



# Central States Communication Association Newsletter

February 2017, Volume 85, Issue 1

## CSCA President's Column



Greetings! As I mentioned in my October newsletter column, these are very exciting times for the [Central States Communication Association](#) (CSCA). As we prepare for our 2017 conference, there are a few updates that I would like to share with the association.

First Vice President [Blair Thompson](#) has planned an exceptional conference for [Minneapolis](#). Beyond the phenomenal panels, sensational events and activities have been planned for the conference. Plus, Minneapolis is a perfect CSCA conference city with fantastic restaurants, bars, and shopping in close proximity to the conference hotel. While [Blair](#) has been busy planning the conference, I have been organizing the [2017 CSCA President's Undergraduate Honors Research Conference](#) (UHRC).

This year the UHRC will feature [Steve Beebe](#) as the awards luncheon keynote speaker. In addition, you will not want to miss the Presidential Spotlight panels celebrating the scholarship and disciplinary leadership of [Steve Beebe and Kory Floyd](#).

Our association journals continue to thrive. [Kenneth A. Lachlan](#) continues his outstanding work as the Editor of [Communication Studies](#). Thank you to [Scott Myers](#) for his leadership as the Founding Editor of the [Journal of Communication Pedagogy](#).

I have had the pleasure of working with an outstanding Executive Director, [Jimmie Manning](#), as well as an incredible Executive Committee. One of my final duties as President will be to lead the selection process for the next CSCA Executive Director. [Jimmie Manning](#) is prepared to work with the new Executive Director over the next few years to ensure a smooth transition. The Executive Committee and I are committed to selecting an outstanding person for this position. Interviews will take place during the conference in Minneapolis.

Finally, I hope you all are having a wonderful semester so far. I look forward to seeing you at the CSCA Conference 2017 in Minneapolis. Let's get ready to [Create!](#)

*Shawn T. Wahl, CSCA President*

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**Published by the  
Central States Communication Association**

DeKalb, Illinois

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# CSCA First Vice President & Planner's Column

## CSCA 2017: Time to Create

### Minneapolis, MN



We are less than two months from 2017 CSCA! I am confident that all the efforts of the Executive Director, Executive Committee, interest group planners, and those who have submitted papers, panels, and short courses have collectively **Created** what will be an amazing conference. This year's theme, **Create**, represents such a big part of who I am as an academic, shaping my teaching and research. I hope that in some small way this conference theme has helped you to continue to think about how communication constantly shapes our worlds both individually and collectively. It's now time to celebrate what CSCA members have **Created**, showcasing their teaching ideas, visions for service, and substantive research.

An innovative **preconference** about community engagement kickstarts the conference on Wednesday afternoon. Kudos to 2<sup>nd</sup> VP **Amy Aldridge Sanford** for her creative and meaningful work on putting this dual focused pre-conference together. The first phase of the preconference titled, **Creating Connections with Our Host City: Conversations with Communication Scholars and Local Non Profit Leaders**, will be co-hosted by **HandsOn Twin Cities**. This portion of the pre-conference includes conversations about persuasion and diversity, building relationships, and volunteers and researchers – all of which help to explore best practices for working within the non-profit environment. A **Happy Hour** with CSCA and HandsOn Twin Cities will serve as a networking mixer, **creating** meaningful connections that will hopefully extend beyond the conference. Sticking with recent tradition, the second phase of the preconference will include a beer culture panel and tour, highlighting the publication **Beer Culture in Theory and Practice: Working to Understand Craft Beer Culture in the United States** that grew out of previous editions of this pre-conference focus. Congratulations to editor, **Adam Tyma**, and the authors who teamed to write this book. This is direct evidence of the scholarly output that CSCA connections **Create!**

Thursday night, Central's renowned **Opening Reception** complete with dancing and tantalizing food stations will **Create** a welcoming feel that connects members across the association in camaraderie. The closing festivities include the **Purple Party**, celebrating the music of **Prince** in his home city. One can only imagine what our Executive Director, **Jimmie Manning**, will pull off to keep **Creating** all the buzz for CSCA's bookend events for the conference.

Thursday through Saturday, attendees are going to be so impressed with the multitude of meaningful panels spread across the entire conference. This year's conference will be highlighted by four **scholar conversations** featuring scholars who have made substantial contributions, whose work has stood the test of time, and who have made a difference in the discipline and beyond. **Sandra Petronio**, **Karlyn Kohrs Campbell**, **Lawrence R. Frey**, and **David Zarefsky** will reflect on their most important scholarship and contributions in these panel-length interviews. Thank you to former WSCA and NCA president **Dawn O. Braithwaite** for her vision and work behind the scenes for the scholar conversations (*continued on p. 3*).

I am also pleased to share with you some panels I have sponsored as 1<sup>st</sup> VP to hopefully facilitate additional thought-provoking discussion, including panels addressing [Economic Issues in Higher Education](#), [Assessing the Current Application of Theory in Communication Research](#), and spotlighting taking a [Constitutive Perspective on Communication in Research](#). A full conference program is posted [here](#).

The [Undergraduate Honors Research Conference](#) occurs on Friday and Saturday. Thank you to CSCA President [Shawn T. Wahl](#) for putting together such a great UHRC. He has put extra effort to make the [Undergraduate Honors Research Conference Luncheon](#) a special experience for these students, including bringing [Steve Beebe](#) to speak to and inspire undergraduates attending the conference.

[Early bird registration](#) is now open for the 2017 Convention, March 16 - 18, in Minneapolis, MN. I highly recommend registering **before February 20<sup>th</sup>** to receive a discount price on your registration fees. Hotel registration is open as well for the [Hyatt Regency Minneapolis](#) (<http://www.cscanet.org/aws/CSCA/pt/sp/hotelreg>). Room rates are as low as \$139/night plus taxes and fees for a single or double room. We strongly suggest that you book your room before **February 15<sup>th</sup>** as once the hotel is filled, there will be no overflow hotels for this year's conference. Those who reserve a room by the **February 15<sup>th</sup>** date should be easily accommodated.

I truly look forward to seeing everyone in Minneapolis for the 2017 CSCA convention. Next month CSCA is going to [Create](#) something great in Minneapolis. See you soon!

*Blair Thompson, CSCA First Vice President & Primary Convention Planner*

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## CSCA Executive Director's Column: The Purple Party is Coming!



As many of you know—especially those who are my Facebook friends—I was especially sad to learn that my musical hero [Prince](#) passed away last April. Any musical artist would be fortunate to have one song in their catalog as fantastic as “Purple Rain,” but that wasn’t even [Prince’s](#) best. With masterpieces that include “U Got the Look,” “1999,” “Little Red Corvette,” “When Doves Cry,” “Kiss,” and “If I Was Your Girlfriend,” among many, many other classics – well, it goes without saying that a party based on [Prince](#) would be easy to do.

And so we’re making it happen! [Minneapolis](#) is [Prince’s](#) hometown, and to honor that this year’s [President’s Party](#) will be called [The Purple Party](#). A pre-party panel featuring scholarly remarks about [Prince](#) kicks things off.

Then we’ll turn up the music and dance to his purple majesty as well as some of his contemporaries including [David Bowie](#), [Madonna](#), and [Michael Jackson](#). We will also have a variety of snacks and a cash bar, plus other surprises. I can’t wait to see you there (*continued on p. 4*)

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## Purple Party

6:30-9:30 pm on Saturday, March 19<sup>th</sup>

## New Ribbon Option at CSCA 2017

In addition to an exciting party, [#CSCA17](#) will also include a new option that we hope will become a regular feature of the convention. Specifically, we will offer ribbons for all participants so that, if an individual wishes, they can indicate their preferred pronouns. We hope that this new option will help everyone be called by the pronouns they prefer. For more information about why this is important, Google [“PGP GSAFE”](#) and learn more about gender inclusivity.

And with that, I am off to double-check event details, prepare awards, finalize food and beverage orders, and all of the other tasks that come with the convention.

Till next time,

*Jimmie Manning, CSCA Executive Director*

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## CSCA Second Vice President’s Column Looking Forward to Seeing You in March!



I love the month of [March](#)! It’s the beginning of spring for my friends in the Midwest, and the temperatures are still tolerable here in South Texas. It’s also the month for [International Women’s Day](#) and [St. Patrick’s Day](#)—two holidays celebrating some of my favorite people. But most importantly, thanks to a super-early CSCA convention, I will get to see you in March this year!

Our team is preparing two wonderful [pre-conferences](#) on Wednesday, March 15<sup>th</sup>, which I’m sure you’ve read all about in the last CSCA newsletter and on the CSCA webpage and Facebook.

