rock, Dallas, Atlanta, Miami, and Monticello gathered in Hot Springs to commune and compete. Bouts began on Wednesday, November 3, in the Poet's Loft and the Finals were Friday in the Old Hilton Inn Ball Room. Fifteen of the 43 poets were eligible for the Finals. Mar's poem, "Disable Dis-body," is based on experiences working with the Governor's Council on Disabilities and Monticello’s clients at the Other Way. His performance was rated highest out of the fifteen poets and audience members were moved to tears. The top five poets then had a shot at the two $ grand prize. Mars' performed, "The Gizzard of Cause," moved the audience to mirth. A ten second time penalty cost him a point in scoring and $200. Judges for the finals included Russian poet and political activist, Yevgeny Yevtushenko.


Ozark Poets and Writer's Collective. Uncle Gaylord’s Resturant, Fayetteville, AR. August 25, 99. I was the featured poet for the reading.


"History Comes Alive at Rough and Ready Cemetery" a script written by five UAM students (three speech majors), Wilma Hankins, and myself was published in the Drew County Historical Journal, Vol. 13, 1998. Donald Holley, Editor.

*Arts in Arkansas–The Art of Poetry, Hot Springs, AR. November 5 - 8, '98. I performed poetry in the preliminary rounds in the “Grand Slam of Poetry.” I didn't make it to the semi-finals this year.

I performed original songs and poems for "Heath Relief" a benefit for the surviving victims of the shooting in a West Kentucky high school. Funds raised were used for physical therapy and medical expenses. Artists Exchange Coffee House, Paducah, KY. January 2, ‘98.


Dutch Days poetry reading. Midden Tavern, Potsdam, Germany. July 27, '95

During the two week "eutopia" festival in Potsdam Potsdamer Neueste Nachrichten published six segments of "The Road to Communication" (public responses my students and I collected concerning Potsdam's future).

Also my graphics of utopia, distopia, and eutopia were published July 18, 1995. Potsdamer Neueste Nachrichten.


"Poets of the Western Rivers" poetry reading. September 25, '93 at the Paducah Public Library, Paducah, Kentucky.

Feature reader for "It's About Time" reading series, June 10, '93 North Seattle Community College, Seattle, Washington.

Cobalt Cafe Reading, May 25, '93 at Woodland Hills, Los Angles, California.


"We Are the Earth" a presentation of original poetry and song at the University of Minnesota, Crookston and Crookston High School in conjunction with Earth Day, '90.


"William Stafford's Writing Process: The Student Connection," a paper presented at the '88 Mid West Regional Conference of the National Council of Teachers of English in the Two Year College, Urbana, IL.

Wholly Trinity, '84 and Show Goat, '85: poetry chapbooks published by Bottlehouse Books, Canton, IL.

"AGGGRA Business, or Slavery at the Chicken Concentration Camp," a broadside published by the Seattle Arts Commission in conjunction with a poetry reading at Bumpershoot, Seattle Center, Seattle, WA, '80.


"Singing My Heart Out," in Roots and Branches, Samuel Green, Ed. Centrum, Port Townsend, WA, '78.

COMMUNITY POEMS

"Hope's Hopes," Hope, Arkansas. October 14, 2000. I help celebrate Hope, Arkansas’ 125th B-Day. A community poem was compiled and performed at the train station and at a Trout Fishing in America concert. An ad appeared in the local newspaper soliciting poetic expression, plus local English teachers were invited to use this as an assignment. When I arrived in Hope there were over 200 responses.

Dedication of Alice Guffey Miller’s sculpture “Facing and Reaching Reflections.” “Facing Reflections” a community poem was compiled from statements written by UAM students in response to: What important knowledge have you learned about yourself and our world, while attending UAM? Oral Interpretation students helped compile and performed the community poem for the ceremony in UAM’s MCB stairwell. May 3, 1999.

"River Visions Rhymes and Reasons" a compilation script gathered from elementary and high school students from Ft. Smith and Van Buren AR. They wrote poems and stories about how the Arkansas River inspires them. The script was compiled by UAM Performance Studies students. The script was performed by UAM students and local children at the Ft. Smith Art Center, May 2, '98.

“Teasel is a Tool TOUCHSTONE is The Test” a community poem compiled and read for Touchstone Center for the Crafts’ 25 Anniversary fund raising dinner. This occurred in the hills of southern Pennsylvania, near Uniontown, June, '97.

“A Rough and Ready Poem” a community poem researched, written, and preformed for the first annual Rough & Ready Days, Monticello, Arkansas, April 12, ’97.

“Railroad Rap” a community poem researched and written for Mena, Arkansas’ Centennial Celebration. Nearly 50 students rehearsed for two days and performed this rap at the Mena High School Centennial
Assembly Program. Six students were the Railroad Rappers and 40 additional students became the Mena Mimers. Sponsored by the Mena Centennial Committee and the Arkansas Arts Council, October 17 - 18, '96.

"Which Future Cooks in Potsdam," a community poem I compiled from citizen's responses in Potsdam, Germany. I had help from college students from France, Holland, Germany, and Hungary. We went to the cafes and called responses to the prompt: "What do you want to see happen in Potsdam during the next 50 years?" Eutopia was an arts celebration on the 50th anniversary of the Potsdam Agreement, which built the Berlin Wall down the streets of Potsdam. The poem was read at a public celebration and published in the Potsdamer Neueste Nachrichten, August 4, 1995.