[Preconference #1](#) will include three panels centered on nonprofit organizational communication and will feature a partnership between [CSCA](#) and [HandsOn Twin Cities](#). Panels begin at 1 p.m. in the conference hotel and will conclude at 4:45 p.m. with a Happy Hour. The cost is [\\$25](#).

[Preconference #2](#) will begin with a panel about brew culture at 5:45 p.m. in the conference hotel to be followed by a craft brewery tour that will leave from the hotel at 7 p.m. The cost for the tour is [\\$60](#); CSCA members and guests can attend the panel at 5:45 p.m. for no charge.

You can register and pay for [Preconference #1](#) and/or the [Craft Brewery Tour](#) on the CSCA webpage. If there are any questions about the pre conferences or the registration process, please email me at [amy.aldridge.sanford@tamucc.edu](mailto:amy.aldridge.sanford@tamucc.edu).

During the conference, my team and I look forward to visiting the business meetings and sharing all the good news about the 2018 conference in [Milwaukee](#). We’ll bring information about the theme, conference events, the hotel, and our host city. We also promise to bring fun swag. See you soon!

*Amy Aldridge Sanford, CSCA Second Vice President*

## Student's Column: Zelma's CSCA Picks



On the morning of Thursday, March 16th, 2017 I will be waking up in my dorm room, brewing (and subsequently downing) a fresh cup of coffee, getting ready for a full day of classes and meetings, and (most importantly) coveting those individuals fortunate enough to be attending the [2017 CSCA Convention in Minneapolis](#). Although I won't be able to attend the convention this year, I have a few suggestions for those lucky students who will!

My convention experience would kick off with a filling breakfast of coffee and the highly-recommended banana pancakes of the [Hyatt Regency Minneapolis](#) hotel, followed shortly thereafter by the 8:00 am presentation, [Popular Culture, Art, Ideology and Narrative](#). After exploring classism, power and control in [The Hunger Games](#) and [Divergent](#) series (any young adult literature nerd's dream), I would face a tough decision. Should I attend either [Creating Dialogue Around Challenging Health Topics:](#)

[Research on Difficult Discussions](#), which is sure to provide fascinating topics of discussion for those interested in Health Communication, or [Creating a Dynamic Conference Experience: Getting the Most Out of Your CSCA Convention](#), which is certainly a must-see for all first-time convention goers, such as myself? Thankfully, those difficult decisions are left in the hands of other students! I would then hop over to [Creating Communication Pedagogies for the Millennial Generation](#), a presentation pertinent to all millennials, before heading out to lunch. I would spend the remainder of the day being a cliché tourist at the [Russian Museum of Art](#), just a 10-minute taxi ride from the hotel, or exploring another of the many worthwhile sight-seeing opportunities Minneapolis has to offer.

Friday morning would likely start in the same manner – early rise, hot coffee, and banana pancakes (depending on how I liked them the previous morning). My first session of the day would be [Of Housewives and Heroines: Exploring Women in Media Through Bravo, Disney, “Chick Flicks” and Malala Yousafzai](#), a panel exploring the interaction between women and the media from a number of unique perspectives. After a brief midmorning break, I would arrive early to [Perspectives on Activity Trackers: Creating “Health” Through Mobile Devices](#), a panel any competitive Fitbit fanatic and Communication Studies Scholar would enjoy. Later in the afternoon, I would return to the Health Communication realm by attending [Creating Stigma Free Environments: Communicating About and Through Mental Health](#).

For the final day of the conference, my day would begin once again at 8:00 am with [Creating an Ethic of Care: Research on Evolving Caregiving Contexts](#). My last panel of the conference would be the exciting and greatly anticipated [Popular Culture Texts and Contexts Top Research Paper](#) panel. With topics such as Laverne Cox, the Barbie Fashionistas, American Masculinity, and “Feminist Jedi and a Politically Correct Empire”, I'm sure the panel will be as entertaining and informative as it is diverse.

Thus concludes my imaginary journey to and through the 2017 CSCA Convention! I hope that this has given you a few options to consider so, for those lucky individuals able to attend, you can make the most of your time in Minneapolis. You can find more information regarding the panels I mentioned above, as well as explore the numerous and equally as exciting options available [here!](#)

*Zelma Cable, Communication Studies Major, University of Montevallo*

## New Officer Spotlights

M. Chad McBride & Joy L. Daggs

## Hall of Fame Spotlights

Lawrence R. Frey & Pamela J. Cooper

## Teaching Award Spotlights

Shaley Moore, Cassandra C. Bird, &  
Sara A. Mehlretter Drury

## Federation Prize Spotlights

Maria Brann & Kaitlin E. Phillips

## Journal Award Spotlight

David T. McMahan

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### M. Chad McBride

Chair and Professor, Creighton University

Second Vice President Elect



**What attracted you to taking on the role of 2nd Vice President?**

CSCA was the first regional conference that I went to and is still my home region. I have benefited from the work countless others have done to make this a thriving organization, and it was an honor to be asked to follow in the footsteps of these leaders. I feel a great responsibility to continue this work so that others may also benefit from CSCA.

**What are your favorite tasks and elements of the position?**

I am most looking forward to working with others across interest groups in planning a great conference in Omaha in 2019!

**What do you hope to be your legacy within the position?**

My conference theme is **Dialogue**, and I hope to cultivate a variety of contexts where we can **dialogue** across the organization to move our research as a discipline and the organization forward in the future (*continued on p. 7*).

**How did you become involved with CSCA?** My first CSCA conference was in 2001 when I was a graduate student at the **University of Nebraska, Lincoln**. NCA can be intimidating, but at a regional conference it was easier for me to get to know people and get involved. I started by just presenting research and teaching ideas and have gotten more and more involved from being a paper reader to serving on various committees and as a program planner.

**How has your involvement in CSCA benefited you with professional and networking opportunities?** I have met so many great people through CSCA that has opened up opportunities for my professional life in all sorts of ways. I am able to network with these friends in other professional organizations and contexts, and I am also always excited to introduce others to CSCA and its members.

**How would you differentiate the benefits of attending a regional conference from a national conference?** Regional conferences are smaller and so it makes networking that much easier and more meaningful. I often feel at larger conferences that we are more stuck in silos whereas at CSCA we have opportunities, both in our panels and our social events to network, to develop relationships and to (hopefully) **dialogue** with colleagues from across the spectrum of the discipline.

**What advice do you have for scholars wanting to get involved with their regional associations?** The biggest advice is to submit your work and attend! And then once you are there, take advantage of all of the opportunities that CSCA has to offer—from our pre-conferences, short courses, and panels to our social events. Also, many of the interest groups have service outings into the local community. There are so many opportunities to network and meet people so make sure you put yourself into contexts where you have the opportunity to meet others.

**What are you looking forward to most as you get ready to attend the 2017 CSCA Convention in Minneapolis, MN?** This year I was the division planner for the **Interpersonal and Small Group Communication Interest Group** so I am looking forward to seeing that work presented since I have personally followed it throughout the process of submission, reviews, and program planning. However, **Minneapolis** is just a great host city and there is so much to do and see while we are there. I look forward to seeing my colleagues and friends and learning about the work they've been doing in the past year. **Blair** has put together a great conference program and so there will be so much to do and appreciate.

**What suggestions would you give to students and new faculty about balancing research, teaching, and service?** This is the golden question for faculty and students across institutions and professional level. One piece of advice that I was given is to find a system that works for you and cultivate a good practice for doing it. The behaviors that you develop to balance scholarship, teaching, and service will be the ones that carry you through your career. So even as a student, find the best ways for you to balance all three (and still have a personal life) because that will be how you do it through the rest of your career.

**Looking five years ahead, where do you see yourself?** In the next 5 years I hope that I still enjoy my job as much as I do now! My plan is to still be at **Creighton**, and I will be wrapping up my service in the **Vice President/President** leadership sequence for CSCA. I hope both will still be thriving and that I can contribute to each of them in my leadership roles.

*Zelma Cable, CSCA Newsletter Editorial Assistant*  
*Tiffany R. Wang, CSCA Newsletter Editor*

**Joy L. Daggs**  
**Assistant Professor,**  
**Northwest Missouri State University**  
**Member at Large Elect**



What attracted you to taking on the role of Member at Large? I have been actively involved in CSCA for over a decade, serving in various capacities. When I was asked if I would be willing to serve in this leadership position, I was drawn to being able to help lead this organization that has given me so much.

What are your favorite tasks and elements of the position? I am looking forward to working with all of the units and serving on various committees. I am also excited about being a part of the future direction of CSCA.

What do you hope to be your legacy within the position? Interesting question. I haven't thought much about my legacy. Maybe just that anyone from a teaching institution can make a difference in the leadership of a major organization in the discipline.

How did you become involved with CSCA? I attended my first CSCA in 2003, but I became more involved in 2004. I presented my first paper and attended the **Graduate Student Caucus** business meeting. I knew during that meeting that I wanted to get involved more in this organization. I jumped in and reviewed papers and volunteered to help with an event for graduate students at the **Kansas City** conference. At the **Kansas City** conference in 2005, I was asked because of my volunteer efforts if I could finish a term for someone who needed to step down. I jumped at the chance and served on the **Graduate Student Caucus** leadership, planning the 2007 conference. I was hooked. I then got involved with **Women's Caucus** and **Communication Education**.

How has your involvement in CSCA benefited you with professional and networking opportunities? I don't think you have enough space in the newsletter for this one! I can't even tell you how valuable CSCA is. I have had so many opportunities to work with scholars on research and to collaborate in ways I never dreamed possible. I have had an outlet for work and had more opportunities for professional development that I would never have had if I didn't take advantage of CSCA's opportunities.

How would you differentiate the benefits of attending a regional conference from a national conference? A regional conference is so much smaller, and you get the chance to interact with more people on a more personal level. There are also more events like luncheons and ways to network with others (*continued on p. 9*).

***“I was drawn to being able to help lead this organization that has given me so much.”***

What advice do you have for scholars wanting to get involved with their regional associations?

Jump right in! If you want to get involved in leadership, start in smaller caucuses and interest groups. Then, if you want to go for the bigger positions, you have more experience. In those smaller caucuses, you can meet more people and create collaborations that can be very rewarding.

What are you looking forward to most as you get ready to attend the 2017 CSCA Convention in Minneapolis, MN? Other than the **Target** with the cart escalator...great conversations and collaborations. I love seeing my CSCA friends!

What suggestions would you give to students and new faculty about balancing research, teaching, and service? It is difficult, but you have to figure out where your passions are. Finding a balance is difficult, but finding a comfort is possible. I don't always have time to do everything that I want to do, but I find the things that focus on my personal and professional strengths and pursue opportunities to do that. No one can do everything, and you will feel a lot less overwhelmed if the things that you are doing are the things you are enthusiastic about doing.

Looking five years ahead, where do you see yourself? Tenured (I hope)! I had to start the clock over when I came to **Northwest**, but it has become my academic home. So I hope to still be a **Bearcat** continuing to work with students, and bringing some of them to the **Undergraduate Honors Research Conference**. I plan to still be serving CSCA in whatever capacity I can.

*Zelma Cable, CSCA Newsletter Editorial Assistant*

*Tiffany R. Wang, CSCA Newsletter Editor*

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## Lawrence R. Frey, 2016 CSCA Hall of Fame Inductee Professor, University of Colorado Boulder



How did you become involved with CSCA? I went to my first CSCA convention in 1974 in **Chicago** as a naïve senior undergraduate communication major at **Northwestern University**. **Charles Berger**, one of my professors, invited me to attend and gave me a ride. I had no clue what a conference or an association was but I attended panels that day and was enthralled with the work that I heard, and that experience convinced me that going to communication graduate school (as opposed to law) was the right thing. I did not return to a CSCA convention until 1979, when my first convention paper was ranked as a top four paper by the **Communication Education Interest Group**. That same year, I took my first academic position as an assistant professor at **Wayne State University**, and, ever since, I have attended CSCA conventions, missing only one or two over the last 35+ years (continued on p. 10).

*“I had no clue what a conference was but I attended panels that day and was enthralled with the work that I heard.”*

What opportunities do you think a regional association conference would afford that a national conference would not? There have been many opportunities that I experienced at CSCA conferences that were not possible at the National Communication Association (NCA) conference. In the early years, one of those was the opportunity to actually speak with well-known communication scholars whose work I respected. Although CSCA is a good-sized convention compared with many others, its size made such interactions possible. Those interactions led to invitations to participate on panels and to be included in book projects; they also led to my first publication (other than in a state journal) in the *Central States Communication Journal*.

CSCA also gave me the opportunity early in my career to become involved with the association in ways that were not possible or were very difficult at NCA. Early on, and within a 3-year period of time, I became a paper reader, then secretary, and then vice-chair and chair of the **Communication Theory Interest Group**. Those roles led, in a relatively short period of time, to being elected to CSCA's **Executive Committee** and then as CSCA **Vice President** and then serving as its **President**. Although I engaged in service roles within NCA, those came later in my career and were a direct result of service experiences that I had at CSCA.

Induction to the Hall of Fame means that you have provided a great amount of research and involvement to CSCA. What has been your favorite experience within the organization? Planning the 1997 convention in St. Louis was the highlight of my CSCA administrative experience. The convention theme that I selected, "We've Got to Start Meeting like This: Sharing Our Work in New Ways," featured interactive, discussion-oriented sessions. The main speech at the convention business meeting was called "Keynotes in a New Key," hosted by **Dwight Conquergood** and featuring performances by three relatively new communication scholars (**Eileen Cherrie**, **Stephen Hartnett**, and **Joanne Gilbert**). Even traditional paper sessions reserved half the time for discussion. I thought that, given the size of CSCA conventions (in those days, approximately 500–600 people, although that convention set a record at the time of 750+), if 10 people were in a room, seated in a circle, and talking about a topic, everyone would be highly engaged and satisfied, and, from the feedback that I received, that proved to be true.

You have been a prolific member of the discipline for over 40 years. What advice would you give scholars who are entering the discipline? I would tell scholars entering the discipline to deconstruct their graduate experience with regard to the ideology that has been imposed on them that they need to be at a R1 doctoral university. I taught most of my life in a department that did not have any graduate programs and I loved it and was plenty prolific there, as it provided me with the opportunity to concentrate on my teaching (and I always have considered myself a teacher first and foremost) and to hone my research skills and publications slowly over time (and I always thought that I would have more to say later in life than earlier, and, fortunately, that proved to be true!). I came to the **University of Colorado Boulder**, an R1 doctoral institution, on my terms: as a full professor with tenure. My advice, therefore, is for entering scholars to figure out where they want to be (geographically, professionally, personally, etc.) and do those things that it takes to gain control over their life, such that they can choose, to the extent possible, where and how to work and live. From my perspective, lifestyle trumps (and sorry to use that word, given the disastrous election!) job!

On a more specific, pragmatic level, my advice is to reach out for help to scholars they respect. All the communication scholars my age who I know (and are not in senior citizen homes—just kidding!) are happy to help scholars entering the discipline (or in mid-career) in any ways that they can (*continued on p. 11*).

That was not always the case when I was coming up in the discipline, during the “good old boys” time (although there are plenty of “old boys” like me left) of “ferment in the field” and its vicious disciplinary battles, in which some senior scholars would not talk to new scholars if they were not true believers of a particular perspective (e.g., using quantitative or qualitative methods) or had been trained by them. My cohort of communication scholars did not respect that attitude and behavior, and my friends vowed never to be like that (or to put us down if we were). So take advantage of us suckers; I mean, mentors (I always confuse those terms)!

Where would you like to see CSCA go in the future? To Monterey Bay for our convention! Oops, that is WSCA’s territory. Seriously, CSCA is incredibly healthy, and, knowing its leadership and members coming up who soon will be leaders, I am confident that CSCA will remain a vibrant association that offers teachers and researchers a wealth of opportunities to share their great work. As the song goes, “The future’s so bright, we have to wear shades!”

Among your many publications, which has been your personal favorite to research and why? My communication activism for social justice scholarship—focused on creating a space that involves researchers and students (guided by teachers) working with oppressed and marginalized communities and with activist groups to intervene into unjust discourses and make them more just—has been incredibly meaningful and rewarding. In large measure, what has been most rewarding is creating opportunities in my many edited books and special journal issues and sections to feature communication scholars (many of them graduate students or new assistant professors) who are striving to make the world more just *through* their research and teaching. That work, in large measure, led to creating NCA’s **Activism and Social Justice Division**, which now has 464 members and is the 12th largest division (of 44), establishing a home for and ensuring the future of that scholarship.

My favorite research, however, was the work that **Mara Adelman** and I conducted during the 1990s about communication and community building at **Bonaventure House**, a residential facility for people living with AIDS, which culminated in our book *The Fragile Community: Living Together with AIDS* (1997, Lawrence Erlbaum). That work was incredibly transformative for me, showing me the value of applied communication research, in general, and the type of meaningful work that I wanted to do in the future, and it started me on the path toward the communication activism for social justice scholarship that I have concentrated on the last 10–15 years.