"Nature's Prompting," a community poem for the Ouachita Watch League's "Celebration of the Hardwoods," The prompt was "What in nature is worth saving?" The poem was performed at a bonfire dance and published in their newsletter. October 23, '93, Shady Lake, Arkansas.

GRANTS

I have been on the Arkansas Arts Council roster of artists for ten years. My current fee is $350 – $450 per day. I am always contracted with an "Arkansas organization, exempt from federal income tax," to participate in a specific project or write a project concept with a budget. The Arts Council will fund 40% of each project up to $2,000 per project and $3,000 per year.

Submitted a grant, December 12, 2005, to the Department of Arkansas Heritage it was funded for $4,000. This grant will help fund a $8342 Arkansas Heritage Month event in Monticello for the 10th Annual Rough and Ready Days Celebration and beyond.

I wrote a grant for $5,000 it was funded by the Department of Arkansas Heritage. Local contributions pushed the project budget above $8,000. The project enabled designer/sculptor Alice Guffey Miller and I to work with the Boys and Girls Club of Drew County and Alice to work with Tom Richard, UAM art students, and Other Way disabled adults to construct a permanent mural in McCloy Park in Monticello. The mural depicts the Gothic Court House that stood in the city square from 1870 – 1933. UAM Performance Studies Students researched, wrote, and performed a script portraying characters who played a significant role in Monticello while the court house stood. The performance dedicated the mural during Monticello's 2004 Rough & Ready Days Celebration and beyond.

Arkansas Humanities Council - $1,500 Under my direction a graduate student began to write this grant for The Drew County Historical Society. When that student withdrew, Charlie Belin, speech major, took over grant writing. We used the money to fund a production for Drew County’s Rough and Ready Days 2002: "Monticello's Sesquicentennial - A Taste of the Past". Alice Guffey Miller designed a 3' X 4' "Community Cake," with materials donated by Drew Foam Company. Alice, Tom Richard, and I coordinated 2nd Graders, Disabled Adults, and UAM students to decorate the cake with drawings of "the many faces that Make Monticello" and ribbons of words inspired by the prompt, "What ingredients are in our community cake?" Performance studies students and I all became performance scholars as we researched 11 characters, spanning the 150 years, to portray ingredients that make our community. I was the narrator character and each student wrote a 3 minute monologue. The cake and ingredients (characters) were presented at the festival May 11, 2002, in Monticello's McCloy Park.

The Peoples Parade, Rough and Ready Days, Monticello, AR-- May 11, 2000. Misty Entrikin, was the Performance Studies student in charge of grant writing. Alice Guffey Miller and I also worked with other community grant writers (Donna Becker, Roy Grizzell, and Stephanie Hollis) to boast a budget of $10,000. Contributors: Arkansas Arts Council, Arkansas Community Foundation, Arkansas Humanities Council, Drew County Council for Developmental Disabilities, Monticello Art League, Monticello Lions Club, Rough & Ready Das Festival Committee. Coca-Cola gave us a warehouse for a Puppet Plant. UAM Performance Studies students gave presentations to all secular groups in our community, asking for funds and/or labor.
Hundreds in our community came together to make the puppets, masks, costumes, and props for a "Peoples Parade." Make Art Not Trouble was the theme. The Boys & Girls Club of Drew County, Other Way clients, Girl Scouts, 4-H, UAM students, and Y.P.T.A. worked for four weeks at the Puppet Plant to produce the critters and characters who migrated to and through Drew County.

UAM Performance Studies students, as performance scholars, dug out stories of characters from local lore. We choose eight characters to portray as giant puppets, 12 to 14 feet tall. Water was first. Then the Native-American Tunican Sun Spirit: a woman who danced into the sky to become the sun. The first European, DeSoto, came through with Conquistadores and war dogs. Five hundred years later, the first Euro-American surveyor, who followed the buffalo trails blasted through the thickets. A Southern belle, who in a Christian fervor, deeded her family plantation house to become the first orphanage in Arkansas. Our African-American veterinarian, who had to go to Canada to get a degree, but came back here to practice 75 years. "Principal of the Colored School," who taught full time every day and continued her education at night. The Center Point Tornado tromped through, stomped a church and all the people waiting inside for the storm to pass. Armadillo, fire ants and more paraded down Main Street and performed their stories on Hyatt Field. A mostly unrehearsed cast of three hundred plus were on the field.

Monticello Junior High Band members played the theme from Master Piece Theater. Mary Ramsey's gymnasts entwined the Native American, European American, and African American trees together. In rehearsal they'd never got the Maypole quite right. But that afternoon, before the storm came, those little girls became perfect weavers of community unity.

Arkansas Humanities Council $1,000 to produce "History Comes Alive in Rough & Ready Cemetery." The Drew County Historical Society, UAM students, and faculty worked symbiotically on this oral history project. As an assignment in Performance Studies class, students interviewed elders and did research at the Drew County and Arkansas State Historical Archives to develop our script. Our objective was to teach Drew County history by interpreting the lives of at least ten of its citizens who are buried at Rough and Ready. Our characters dressed in period costumes, and told their stories of the times between 1830 and 1930. Funded in part by the Arkansas Humanities Council. More than 200 attended the performances staged in the cemetery, May 9, '98. UAM staff filmed and a student edited the video of the performance. We submitted a copy of our script and video to the AR Humanities Council, Monticello Branch Library, Drew County Historical Archives, and the UAM library Arkansas Room.