When you came into the discipline what were your long-term goals that you wanted to accomplish? How has CSCA helped you obtain those goals? I honestly did not enter the discipline with any long-term goals. I always have been an attribution theorist, making sense after experiencing life rather than setting goals beforehand. After I received my PhD, people actually paid me rather than having to pay them, which struck me as a fantastic idea! (I made \$14,000 my first year as an assistant professor and thought that I was rich, as I needed only two other roommates!) Back then and through the first 10 years of my career, I lived day to day, and that was true of my teaching and research. The rather haphazard nature of my research changed once I become involved with **Bonaventure House** and found that I could conduct meaningful applied communication research that, potentially, could make a difference in people’s lives. Throughout that process of discovery of what I wanted to be and do when I grew up, CSCA was a guiding light that provided me with a community of teachers and researchers who offered mentoring, opportunities, and much-needed social support. I truly believe that I could not have accomplished what I have accomplished without CSCA, and, for that, I am eternally grateful.

*Zelma Cable, CSCA Newsletter Editorial Assistant*  
*Tiffany R. Wang, CSCA Newsletter Editor*

**Pamela J. Cooper,**  
**2016 CSCA Hall of Fame Inductee**  
**Professor Emeritus,**  
**University of South Carolina Beaufort**



**CSCA Hall of Fame members** are scholars I have admired and respected throughout my academic career. I am honored and humbled to be joining them.

I attended my first CSCA convention in the late sixties. My **debate coach** at the **University of Minnesota Moorhead** took five of us to the convention. I was hooked! As an undergraduate I was excited, impressed, and committed to making CSCA a part of my life. I met scholars whose work I had read. I heard challenging ideas. I met people who have remained life-long friends. It was the organization where I presented my first academic paper. In short, those in CSCA gave me the opportunity, resources, and encouragement to pursue my professional goals.

I have loved being an active member of CSCA. Choosing a single favorite activity is impossible. I have made life-long friends who have encouraged me and challenged me to think more critically and creatively. I have learned a tremendous amount of valuable information that has stimulated my research and teaching. I have presented papers and presentations and received valuable feedback on my research and scholarship. I have been privileged to serve as CSCA **President** as well as numerous other service activities. I have been honored to receive an **Outstanding New Teacher Award** (more years ago than I care to admit!) and to support graduate student teaching assistants through the **Cooper Award**. All of these experiences have enriched me personally and professionally and furthered my knowledge of our discipline and my role in it.

Regional organizations such as CSCA were developed to enable the four major regions to focus on their unique needs, but with the common goal to share/discuss the many facets of the communication discipline. But in addition, there is, I believe, an additional goal of improving the public knowledge and understanding of the communication discipline within the region. In other words, we are meant to do more than simply talk to ourselves. My own experience in community outreach suggests that we need to find ways to speak to a larger audience than just our academic colleagues. **If our research doesn't translate to information that is usable to the general public, what use is it? What outreach programs should we develop? How can we work more effectively with our state organizations in developing outreach programs? What are the communication concerns and needs of the CSCA region? What cooperative research and outreach programs can we do with schools, businesses, nonprofit organizations, etc. to help them communicate more effectively?** Our interest groups, caucuses, and sections can do much work in the above areas, as well as a variety of others. A committed group of people can creatively and critically tackle a communication issue and develop ways to enhance communication skills of the general public (*continued on p. 13*).

A regional communication association is also where mentoring most effectively takes place. CSCA has had a long history of advocating mentoring. Mentors provide young scholars support and advice. A mentor's personal network can provide a chance for young scholars to meet others with the same areas of interest. However, we tend to focus on emerging scholars, but the truth is, most of us continue needing a mentor in the middle of our careers and as we retire. Mentors in these later career stages can help us answer the **"Where do I go from here?"** and **"How do I get there?"** kinds of questions. Perhaps CSCA should broaden its concept of mentoring to include all career stages.

For some, CSCA is their major professional association. As travel funds have decreased or been eliminated, choices have had to be made. A regional association is less expensive in both travel and lodging expenses. **Does this change the role of a regional association?** I am not sure, but it is a question worth examining. Also worth exploring is the question of how a regional association is organized. **Is there a more efficient and effective way to organize regional associations other than following the pattern of NCA?**

I have been committed to **community outreach** for most of my career—seeking to increase public understanding of communication and how it influences society's ability to make well reasoned decisions and to build personal and professional relationships. Too often people think they know all about communication because they know how to talk. They do not understand the breadth and influence of nonverbal communication. They equate hearing with listening. They have received little, if any, educational training in the nuances of the art of communicating effectively. I have experienced first-hand how community outreach helps those outside our discipline understand the positive impact of communicating effectively or ineffectively can have on their lives. I have found real joy and excitement in working with community leaders, community groups, high school and elementary teachers. I have met with health, legal, and educational professionals. I have worked with the elderly in assisted living facilities.

This outreach is a **two way street**. I have gained insights into how our theories and research can be applied (or, sadly, sometimes not applied) to these various contexts to make communication within them more effective. These insights have influenced my scholarship and teaching.

**So, what direction should CSCA take in the future?** CSCA has always been a vibrant organization concerned with the challenges of current communication in all arenas. Obviously, it must continue to be so. If the recent Presidential election taught me anything, it's that there is a need for those trained in communication to focus on how we can spread our knowledge about communication to combat the enormous amount of ineffective communication in this country! Several questions come to mind: **How do we influence people's ability to make decisions based on facts and not opinion? How do we help restore civility in this country—to understand that one can disagree without being disagreeable? How do we elevate our language above profanity and name calling? What is the role of the press when news has become more entertainment than responsible journalism? What is the role of communication in solving national concerns such as climate change, racial, sexual and ethnic bias issues? How do we maintain effective communication in a digital world? How can we work with other professional organizations concerned with issues similar to ours?** There are obviously many more questions in all areas of communication—health, family, media, organizations, classroom communication, intercultural communication, etc. **How should the work of CSCA be prioritized and on what criteria?** (continued on p. 14).

***"A committed group of people can creatively and critically tackle a communication issue and develop ways to enhance communication skills of the general public."***

My advice to scholars who are entering the field is first to understand that if they enter the educational arena, the majority of your time will be spent teaching, not researching. Few of us have been trained in classroom communication. That is problematic since teaching is a reflection of our own communication effectiveness. **If we don't model effective communication, how can we expect our students to develop their communication skills and knowledge?** Effective teaching is an art. It takes time, patience, commitment, and passion. It is a difficult job to do well. Seek advice. Observe good teachers and ask them to observe your teaching and evaluate it.

Second, network—in your department, your university, your community and in CSCA. Many graduate students think graduate school is only about classes, research, and academic experiences. Wrong. It's also about relationships. Relationships with professors and your fellow graduate students form the base for a lifetime of professional relationships.

Third, make time to do something you enjoy. Certainly you have to work hard, but even graduate students need a break! Pursue a hobby, join an athletic club, volunteer at a local charity, play tennis. Whatever you choose, it should be something very different from your graduate school responsibilities. For example, while at **Purdue**, I joined a spinning guild and learned to spin wool—something I had wanted to do since I was a child. It was a relaxing and invigorating escape from the stress of graduate school.

I have been so lucky throughout my career in communication studies. I have had the privilege at teaching at three exciting places—**Northwestern University**, the **Chinese University of Hong Kong** and the **University of South Carolina Beaufort**. I have loved my experiences at each. But no matter where I have been, CSCA has always been a huge part of my professional development. Whenever I return, I always feel I am returning home. I have taken from CSCA more than I have given. So thank you for your support and your encouragement. Thank you for the honor of being included in The Hall of Fame.

*Zelma Cable, CSCA Newsletter Editorial Assistant*

*Tiffany R. Wang, CSCA Newsletter Editor*

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## Shaley Moore

### Masters Student, Ulster University

### Cooper Award (Masters)

**How did you become interested in teaching?** I first became interested in teaching through interacting with my instructors at **Missouri State University**. All of my instructors in the Communication Department were fantastic and I could see how passionate they were about teaching. They had such a positive impact on me as a student and I wanted to be a part of that.

**Describe your teaching philosophy.** My teaching philosophy begins and ends with my students. I feel as though generating interest and creating opportunities for learning is an essential element of my approach to teaching. Another element that I have found very useful and effective in my teaching is evaluating the educational needs of my students and considering those needs in the construction of my class and creating a unique learning atmosphere for each person. Appreciating and valuing my students as individuals and taking a genuine interest in each student is also crucial in my role as a teacher, I believe that fostering a sense of community in the classroom is essential in a student's ability to learn and engage in the classroom (*continued on p. 15*).



Finally, continuing to push myself to learn and grow and develop my skills as an instructor is very important to me. Just like my students I am continuing to learn more every day.

**What classes have you taught?** I have taught **Fundamentals of Public Speaking (COM 115)** as a standalone instructor and **Communication Theory (COM 209)** as a lab instructor.

**What is your favorite class to teach? Why?** Truly I have a difficult time choosing which class is my favorite, I enjoy teaching both for different reasons. My favorite part about teaching **Public Speaking** is watching the confidence of each student grow as the semester progresses. Because it is a skills based course, it is so rewarding to see a student who was so shy and nervous at the start of the semester stand up and give a fantastic speech at the end of the semester. In the **Communication Theory** course I

appreciate getting to take part in introducing a foundational element of the Communication discipline to students. Helping students who have decided to major or minor in Communication understand the importance of the theories and theorists that make up our field is so exciting.

**What advice would you give to graduate students who are teaching for the first time?** Have confidence in yourself and your ability to teach. Yes there will be days where you think you aren't cut out to teach but then you will have days where you walk away knowing that you had a positive impact in a student's life and that is truly rewarding. As a first time teacher you may feel like you have no idea what you are doing sometimes but you really do know more than you think.

**How did you become involved with CSCA?** I was introduced to the wonderful world of CSCA through Dr. **Shawn Wahl**. I was fortunate enough to intern with him in the planning of the 2016 conference. I first attended CSCA in 2015 as part of the planning process and was able to attend and present at the 2016 conference.

**How has your involvement with CSCA benefited you with professional and networking opportunities?** I have met so many amazing people through CSCA. Through my involvement I have been fortunate enough to meet and connect with many of the remarkable and foundational scholars in our field. I have made connections with instructors and scholars from around the country, and I have befriended other graduate students from a variety of schools and communication backgrounds. CSCA has been such an essential element in building my network among other communication scholars.

**Being a relative newcomer to the field, what are some of your goals for the future and how do you feel CSCA can help you achieve them?** One of my goals is to continue to grow as a scholar and expand my knowledge within the Communication field. CSCA has already begun to help me achieve this goal with the fantastic connections I have been able to make over the past few years at the conference. As I continue to advance as a scholar I would also like to expand my research opportunities and challenge myself to explore the various types of research in the field. As a graduate student CSCA has afforded me the opportunity to present various research projects and work with other graduate students on projects that I may have not had the chance to be involved with otherwise. Finally, CSCA has allowed me to see the celebration of academic work in action and has provided me with support as I continue on my academic journey.

*Zelma Cable, CSCA Newsletter Editorial Assistant*

*Tiffany R. Wang, CSCA Newsletter Editor*

**Cassandra C. Bird**  
**Assistant Basic Course Director,**  
**University of Kansas**  
**Cooper Award (Doctoral)**



**How did you become interested in teaching?**

When I started college I had no idea I would end up where I am today. When I entered college at **Central Michigan University**, I actually wanted to be a lawyer. My freshman year, I enrolled in all the proper legal and political science classes and figured I might as well take a public speaking class to help my oral communication skills. That public speaking course changed my life. It was **CMU's** basic public speaking class—a few different speeches and a human communication focus. But what really changed my career path was my instructor. She was a graduate teaching assistant who was funny, smart, and engaging. I found myself looking forward to going to class and really loving the material. One afternoon my instructor approached me and asked if I was interested in taking a class in the COMS department that helped undergraduate students become future

GTAs. That was the moment I knew I wanted to teach college students. I knew I wanted to be there for other students the way my instructor was there for me.

**Describe your teaching philosophy.** My teaching philosophy is predicated on the idea that effective instructors foster an environment of interactive and collaborative learning in an effort to demonstrate how communication functions in day-to-day interactions. This approach requires creating a safe environment for students to ask questions and explore communication as it occurs within their lives. I define my philosophy as a practical, collaborative, and student-focused pedagogy where the instructor takes on the role of mentor and guide throughout the process of learning.

**What classes have you taught?** I have been the instructor of record for both upper and lower division courses on public speaking. These public speaking courses have had both an interpersonal/workplace and a civic engagement focus. I have also worked as a teaching assistant and/or discussion leader for persuasion, social influence, and rhetoric courses.

**What is your favorite class to teach? Why?** My favorite class to teach is actually brand new to our department at the **University of Kansas**. It is called “**Oral Communication for the Workplace.**” The course is designed for junior and senior students in the business school to provide them an opportunity to practice and perfect presentation preparation and delivery. In this course, students are asked to do Webinar, Sales, and Proposal presentations. I love this class for three reasons. First, teaching the course has given me an opportunity to collaborate with a different department and demonstrate the value of our discipline across the University (*continued on p. 17*).

Second, this course fits well with the “**practical application**” focus of my teaching philosophy. I have found that through teaching this course I have the opportunity to help my students succeed in their careers and act as ambassadors for the success of **KU** and their public speaking courses. Finally, in my role as **Assistant Basic Course Director** I have worked to develop the course from syllabus and assignments, to assessment and administration. The hands on experience of building this course from the ground up has been incredibly beneficial to my growth as a scholar and as a teacher.

**What advice would you give to graduate students who are teaching for the first time?** My advice to new instructors is to take every opportunity to observe professors and GTAs you admire and aspire to emulate. The experience of watching how these instructors interact with their students and talk about communication concepts is a great way to expand one’s own teaching repertoire. I also think there is incredible value in building relationships and seeking mentors to help guide your teaching. These mentors can help advise a new instructor through some of the unexpected challenges we face in our classrooms. Finally, new instructors should look in unexpected places for teaching inspiration. When I first started teaching, I spent a lot of time looking at teaching blogs and archives online to help create a database of activities to adapt to my classroom. I also think paying attention to pop culture and news media is a great way to bridge classroom discussions and practical application.

**How did you become involved with CSCA?** I became involved in CSCA while I was attending **Central Michigan University**. My thesis advisor, **Jeff Drury**, told me attending and getting involved with the association would be a great way to help me grow as a scholar. Since my first conference in **Cleveland** in 2012, CSCA has been essential to my growth as an instructor and researcher.

**How has your involvement with CSCA benefited you with professional and networking opportunities?** CSCA has had a significant influence on my teaching and scholarship. I presented my own research for the first time at CSCA. Membership in the association and attendance at the conference has helped me build my confidence as a member of the communication community while also helping me discover my scholarly voice. Since my first conference presentation, I have had countless opportunities to present in various interest groups (**Political Communication, Basic Course, and Graduate Student Caucus** interest groups to name a few). Having research featured in these various divisions has helped facilitate interactions with a variety of important researchers in our discipline. The connections I have made at CSCA remain valuable to my success to this day.

**In your current role as Assistant Basic Course Director at the University of Kansas, you work with Graduate Teaching Assistants (GTAs) on a regular basis. What advice do you have to GTAs who wish to make teaching a career post-graduate school?** I have been an **assistant basic course director** at **KU** for over three years and in that time I have been fortunate enough to work with some of the best, most inspiring instructors. What I have learned from the job and my colleagues is that to make a career of teaching one must never stop being a student of our discipline. Reading books on pedagogy, studying admirable professors, and becoming enmeshed in the most recent research on your teaching topic are essential to becoming an effective instructor. I think it is also important to be willing to fail. Some of the best teaching moments for my students, and for myself, have been through the activities and assignments that did not go quite as planned. When teachers are willing to experiment and use their classroom as a laboratory of ideas, they are more likely to have a long lasting influence on their students. Finally, I would remind those students pursuing a career in teaching to never forget the passion they have for the profession and never forget to thank the mentors and teachers who helped craft them into an effective and engaging communication instructor.

*Zelma Cable, CSCA Newsletter Editorial Assistant*  
*Tiffany R. Wang, CSCA Newsletter Editor*

**Sara A. Mehlretter Drury**  
**Assistant Professor,**  
**Wabash College**

**Outstanding New Teacher Award**



**How did you become interested in teaching?** I started teaching through **Girl Scouts**, when I did my Silver and Gold Award projects teaching at the **Buffalo Museum of Science**. I loved getting children involved in science—one of my jobs was to set up various scientific experiments and help kids perform them as they visited the museum. It was so rewarding to watch the “AHA!” moment happen. My first introduction to collegiate teaching was serving as a teaching assistant for **Bonnie Jefferson’s The Rhetorical Tradition** course at **Boston College**. She was a fantastic mentor who fueled my enthusiasm for teaching and engaging students around rhetoric and political communication.

**Describe your teaching philosophy.** My teaching philosophy centers on engagement—my engagement with students, students’ engagement with their learning process and the material, and our course’s engagement with the world. These three components center my pedagogical strategies across my courses and teaching opportunities.