PROFESSIONAL SERVICE

UAM PROFESSIONAL SERVICE


"Five Poets Whirling: A UAM Faculty Poetry Reading" celebrated National Poetry Month, April 14, 2004.


Arkansas Festival of Poetry -- March 30, 2000. Six Arkansas poets and I converge on U.A. M.'s campus to celebrate poetry. We have an open and fun panel discussion/audience participation about the process of creative writing in the afternoon, and give a reading/ performance in Harris Recital Hall, that night.

"Tall Tales from the Fish's Mouth," an original script compiled of legends, large lies, long windys, and blanket stretchers. This was a project initiated by my Performance Studies Class and grew to include 16 other UAM students. Production costs and student travel funded by UAM Student Activities. Preformed April 29 at the University of Arkansas, Monticello and May 25 & 26 at RiverFest '96, Little Rock, Arkansas. Also preformed for the Arkansas State Communication Association Conference in Hot Springs, AR, September 13, 96.
Acted as Andrew Makepeace Ladd III in the Division Arts & Language’s dramatic reading of *Love Letters*, October 19, 1993, Spencer Gallery, University of Arkansas, Monticello.

Original poetry reading/singing for UAM faculty staff on a program with Communication Arts faculty, October 22, 1992.

**CELEBRATION ARTS & PUBLIC PROFESSIONAL SERVICE**

The Creative Artists Society, Alice and I created a haunted house and graveyard for Cane Creek State Park’s Halloween Celebration. We took a week to install the haunted house and graveyard. Students performed for and escorted over a thousand people through our creation. October 24 – 29, 2005.

I worked with 8th grade Gifted and Talented Program in Waldron, AR to write a skit celebrating Earth Day 2K5. This skit became part of an Earth Day Parade and was performed for the Waldron Elementary and Middle Schools. We also performed at the town gazebo on Main Street. This event was funded by the Scott County Organization to Protect the Environment and the Arkansas Arts Council. April 22, 2005.

Alice Guffey Miller and I collaborated on "Looking along Rivers:" a Louisiana Purchase mural for Forest Park Elementary School in Little Rock. Alice and students created 3-D creatures and people who lived along the Arkansas and Mississippi Rivers in 1803. Mars and students researched and wrote poems about the lives of the Quapaw, European settlers, and critters along the rivers. These handwritten poems were collaged onto the mural to become the muddy Mississippi and Arkansas Rivers. The 40 feet of mural is installed permanently in the hallway leading out to the playground. The students poets were part of a school assembly covered by Channel 4 News. This project was funded by Forest Park Elementary and the Arkansas Arts Council. June, 2003.

Alice Guffey Miller and I collaborated on a fire sculpture, "Flaming Visions," For Arts on the Edge in Shreveport, Louisiana. Alice designed the three steel spirals. Mars' Performance studies students wrapped the spirals in hay string and gathered ideas of how to "make the world a better place." It is a Bundist tradition to burn wishes, offer them to the cosmos. Alice and I solicited a volunteer to help light the sculpture spin it, and dance along with the piece. A Shreveport drumming circle, spontaneous dancers and chanters added to the street performance of "Flaming Visions." February 2, 2002.

I directed UAM oral interpretation students and performed as the character "Lumina." Our class compiled the script, “Earthling Friends Celebrate Mother Earth.” On Earth Day we were on the Channel 7 evening news. Funded by the museum and Arkansas Arts Council. Little Rock Children’s Museum. April 22, 2001.

Mississippi County Arts Council hired me to do a “Poetry Pass” in Blytheville, AR. Poetry was written and illustrated by older students and presented to younger students as a gift. Poetry is passed on down the hall at school: a “poetry pass.” We had just enough so every younger child gets one. Funded by Mississippi County Arts Council and Arkansas Arts Council. March 2000.

Mena Public Schools in Western Arkansas, February 2000. Another “poetry pass” funded by the local arts council and Arkansas Arts Council.

Creativity Camp. Campers and I constructed a space suit out of cardboard boxes and tubes, a cake cover, broken sunglasses, colored sharpies, paper, a dust mask, and an old pair of tennis shoes. Arkansas State University at Newport. June 9, '99. Funded by A.S.U.N. and Arkansas Arts Council.

Valentine Messages" Ashdown Elementary School, Ashdown, AR. I instigated over 150 children to create fanciful Valentine cards and wishes. That afternoon in the Cafetorium we had a stage show reading of their “messages.” This was the first time most of them had ever been on stage. Funded by AR Arts Council and Ashdown PTO. February 5, 1999.
“My Face,” original song written for “Freedom Faces Project,” performed at unveiling of the quilt at Monticello 4th grade. These children worked with the disabled in Drew County and the 4-H extension service to stitch the quilt. January 28, 1999.

Chinese New Year–Festival of Spring 4679” Alice and I worked with K-5 at Lake Village Elementary School, February 23, ’99. They wrote and illustrated New Year’s Good Wishes on a banners that formed a portal greeting those who attend a Chinese harp concert the following weekend at the High School. The children also wrote and drew what they didn’t want to happen this year. These disparaging words and drawings were wrapped around a fire sculpture that was be burned after the harp concert on the shore of Lake Chinot. Intro. to Oral Interpretation students helped with the incendiary celebration. February 28, 1999.