**What classes have you taught?** As a rhetorician, I’ve taught my share of **Public Speaking**—which I love teaching because it is incredibly rewarding to watch students develop their voice and confidence in speaking as they progress during the semester. At **Wabash College**, I teach a variety of rhetoric courses including **Deliberation**, **Classical Rhetoric**, the **Rhetoric of Political Campaigns**, **American Religious Rhetoric**, and **Presidential Rhetoric**. I also serve as the **Director of Wabash Democracy and Public Discourse**, which is an interdisciplinary initiative that teaches students to design and facilitate productive communication through experiential learning and undergraduate research.

**What is your favorite class to teach? Why?** This is an impossible question to answer! I am very lucky because I enjoy all the courses I teach. In **Classical Rhetoric**, it’s so much fun to work with undergraduate students through a challenging ancient text, only to have them realize the lessons it holds for their lives. **Deliberation** is one of the most active and engaged courses I teach, because students spend the second half of the semester researching, planning, and facilitating a public deliberation project on campus or in the community. I also enjoy teaching special topics courses on politics and religion, because a lot of times I have students enroll who otherwise would not take a rhetoric course. As a result, those courses are incredible because of the mix of perspectives and ideas in the students. I can’t choose a favorite course—instead I am thankful for each course’s unique opportunities (*continued on p. 19*).

*“I think the best teaching creates interactive, participatory spaces that allow instructors and students to bring their world into the classroom and the classroom into the world.”*

**What advice would you give to graduate students and faculty members about teaching?** I think the best teaching creates **interactive, participatory spaces** that allow instructors and students to bring their world into the classroom and the classroom into the world. A key for this sort of interaction is having established ground rules for learning and discussion—something that I let my students establish collaboratively during one of the early days of the course. My advice, then, would be to challenge yourself to open your classroom up, even if you feel a little uncomfortable doing so. This fall, for example, I set up my political rhetoric course to include student-selected and student-led discussions on **Campaign 2016**. I was surprised at some of the artifacts that my students found most relevant (including Snapchat filters, comedic YouTube channels, and more), but consistently impressed at the way they took the theories of political campaign communication and applied them to artifacts important in their political lives. Sometimes the best insights and deepest learning can come from open prompts or sharing from different perspectives on a common topic.

**Many of your research interests take an interdisciplinary approach to communication. How has the inclusion of a wide variety of topics influenced your teaching?** I am grateful to work with fantastic colleagues across disciplinary divides, and the major impact on my teaching has been to challenge myself to bring the insights and lessons of communication studies to other fields, as well as learn from other fields. For example, working with scientists on encouraging civic science communication has led me to insights about creating undergraduate research “labs” in communication studies and the humanities. Additionally, working across disciplines gives me more examples of the real world to bring into the classroom, which I think helps to make coursework relevant for more students with diverse interests. Even collaborations within communication studies have benefitted my teaching—I’ve worked with **Jennifer Anderson** and **Rebecca Kuehl** (both from **South Dakota State University**) as a mixed methodological (rhetoric and social science) team of researchers, and many of our research conversations about methodology, research questions, and research techniques have led me to new insights about rhetorical studies. Those insights often translate into better teaching when I am instructing undergraduates in the theories and methods of rhetoric.

**How did you become involved with CSCA?** I started coming to CSCA when I began my faculty position at **Wabash College**, located in **Indiana**. I have really enjoyed getting to know the CSCA community the last few years, and look forward to the convention.

**How has your involvement with CSCA benefited you with professional and networking opportunities?** One of the things I really enjoy about CSCA conventions is bringing my undergraduate students to present their research at the conference. I have co-presented with several undergraduate students, and **Wabash** students have taken part in the **Undergraduate Honors Research Conference**. This is a fantastic opportunity for undergraduates to see the importance of innovative communication research. I also think that the short courses and special programs (like the **Master Classes series** during the last few CSCA conferences) benefit the members by showcasing and sharing the best our network has to offer the field of communication studies.

*Zelma Cable, CSCA Newsletter Editorial Assistant*  
*Tiffany R. Wang, CSCA Newsletter Editor*

# Maria Brann

## Associate Professor, Indiana University – Purdue University Indianapolis

### Federation Prize



Describe your program of research. I explore the integration of health, interpersonal, and gender communication. My primary research interest focuses on the study of women's health in various communication contexts. Specifically, I seek to understand the communicative negotiations regarding women's experiences with miscarriage. Theoretically, I research communication at both the micro and macro levels. I study how communication influences relationships among individuals and with the social world. Methodologically, my research questions guide the specific data-gathering techniques I employ and generally include interviews and observations.

How did you become interested in your program of research? Eleven years ago I experienced a miscarriage that resulted in the loss of my first child. It was a traumatic experience mostly because of the uncaring communicative treatment I received from the health care providers and later by the insensitive communication of well-meaning friends. As I began to research this topic for my own personal healing, I was surprised to learn that miscarriage

is the most common pregnancy loss (nearly 25% of known pregnancies end in a miscarriage) yet no one talks about it primarily because people don't know how to.

What is your favorite research project you have done so far? Why? I think my current research project is my favorite because there are so many important elements to it, and I think it has the potential to make the most positive impact. Dr. Jen Bute and I are working with a residency program to develop communication skills training when delivering bad news, particularly about miscarriage. We have been analyzing the standardized patient training program, and communicating with women who have experienced miscarriage to learn about their experiences.

Your research has often included the concept of gender perception within a healthcare context. What drove you to focus on that topic? I have always been interested in health care. I actually started my undergraduate career as a nursing major, but I fell in love with my communication classes and knew that was what I wanted to pursue. Given my own personal experiences, women's health became a natural interest and fit for me. As I began to learn more about gender and communication, it became very clear that there is an important intersection of gender and health that needs to be explored so I've been doing what I can to help us better understand some facets of those areas (*continued on p. 21*).

Describe what you plan to do with the Federation Prize award. The Federation Prize is assisting us with part of the project that will lead to the development of communication skills training for residents. With this award, we were able to conduct focus groups with women who have experienced a miscarriage so that they could not only share their stories about their miscarriage experiences, but they also viewed residents communicating with a standardized patient experiencing a miscarriage. They are sharing what the providers do effectively and ineffectively so that they can be taught how to provide more sensitive communication to women during a potentially devastating experience. The women are so grateful to be given a voice.

What advice would you give to graduate students and faculty members about the research process? Find something that you are passionate about. I have researched several different topics, mostly within the health communication context, but the ones I've enjoyed the most are the ones that have personally affected me and the ones where I can make a difference. Besides the women's health research that I do, I have historically researched ethical communication, especially as it relates to confidentiality disclosures. I became interested in that when I was an undergraduate student volunteer at a local hospital and then shortly after my dad was diagnosed with cancer. Both of those experiences left me with somewhat divergent perspectives of confidentiality, and it opened up a whole world of research interests for me.

How did you become involved with CSCA? I became involved with CSCA when I was a Master's student at Purdue University. I got involved by presenting my research and serving in several different capacities such as paper reader, secretary, chair, etc. of the health communication and interpersonal communication interest groups. CSCA is definitely my academic home.

How has your involvement with CSCA benefited you with professional and networking opportunities? I have formed many professional and personal relationships with colleagues that I have met through CSCA. Being a part of this professional association and engaging in its conferences have led to collaborative research opportunities and friendships that enlighten and engage my scholarship.

*Zelma Cable, CSCA Newsletter Editorial Assistant*  
*Tiffany R. Wang, CSCA Newsletter Editor*

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**Kaitlin E. Phillips**  
**Doctoral Candidate,**  
**University of Nebraska, Lincoln**  
**Federation Prize**

Describe your program of research. I explore the (a) interplay between family and personal identity focusing on how people create family identity and solidarity, (b) how identification with the family identity contributes to long-term involvement in the family, and (c) how families manage various, or incongruent, identities and values. In doing so, I often investigate perceptions of difference in relational qualities across family members (e.g., sibling differences), and specifically how a plethora of communication behaviors enhance or mitigate those perceived differences (*continued on p. 22*).



**How did you become interested in your program of research?** I've always been interested in families, and my research interest started in sibling communication. I'm one of four, and I was interested in what communication would both help and hinder my relationships with my siblings, in essence, a little bit of (me)search. Throughout my doctoral program I've had the opportunity to work as editorial assistant for the *Journal of Family Communication*, and part of what I've seen in the work published in *JFC* guided me in the direction of family identity and identification, and the question that prompted our application for the Federation Prize—what family communication differences are we missing when we fail to compare families with different racial/ethnic backgrounds?

**What is your favorite research project you have done so far? Why?** My favorite research project so far is one that some colleagues and I are working on that investigates the interplay of family communication patterns theory and

communication theory of identity. I like this project because it's building connections between theories, demonstrates the notable role of family identification, and provides some really interesting results with regards to conformity orientation.

**Describe what you plan to do with the Federation Prize award.** The goals of this project are twofold. 1. Test family communication patterns across families with different racial/ethnic backgrounds and be able to compare those results to previous research on family communication patterns. 2. Test out different ways of collecting more diverse samples and provide a resource for others as they navigate what the best and most cost efficient way to increase sample diversity is—specifically with regards to family communication, but in general for all scholarship.

**What advice would you give to graduate students and faculty members about the research process?** It is constantly a learning experience! Mistakes happen, just don't be afraid to own them and ask for help. I think the most important thing is just to research something you love. No matter the topic, no matter the method, just make sure you care about the topic.

**How did you become involved with CSCA?** I had heard a lot about CSCA during my time at **Texas Christian University**, but it wasn't until I got to **Nebraska** that I became involved in CSCA. The department at **University of Nebraska, Lincoln** has always been very active at CSCA, and it was a great opportunity to get involved in another conference (I love conferences!). I've really enjoyed being involved in both the **Graduate Student Caucus** and the **Interpersonal and Small Group Communication Interest Group (IPCSG)**. I'm delighted to be able to serve as **Secretary** in **IPCSG**, and I'm looking forward to continuing to be an active member of CSCA.

**How has your involvement with CSCA benefited you with professional and networking opportunities?** I think one of the biggest benefits of CSCA is that it is a smaller conference than NCA. That smaller atmosphere provides a lot more opportunity to meet people, engage in great discussions, and serve in some type of leadership capacity. Not only does CSCA give me the chance to catch up with friends and colleagues from other universities, but I've also met some awesome people at CSCA. I don't think its possible to quantify how CSCA has benefited me and I'm sure I will continue to benefit from the connections I've made at CSCA in the future.

*Zelma Cable, CSCA Newsletter Editorial Assistant*  
*Tiffany R. Wang, CSCA Newsletter Editor*

# David T. McMahan

## Associate Professor, Missouri Western State University

### Outstanding Journal Award



How did you become involved with your state journal? I first became a member of the **Iowa Communication Association** as a graduate student at the **University of Iowa**. I was introduced to the association by CSCA **Past President** and **Hall of Fame** member, **Doug Trank**. He, along with **University of Iowa** faculty members **Sam Becker**, **Steve Duck**, and **Bruce Gronbeck**, were members and supporters of that association and instilled in me the importance of state organizations. I have been a member of that association ever since. When the chance to edit the journal arose, I viewed it as an opportunity to support the association.

What is the scope of your state journal? The journal publishes the highest quality scholarship on a variety of communication topics. Manuscripts may be philosophical, theoretical, critical, applied, pedagogical, or empirical in nature. We publish two issues each year, with one of those issues devoted to a specific topic. Recent special issues have

been dedicated to relational communication, qualitative methods, and the Internet. Submissions from all geographic areas are encouraged, and authors and editorial board members include scholars from throughout the United States and internationally.

What are your general responsibilities for your state journal? Editing a state journal is essentially a one-person show, in that the editor tends to be in charge of all facets of the journal. Responsibilities include maintaining an editorial board, soliciting submissions, ensuring that submissions are reviewed in a timely manner, maintaining correspondence with submitting authors, editing pieces once they are accepted for publication, copyediting those pieces, formatting the journal, coordinating with the printer, and promoting of the journal.

What do you enjoy most about working on your state journal? It is a great deal of work, but working on the journal has provided tremendous opportunities. I have learned more about the publication process in general, and my own writing and editing skills have benefitted from this work. It also provides the opportunity to stay abreast of current research.

What advice do you have for scholars who want to get involved with their state journal? For those individuals early in their careers, I would suggest contacting editors and volunteering to serve on the editorial board or as ad hoc reviewers. Finding good reviewers is a challenge for editors of any journal, and the volunteering of services will likely be welcome. For those individuals wishing to edit a journal, I would suggest developing a good relationship with other or preceding editors. **Mary Gill**, who preceded me as editor, served as a tremendous mentor and guided me through the entire editing process (*continued on p. 24*).

*“Central has provided me the opportunity to continue learning from a community of top scholars in the discipline. I will be forever grateful for what I have learned about teaching, research, and service from members of the association.”*

How did you become involved with CSCA? I was first introduced to CSCA as a Masters student by **Jim Chesebro**, who not only encouraged his graduate students to submit their work but also personally financed graduate student conference travel. My connection with CSCA continued during my doctoral program at the **University of Iowa**, with **Sam Becker**, **Steve Duck**, **Bruce Gronbeck**, and **Doug Trank** also actively involved with Central.

How has your involvement with CSCA benefited you with professional and networking opportunities? I was extremely fortunate to work with incredible scholars during my graduate career. Central has provided me the opportunity to continue learning from a community of top scholars in the discipline. I will be forever grateful for what I have learned about teaching, research, and service from members of the association.

*Zelma Cable, CSCA Newsletter Editorial Assistant*

*Tiffany R. Wang, CSCA Newsletter Editor*

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## 2017 CSCA Top Panels

### Argumentation and Forensics

Giving a “Voice to the Voiceless”: Deconstructing Exploitation within Critical Forensics Performances

### Basic Course

Creating a Legacy of Excellence: Transformative Leaders in the Basic Communication Course

### Communication Education

Creating Communication Pedagogies for the Millennial Generation

### Communication Theory

Great Ideas for Teaching Communication Theory for Undergraduate Students

### Health Communication

Creating an Online Learning Environment: Lessons from Teaching Health Communication Online

### Instructional Resources

Beyond Blackboard: Creating the New Media Classroom

### Media Studies

Mis-Utilizing Media: The Negative Ramifications of Creating and Sharing Information Online

### Organizational and Professional Communication

Work and Family: Creation, Negotiation, and Conflict

### Women’s Caucus

Work and Family: Creation, Negotiation, and Conflict

# Minneapolis Dining/Restaurant Guide

## (Located within ¼ Mile of Conference Hotel)

### \$ (Cheap)

#### Chipotle Mexican Grill (Mexican)

(612) 659-7955  
1040 Nicollet Mall  
<http://www.chipotle.com/>

#### Devil's Advocate (American/Pub Food)

(612) 843-2260  
89 10<sup>th</sup> Street S  
<http://www.devilsadvocatebar.com/>

#### Dunn Bros Coffee (Coffee)

(612) 335-6272  
1301 2<sup>nd</sup> Ave S  
<http://dunnbros.com/>

#### French Corner (French)

(612) 345-7770  
1200 Nicollet Avenue  
<http://frenchcornerbistro.com/>

#### Jerusalem's (Middle Eastern/Mediterranean/Greek)

(612) 871-8883  
1518 Nicollet Ave S  
<https://www.facebook.com/jeruselems>

#### Lotus (Vietnamese/Asian/Chinese)

(612) 870-1218  
113 W Grant Street  
<http://www.thelotusrestaurant.com/>

#### Lunch Cube (Sandwiches/Subs/Soups)

(612) 225-6800  
1122 Harmon Pl  
<http://www.thelunchcube.com>

#### Starbucks (Coffee/Breakfast/Brunch)

(612) 332-6800  
1101 Lasalle Ave  
<http://www.starbucks.com/>

#### Untamed Cart

(Sandwiches/Subs/New American)  
(612) 239-8988  
1001 Nicollet Mall  
<https://www.facebook.com/pages/Untamed-Cart/212140065504988>

### \$\$ (Moderate)

#### Asian Taste (Asian/Japanese/Sushi)

(612) 871-2898  
1400 Nicollet Ave  
<http://www.asiantastemn.com/>

#### Brit's Pub (European/English/Irish/Pub Food)

(612) 332-3908  
1110 Nicollet Mall  
<http://www.britspub.com/>

#### Market Bar-B-Que (American/Barbecue)

(612) 872-1111  
1414 Nicollet Ave  
<http://www.marketbbq.com/>

#### Ping's Szechuan Bar & Grill (Chinese/Asian)

(612) 874-9404  
1401 Nicollet Avenue S  
<http://www.pingsmpls.com/>

#### Salsa a la Salsa (Mexican)

(612) 813-1970  
1420 Nicollet Ave  
<http://www.salsaalasalsa.com/>

# Minneapolis Dining/Restaurant Guide (Located within ¼ Mile of Conference Hotel)

\$\$\$ (High)