Frisco Festival, Rogers, AR. Alice and I helped kids make parachutes from recycled Wal–Mart bags, Burlington twine, and 35mm film canisters. The children also wrote recycling slogans and poems to put into the canisters. That evening at the main stage area we had a parachute toss where all the parachutes were flung into the air and recycling messages were exchanged. Funded by AR Arts Council and Rogers Chamber of Commerce. August 28, 99.

“Freedom Faces Project” Alice and I presented a workshop for the Governor’s Developmental Disabilities Planning Council, Arlington Hotel in Hot Springs. Participants made collaged fabric portraits as well as wrote their feelings on the Freedoms they have, the Freedoms they want and the Freedoms they need. Funded by the Governor’s Developmental Disabilities Planning Council and Arkansas Arts Council. September 18, ‘98.

"Let’s Go Fishin’ In Our Imagination," a song written for Raymond Orr Elementary, Ft. Smith, AR. I worked with 6th graders for a day and a half, rehearsing, and making masks for a school assembly parade. We sang, danced (moving rhythmically rather than marching), and drummed to dedicate two fish wind-socks designed by Alice Guffey Miller and completed by the K-6 graders. The finale was the students raising the two nine foot fishes on flag poles. It was a windy day and the fishes flew. Funded by Raymond Orr PTA and AR Arts Council. October 16, 98.

“Birthday Beasties and Flying Globes of Greetings,” a community arts project for Tulsa, Oklahoma’s centennial. We utilized 150 high school honors and art students to energize the Kidzone crowd at Mayfest to create more than 600 birthday cards for Tulsa. Card makers included their name and address on the card. These cards will go into giant pinatas (Flying Globes of Greetings); also created at Mayfest. The “Globes” and “Birthday Beasties” combine to makeup six mobiles which go to Tulsa’s elementary schools for display until the Centennial Celebration in January ’98. They will be broken piñata-style and shower the cards and candy on the elementary school children. Each child who gets a card will make a card and send it to the child who made the original card. This project was sponsored by the Tulsa World and Mayfest. May 13 - 16, ’97.

Touchstone Center for the Crafts, near Uniontown, Pennsylvania. Alice and I also designed and constructed the “Rock and Roots Subterranean Painting Studio with Streamside Sanctuary.” Our labor force consisted of 64 juvenile offenders. This occurred in the hills of southern Pennsylvania, near Uniontown, June, ’97.


“Celebration Art” Alice and I did a slide show and lecture for UALR Art Club. February 28, ’97.

“Creatures Fantastic” a community arts project in Xilitla, Mexico. Alice and I instigated an assemblage of six creatures to adorn an 18′ X 80′ wall of the Cine Paradiso. December 18 ’96 - January 8 ’97.

I presented a "Sacks of Ourselves" workshop for the Governor's Developmental Disabilities Planning Council, Arlington Hotel in Hot Springs. September 7, 95
Word art project in collaboration with Alice Guffey Miller's visual art: "Big Daddy Blues Catfish". Miller's involvement sculpture included my "Blue Note" messages (written or drawn) by those attending the King Biscuit Blues Festival, Delta Cultural Center, Helena, Arkansas. September 29 - 30, '95.

Word art project in collaboration with Alice Guffey Miller's visual art: "Bugzilla Alien Insectosaurus, Protector of the Environment." Miller's involvement sculpture included my environmentally sensitive messages (written or drawn) by those attending the International Children's Festival at Wildwood Park, Little Rock, Arkansas. October 22, '94.

"The Revelatory Phrase," a group tribute and memento making at the Symposium In Honor of Professor Thomas Jennings Pace, July 9, '94, Southern Illinois University at Carbondale.

Directed children in collaboratively writing a story, "Bugster the Book Beetle." Their story, handwritten in colorful inks was displayed on a scroll from ceiling to floor throughout the summer program. June 14, '94, William F. Lamam Public Library, North Little Rock, Arkansas.

Working with Alice Guffey Miller, a "Web of Welcome" was created as museum patron's wrote on colorful surveyor's ribbon. They expressed their best wishes and hopes for the Children's Museum of Arkansas. This became a web for Miller's enormous spider, Gargantula. November 6, '93.

Alice and I installed a "Drift-log Garden" on Maple Beach for the "International Gathering of Celebration Artists." I instigated a word wall on the sea wall to name the instillation. July 20 - 27, '93, Vancouver, British Columbia, Canada.
Linda J. Webster, PhD

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Monticello, Arkansas 71656  WEBSTER@uamont.edu

Professor of Speech  from 2000
School of Arts/ Humanities
University of Arkansas at Monticello

Director, UAM Honors Program  1995-2000
Office of the Vice Chancellor, Academic Affairs
University of Arkansas at Monticello

Associate Professor, Speech  1995-2000
Division of Arts/ Humanities
University of Arkansas at Monticello

Assistant Professor, Speech  1990-1995
Division of Arts/Languages
University of Arkansas at Monticello

Instructor, Speech  1989
College of Liberal Arts, Allan Hancock College
Santa Maria, California

Curator of Education  1989
Lompoc Museum
Lompoc, California

Instructor, Speech  1984-1989
Department of Communication
Southeastern Louisiana University

Research Fellow/Doctoral Candidate, Rhetoric & Public Address  1983-1987
Department of Speech, Theatre, and Pathology
Louisiana State University

Instructor, Speech and Management .................................1989
Continuing Education Department
Louisiana State University

Writer .................................................................1985-1989
Grant Writing and Research
USDA RC&D Center
Rural Diversification Project
Denham Springs, Louisiana

CEO, CBE Enterprises, Inc..............................................1984-1989
Owner, Operator Specialty Bookstore
Baton Rouge, Louisiana
**Reporter, Columnist** ................................................................. 1980-present
Shoreline Times Newspaper Group
Arkansas Catholic
Free-lance work for national magazines

**Temporary/Limited Term Professional Appointments**

**Faculty, Executive MBA Program** Summer 2001, 2002
University of Chicago
Leadership Institute

**Faculty, St. Gregory University/Diocece**
**of Little Rock Cooperative Theology Program** ........May 2001, 2003, 2005
Continuing appointment, bi-annual assignment

**Degrees Earned**

**PhD Rhetoric and Public Address** August, 1987
Dissertation Title: *A Rhetorical Analysis of Selected Republican Speeches in the 1856 Presidential Election Campaign*
Louisiana State University, Baton Rouge, Louisiana

**MA History** May, 1983
Thesis Title: *John C. Fremont and the Politics of California, 1844-1850*
Southern Connecticut State University, New Haven, Connecticut

**BS Secondary Education/History** December, 1981
Southern Connecticut State University, New Haven, Connecticut

**BA Theology** July, 2002
St. Gregory’s University, Shawnee, Oklahoma

**Teaching Awards**

**National**
Noel Ross Strader Student Media Advising Award 1991

**State**
Arkansas State Communication Association - College Teacher of the Year 1993/1994

**University**
Faculty Excellence Gold Award 1999
Alpha Chi - Teacher of the Year 1999

**State Media Awards**
Communicator of Achievement 1992
Arkansas Press Women Individual Annual Award of Achievement
Arkansas Press Women - Annual Publications Awards
1st place - single news release 1994
2nd place - PR newsletter 1994
2nd place - single news release 1994
2nd place - news reporting 1994
2nd place - feature story 1994
3rd Place - news writing 1991
1991 Arkansas Press Women Contest - Student Award Winners
2nd place - General editing, Edie Ousley, student editor, The Weevil
3rd place - Humor writing, Elizabeth Fryar, student editor, The Weevil
1991 Arkansas College Media - General Excellence Award The Weevil
Individual Student Awards of Excellence: Jude Guillory, Features; Maryl McAffry, Features; Louise Lowe, News; Lang Kirshberger, News

Academic Honors/Grants
ASCA Research Grant
Single-time award of $250 for research at the National Archives 1995

Alumni Federation Graduate Fellowship
Louisiana State University
$10,000 annual stipend – renewable to four (4) years ......................................................1983-1987

Graduate Research Award
Graduate Student Affairs Committee
Southern Connecticut State University
$100/semester – renewable once ............................................................1982&1983

Professional Recognition – Other
National
Who’s Who in American Education - 2003

State
Arkansas Press Women - Communicator of Achievement ..............................1992

Academic
Graduate Research Award, Southern Connecticut State University...............1982, 1983

Association Leadership
National Communication Association (NCA)
Secretary, Senior College and university Section.................................................1998
Chair, Commission on Students at Risk 1994-95
First Vice-Chair, Commission on Students at Risk, Program Planner, 1993 National Convention.......................................................... 1993-94
Second Vice-Chair, Commission on Students at Risk 1992-93
Secretary, Applied Communication Section 1992

Arkansas Speech Communication Association (ASCA)
Past President 2000
President 1999
First Vice-president 1998
First Vice-president, elect 1997
Chair, Competitive Paper Sessions 1992-1997, 1999

Arkansas Press Women (APW)
State president 1993-1995
Director, High School Journalism Contest 1991-1993
**Professional Memberships**

**Initial Membership Year**

Southern History Association……………………………………………………………………………2004
Communication Education Association 1998-1999
Southern Association for Women Historians 1998; 2004
National Women’s Studies Association 1998-2000
American Society for the History of Rhetoric 1997-2000
American Association of University Professors (AAUP) 1996-1997
International Communication Association (ICA) 1994-1996
American Association of University Women (AAUW) 1993-1996
Small Museum Administrators’ 1993-1994
Southern Speech Communication Association (SSCA) 1991
Arkansas Speech Communication Association (ASCA) 1990
Arkansas Press Women (APW) 1990-1994
Western Speech Communication Association 1990-1991
National Federation of Press Women (NFPW) 1990-1993
National Communication Association (NCA) 1985

**Professional Media Activities**

**National**
Contributing editor, NFPW 1991-1993
Freelance writer, business/professional magazines 1984-1996

**State**
Columnist, Arkansas Catholic - 2003
Bureau chief/intern advisor, Pine Bluff Commercial 1991-1993
Public Relations Director, Oasis Homeless Shelter 1992-1999

**Local**
Editor, Drew County Museum Newsletter 1992-1994
Public Relations, Drew County Historical Society 1990-1994
Diocesan Media Representative, St. Mark’s Catholic Church 1990-2000
Contributing Editor, Drew County Historical Journal 1991-1994

**Campus**
Advisor, The Weevil On-Line from 2001

**Free Lance Publications**
Webster 5
“Need Help?: Communicating with Potential Employees” in Woman’s Enterprise Magazine January 1988

**Consulting**
Member, Doctoral Committee, ULM – Monroe, Louisiana 2004-2006
Presenter, Catechetical Study Day, Little Rock – A Leader is a Follower, Are You? 2001
Panelist, Arkansas Museums Association 2001
Member, *AAUW Outlook* Editorial Advisory Panel .................................................................................. 1998

Honors Composition Project, New Mexico State University ......................................................... 1998

Arkansas Heritage Department, Oral History Segment - *Bayou Bartholomew History Project* .......................................................................................................................... 1997-98

WZXS, fm 103.9 radio, Holly Ridge, North Carolina ....................................................................... 1995-96

Script production, news formatting for ABC affiliate

Division of Social Science, UAM. NEH Summer Workshops .......................................................... 1995

“Oral History and Women: Finding the Lost Society”

“Material Culture and Communicating the Meaning of the Past”

Arkansas Humanities Council. - Oral History Workshops

Community Development Planning Grant Programs ........................................................................ 1994

Small Business Development Center (SBDC) – workshops

"Free Press: How to Write Press Releases that Work" ................................................................. Fall, 1994

"Interpersonal Communication in the Business Environment” ................................................. Fall, 1994

Santa Barbara Community College

Presented Workshop – “Giving Professional Presentations” .................................................. 1989

Southern Connecticut State University

Presenter, Symposium on Women in Higher Education

.......................................................... 1981

**Directed Student Research**

**Research Grant Applications**


**SURF/SILO Grant - 1997/98**

“Mothers of our past: An oral history of women, church, and community in Pansy, Arkansas.”

Kara Tooke, student researcher, SURF/SILO grant recipient, 1997/98 (funded).

**SURF/SILO Grant Application - 1995/96**

“Re-packaging an Ideal: The Origins of ‘Family Values’ in Contemporary Political Discourse.”

Warren Craig, student researcher (not funded)

**SURF/SILO Grant - 1994/95**

"A survey of self-reported consumer patronage of merchants located in the historic district of downtown Monticello." Kristi Moltz, student researcher, SURF/SILO grant recipient, 1994/95 (funded)

**Competitive Original Research - Student**


"No Paradigm: Family Values and the Working Mother in Political Rhetoric,” Elizabeth Northcutt, student presentation (competitive selection), fall, 1996, ASCA.

“The Fury of Righteousness: The Rhetorical Appeals of Fannie Lou Townsend Hamer.”

Marche Stewart, student presentation (competitive selection), 1996 SSCA Undergraduate Honors Conference, Memphis, Tennessee.


“Always a Lady: The Rhetorical Appeals of Mary Church Terrell.” Shelly Hamilton,
student presentation (competitive selection), 1996 SSCA Undergraduate Honors Conference, Memphis, Tennessee.


“Arguing the call: An analysis of the media coverage preceding the 1994 baseball strike.” Don Dancer, student presentation (competitive selection), 1994 ASCA conference, North Little Rock, Arkansas

"The rhetorical impact of Watergate: Synecdoche or metonymy?” Kristi Moltz, student presentation (competitive selection), Sooner Communication Conference, University of Oklahoma. 1994

-------. Arkansas Undergraduate Research Conference. 1994.

"Crossing the boundaries: Ethnography and oral historiography as competing media." Darren Hopper, student presentation (competitive selection), Sooner Communication Conference, University of Oklahoma. 1994.

-------. Arkansas Undergraduate Research Conference. 1994.


Editorial

Publications


“Mission Voices of St. Mark Catholic Church.” Compact Disc. May, 2004


“Web-based Public Speaking Instruction: The Arkansas State Communication Pedagogical Response to the University of Arkansas System Distance Learning Initiative” Journal of Communication Studies, 19, 1. Fall, 2002


“Assessment: What Is It? Why Do We Need It? How Do We Use It?” Popular Measurement, 1 (1), pp. 43-44.


"The Cavaness House." Drew County Historical Journal, 7, (1).

**"The Needs of the Non-traditional Student." Chapter 29 in the text Teaching and Directing the Basic Communication Course. Kendall/Hunt Publishing Company.
"On Display: The Miles Coverlet." Drew County Historical Journal, 6 (1).
**"Training for Interpretive Communication." Journal of Communication Studies, 10 (1).
**"Functions of Interpersonal Communication in the Small Business Workplace." Journal of Communication Studies, 8 (1).
*Juried

Book Reviews

Convention Papers/Panel Development

45


Competitive Selection **Invited paper

Convention Cyber-Participation Assessing Distance Education: A Roundtable Discussion. Panelist, National Communication Association. 2003

Professional/Service Publications
Editor, *UAM Advising Handbook for Faculty* 1997
  Journal Minor
  Public Relations Concentration
  Public Communication Concentration
  Rhetorical Studies Concentration
  Interpretive Studies Concentration
Publication Director, Upward Bound programsummer, 1994
Chair, Honors Brochure Committee1993
College Skill Sheets - Student Development Center1990
  Syllabus "How-to"
  Excused Absences
  MS Preparation
  Grades

**Curriculum**

**Journalism Major Proposal**

**Instituted – Fall, 2003**

**Graduate Courses Proposed** fall, 2000
- SPCH 5xx3 Independent study in oral communication
- JOUR 5xx3 Independent study in journalism
- SPCH 5xx3 Persuasion Theory
- JOUR 5xx3 Public Relations Theory
- SPCH 5xxV Special Topics

**Undergraduate Courses Developed**

- Newswriting (web-based)Spring, 2001
- Public Speaking (CIV)Spring, 2001
- Organizational Communication (web-based) Fall, 2000
- Introduction to Public Relations (web-based)Spring, 2000
- Honors Communication (general education)Fall, 1999
- Honors Colloquium II- Western Judicial Practice: Literature and Reality through Print and Film Spring, 1998
- Honors Colloquium II-The Rise of the Western University Spring, 1997
- Honors Colloquium III-Gendered American Public DiscourseFall, 1994
- Oral HistoryFall, 1993
- History of Rhetorical TheorySpring, 1993
- American Public AddressFall, 1990

**Courses Taught**

- Newswriting
- Organizational Communication
- Small Group Theory
- Watergate Studies
- History of Rhetorical Theory
- Basic Oral Communication
- American Public Address
- Public Speaking
- Business & Professional Speaking
- Teaching Methods
- Advanced Business & Professional Speaking
- Journalism Laboratory
- Mass Communication
- Voice & Diction
- Interpersonal Communication

47
Introduction to Communication Rise of Western Universities
Rhetoric of Woman Suffrage Movement Western Judicial Practice: Literature and Reality through Print and Film

**Professional Development - National**

Essential Undergraduate Curriculum Conference Holland, Michigan - 1998
- “Leadership Institute”
- “Communication Theory”
- “Web-based Communication Instruction”

Essential Undergraduate Curriculum Conference Holland, Michigan - 1993
- "Teaching the Research Course"
- "Teaching Rhetorical Criticism"

Museum Management Institute Denver, Colorado - 1992

SCA Short Courses
- Grant Opportunities in the Humanities for Speech Education

New Orleans, Louisiana 1994
- Using the Case Study Method in Communication Education:
  - Miami Beach, Florida - 1993

Directing the Basic Communication Course
  - Chicago, Illinois - 1992

Teaching the College Course in Health Communication
  - Atlanta, Georgia – 1991

Research Series: Rasch Analysis
  - Atlanta, Georgia - 1991

**Convention Attendance**

**National Communication Association**

**Southern States Communication Association**

**Arkansas State Communication Association**

**Professional Service**

**National (NCA)**
- Member, Guidelines for Teacher Education/Certification Committee
- Education Policies Board of the NCA…………………………………………………………1998
- Secretary, Senior College/University Section …………………………………………………1998
- Member, States Advisory Commission 1994-1999
- Reader, Basic Course Committee Competitive Paper Selection1992-1994
- Member, Basic Course Committee1991-2000
- Member, Small College Section1992-2000
- Officer, Member, Commission on Students At-Risk1993-1998

**Pre-Conference Planner/Coordinator**
- “Communicating Across a Culture of Caring: Effective Strategies for Reaching At-Risk Students” …………………………………………………………………………1996
- “Unifying Teaching and Research: Communication and Learning Needs of Students at Risk” ………………………………………………………………………….1995

**Panel Chair/Respondent**
- “About Face: Redefining Communication and the ‘At-Risk’ Student” ………………………1998
- “Pump Down the Volume: Public Speaking Instruction and the Hearing Impaired Student” ………………………………………………………………………………1998
- “State Communication Associations Prepare for 2000: Visions,
Opportunities, and Challenges.................................................................1998
“How Low Can We Go?: Measuring Communication Competence
from Elementary Grades.................................................................1998
“Teaching in a Culturally Diverse Classroom”.................................1997
“What Can We Do to Help You Succeed? An Overview of Services and Programs
to Meet the Needs of Two Populations of At-Risk Students..................1997
“Theory into Praxis: Addressing the Communication Needs of Students At-Risk”..1997
“Make it Count: A Dialogue on Meaningful Measurement Revisited”.........1997
“Ambushed in Arkansas: Reformed Right Out of the Curriculum”.............1996
“On Our Honor(s): Honors Speech in the College Curriculum”..............1996
"Toward the Development of a National Standard for Effective
Public Speaking: Speaking Norms from Selected Members of the 1994 Congress"...1995
"Institutional Support for Student Speech Organizations".......................1994
"Studies of Influence and Persuasion"1994
"Risking it All: Communication Needs of Nontraditional Student"1994
"Rebuilding the Cabildo: A Community Comes Together"1994
"Diversity and Students at Risk: Factors of Influence"1993
"From Subcultural to Intercultural: Opening the Channels of Communication"...1993
"Toward Parity in the Classroom: Faculty Preference and Ageism
in the Academy”.................................................................1993
"Leadership Development for Organizations"1991

National Collegiate Honors council (NCHC)
Member, Publication Board1999-2002
Judge, Nation NCHC Newsletter Contest1999

Southern Speech Communication Association (SSCA)
Paper Reviewer, Instructional Development Division 2002
Manuscript Review, Southern Communication Journal
“Racism, tolerance, and Perfected Redemption” 2000
Member, Constitutional Review Committee 1996-99
Reviewer, Undergraduate Honors Conference 1995-96
Judge, Top Student Paper Competition 1995-96

Arkansas Speech Communication Association (ASCA)
Member, State Tournament Committee 1996
Constitution Committee 1994
Task Force - Teaching Modules for Secondary Education 1993
Chair, Competitive Papers Committee 1992-1995, 1999
Chair, Student Affiliate Committee 1992-1998
Chair, Foundation Funding Committee 1992-1993

Southeastern Louisiana University
Speaker, New Venture Program Business Seminar IV 1988

Southern Connecticut State University
Panelist – symposium for Women in Higher Education 1981

University (system)
Master Teaching Fellow, Distance Learning Academy 2000-2001

University (campus)
Chair, Faculty Assembly 2003/2004, 2004/2005
University Assessment Committee 1995-1999, 2001-2004
Member, NCA Self-Study Sub-Group - Resources Committee 2002/2003
Chair, Student Publications Committee 2003-2004
Member, Council on Assessment of Student Academic Achievement 1995-2004
Member, Who’s Who Among American College Students Selection Committee 2002-2004
Member, Teacher Excellence Awards Committee, Crossett Public Schools 2003
Member, Core Values Sub-Committee 2001-2002
Member, Search Committee - Director of Library 2001
Member, Search Committee - Assistant VC, Student Affairs 2001
Speaker, Residence Life Gala Awards Banquet 2001
Member, Faculty Excellence Awards Committee 2000
Interdisciplinary Teacher Education Committee 1999-2001
Member, University Scholarship Committee 1999
Member, Faculty Grievance Committee 1998-2001
Member, University Student Recruitment Committee 1997-1999
University Honors Convocation 1996-2000
Director, University Honors Program 1995-2000
Member, Assessment Committee 1995-1997
Chair, Productivity Committee (ad hoc) 1998
Member, Human Relations Committee 1995-1998
Member, Goals 2000 Teacher Education 1995
Communications Co-coordinator, Y.O.U. program summer, 1994
Member, Faculty Handbook Revision Committee 1993-94
Faculty, College of General Studies 1993
Member, Bookstore Leasing Task Force 1993
Member, University Honors Council 1992-2000
Faculty, Honors College 1992-2000
Member, Auditorium Media Advisory Committee 1992
AEGIS program (Gifted High School Students) Summer, 1992
Member, Block Schedule Committee 1991
Member, Financial Aid Appeals Committee 1991-1993
GRE Prep Sessions 1991-1996
Moderator, American-Arab Affairs Workshop 1990
Assembly Parliamentarian 1990-92
Member, Junior Faculty Advisory Committee 1990-92
Recorder, Seven Principles Committee 1990
University Freshman Orientation Activities 1990-1998
Sunday Evening Study Hall 1990-1993
Chair, member – various promotion/tenure committees 1998-2005

Division
Chair, Speech Textbook Review Committee 1999-2000
Member, Promotion/Tenure Revision Committee 1999
Assistant Director, Big Oak Speech Festival 1999
Chair, CLEP evaluation committee fall, 1994
Chair, Curriculum Revision Committee 1993, 1997, 2003
Member, Scholarship Committee 1993-1997
Assistant Director, High School Speech Festival 1993-2000
Chair, Speech Assessment Committee 1993
Director, Undergraduate Research (Speech) from 1993
Director, PR Internship Program from 1993
Member, Ad Hoc Brochure Committee 1992, 1996
Member, ADHE Existing Course Review Committee 1992-95, 1997
Basic Oral Communication Course Development Committee spring, 1992
Chair, Faculty Search Committee spring, 1992
Member, Ad Hoc Curriculum Revision Committee 1992, 1996, 1997
Director, Journalism Lab 1991-2003
Co-coordinator, Basic Communication Course Program 1991-1994
Judge - UAM High School Speech Tournament 1990-2001

Academic Advising
General Studies from 1990
Speech from 1991
Journalism from 1996

Student Advising
Organizations (founded)
Gamma Gamma Chapter, Lambda Pi Eta National Honor Speech Society
UAM Catholic Weevils
UAM Journalism Club
UAM College Republicans
UAM Honors Student Council

Organizations (advised)
UAM Countesses
Alpha Sigma Tau Sorority

State Service

Community Service
Member, Adult Faith Formation Sub-Committee, Diocese of Little Rock Pastoral Plan Committee 2002
Member, Core Team – Catechetical Leader Training, Diocese Little Rock, Office of Religious Education 2002

Chair, Drew County Salvation Army 1999-2000
Chair, Oasis Resources, Inc. 1998-1999
Secretary, Drew County Republican Committee 1998-2000
Executive Director - Drew County Museum 1993-1995
Chairman, Board of Directors - Drew County Museum 1992-1993
Chair, Grants Committee - Drew County Historical Society 1990-1992
Public Relations, Oasis Homeless Shelter 1992-1999
Sunday Advocate 1989 Economic Panel 1989
Speaker, New Venture Program Business Seminar IV Entrepreneurs Forum, Baton Rouge 1988


Educational Outreach
VFW Youth Essay Judge 1997-2001
Quiz Bowl Moderator, Educational Cooperative 1991-2000
References
Charles Fleis
Assistant Professor of Foreign Language
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Bridgewater College
Bridgewater, VA  22812
540-828-5373
CFLEIS@bridgewater.edu

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University of Chicago
MESA Psychometrics Laboratory
5801 S. Ellis Avenue
Chicago, Illinois 60637
773-404-6589
SURGSTATUM@aol.com

S. M. Duffy, Ph.D.
Associate Professor of History
Division of Social Sciences
Texas A&M International University
5201 University Blvd.
Laredo, Texas  78041
956-326-2543
SDUFFY@tamiu.edu