**Buca di Beppo (Italian/Pizza)**

(612) 288-0138

1204 Harmon Pl

<http://www.bucadibeppo.com/>

**Dakota Jazz Club & Restaurant  
(American/Desserts/Ice Cream)**

(612) 332-1010

1010 Nicollet Mall

<http://www.dakotacooks.com/>

**Loring Kitchen & Bar**

**(American/Modern/ Breakfast/Brunch)**

(612) 843-0400

1359 Willow St.

<http://www.loringkitchen.com/>

**Prairie Kitchen Bar (Modern American)**

(612) 596-4640

1300 Nicollet Mall

<http://prairiekitchenandbar.com>

**Vincent – A Restaurant (French/American)**

(612) 630-1189

110 Nicollet Mall

<http://www.vincentarestaurant.com/>

\$\$\$\$ (Fine Dining)

**Ichiban Japanese Steakhouse**

**(Japanese/Asian/Steakhouse)**

(612) 339-0540

1333 Nicollet Avenue

<http://www.ichiban.ca/>

**Porter & Frye (American)**

(612) 353-3500

1115 2<sup>nd</sup> Ave S

<http://www.porterfrye.com/>

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## Opening Reception

6:00-8:00 pm on Thursday, March 16<sup>th</sup>

Northstar Ballroom



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# 2017 CSCA Top Papers

## Argumentation and Forensics

A Critical Analysis of the NFA-LD Rules: How Their Functions Provide a Foundation for Community Expectations

**Darrel Farmer**, Henderson State University

## Basic Course

Mapping Pitfalls of Undergraduate Evidential Reasoning in the Introductory Communication Course

**Ryan McGeough**, University of Northern Iowa

**C. Kyle Rudick**, University of Northern Iowa

## Communication Education

You've Got Mail: Exploring Violations and Interpersonal Impacts in Instructor-Student Email Communication

**Nicholas T. Tatum**, University of Kentucky

**Joe Martin**, University of Kentucky

**Brandee Kemper**, University of Kentucky

## Communication Theory

Exemplification Theory: A Reintroduction and Applications

**Robert G. Rice**, University of Kentucky

**David Westerman**, North Dakota State University

**Patric R. Spence**, University of Kentucky

## Graduate Student Caucus

Assessing Student Perceptions of Abuse by Reframing Foucault's Notion of Avowal

**Keith Bistodeau**, Hamline University

## Health Communication

Weight-Based Stigma and Self-Esteem: A Test and Extension of the Stigma Communication Model

**Andrea Malterud**, South Dakota State University

**Jennifer Anderson**, South Dakota State University

## Intercultural Communication

Creating Local Editions of Global Men's Magazines in India: An Interview with Local Producers

**Suman Mishra**, Southern Illinois University, Edwardsville

Words Apart: A Study of Attitudes towards Varieties of South African English Accents in a United States Employment Scenario

**Sean Goatley-Soan**, Illinois State University

**John R. Baldwin**, Illinois State University

## Interpersonal & Small Group Communication

"Have You Seen My Birth Parents?": Adoptees Seeking Birth Parents Online

**Samantha Q. Fylling**, University of Wisconsin, Milwaukee

## Kenneth Burke Society

Recreating the Frontier: Native Americans in Science Fiction Television

**Kathleen German**, Miami University

## Media Studies

Meet the Bravo Affluencers: Creating the Tech-Savvy Female Audience

**Jacquelyn Arcy**, Saint Xavier University

# More 2017 CSCA Top Papers

## [Organizational and Professional Communication](#)

Embracing and Contesting Gender Roles: Women Leaders Creating Opportunities Through Communication in STEM

**Sarah E. Riforgiate**, Kansas State University

**Emily M. Ruder**, Kansas State University

## [Performance Studies & Theatre](#)

The Globalization of Broadway Theatre and the Deterritorialization of New York's Theater District

**Benjamin Davis**, Northern Illinois University

## [Political Communication](#)

Sexism in Politics: The Impact of Online Discussions of Candidate Support

**Freddie J. Jennings**, University of Missouri

## [Popular Culture](#)

#TransIsBeautiful: The Polymediated, Intersectional Feminism of Laverne Cox

**Danielle M. Stern**, Christopher Newport University

A Barbie for Every Body? The Barbie Fashionistas as a Simulacrum of Real Beauty

**Noelle Lynn Blood**, Kansas State University

## [Public Relations](#)

Responding to Campus Shootings: Two Studies Exploring the Effects of Sex and Placement Strategy on Knowledge Acquisition and Organizational Reputation

**Kenneth A. Lachlan**, University of Connecticut

**Patric R. Spence**, University of Kentucky

**Leah Omilion-Hodges**, Western Michigan University

**Robert G. Rice**, University of Kentucky

**Amanda Brink**, Western Michigan University

## [Rhetorical Theory and Criticism](#)

Rhetorical Re-Framing and Counter Narratives: An Ideological Critique of the Christian Hip-Hop Artist Lecrae Moore

**Robert Razzante**, Arizona State University

**J. W. Smith**, Ohio University

## [Sexual Orientation and Gender Identity Caucus](#)

Creating a Cultural Script for Everyday LGBTQ Identity Performance

**Justin Rudnick**, Minnesota State University, Mankato

## [Women's Caucus](#)

Mythologizing Wo(Men) in War

**Brittany Knutson**, University of Minnesota

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**Early Bird Registration Deadline**  
**Monday, February 20<sup>th</sup>**  
**Register Today!**

# 2017 CSCA Top Student Papers

## Communication Education

You've Got Mail: Exploring Violations and Interpersonal Impacts in Instructor-Student Email Communication

**Nicholas T. Tatum**, University of Kentucky

**Joe Martin**, University of Kentucky

**Brandee Kemper**, University of Kentucky

## Health Communication

Civility and Health: The Impact of Uncivil Comments and Source Credibility on Attitude Formation

**Freddie J. Jennings**, University of Missouri

## Kenneth Burke Society

The State of Humanity: A Burkean Analysis of AMC's *Humans*

**Eric Mishne**, Ohio University

**Jasmine M. LaBine**, Western Michigan University

## Media Studies

Hyperbolic Horror and Allegorical Feminism: Genre Play, the Double Text, and the Creative Conflation of Slasher Cinema and the Chick Flick

**Mick Brewer**, Southern Illinois University, Carbondale

## Organizational and Professional Communication

The Organizational Apology: An Exploratory Study of Apologies and Asking for Forgiveness After a Transgression

**Elina Tachkova**, Texas A&M University

## Political Communication

A Comparative Functional Analysis of Campaign Communication in Partisan and Non-Partisan Elections

**Joel Lansing Reed**, University of Missouri, Columbia

**Josh C. Bramlett**, University of Missouri, Columbia

## Public Relations

Where are the Decision-makers? Hashtags and Disconnect between Decision-makers and Audiences During Pre-crisis

**Jenna L. Currie-Mueller**, North Dakota State University

## Rhetorical Theory and Criticism

*The Normal Heart* and Sickly Body: The Case of Matthew Bomer's Extreme Weight Loss

**Joshua Miller**, University of Wisconsin, Milwaukee

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## CSCA Awards & Business Meeting

12:30-2:15 pm on Friday, March 17<sup>th</sup>

Make sure you pre-register for the luncheon!

You won't want to miss it!

# 2017 CSCA Short Courses

## Short Course 1 - Thursday March 16<sup>th</sup> 8:00-9:15 am

Creative Approaches to Communication Consulting  
**Penny Avery & David Weinandy**, Aquinas College

## Short Course 2 - Thursday March 16<sup>th</sup> 11:00 am-12:15 pm

“Life is Lab”: Developing a Research and Teaching Lab for Undergraduate Students  
**Chad Edwards & Autumn Edwards**, Western Michigan University

## Short Course 3 - Thursday March 16<sup>th</sup> 12:30-1:45 pm

Conflicted Freedom(s): A Perspective on Racial Unrest and Social Protest from Frederick Douglass  
**Raymond Blanton**, Creighton University  
**Trey Guinn**, University of the Incarnate Word

## Short Course 4 - Thursday March 16<sup>th</sup> 12:30-1:45 pm

Virtually Everything to Know About the Reality of Virtual Reality in the Classroom  
**Gordon S. Carlson**, Fort Hays State University

## Short Course 5 - Thursday March 16<sup>th</sup> 2:00-3:15 pm

Scholarly Creations: Bookboon and the Digital Academic  
**Renee Robinson**, Seton Hall University

## Short Course 6 - Thursday March 16<sup>th</sup> 3:30-4:45 pm

Creating Communication Seminars  
**Scott Dickmeyer & Nicole A. Ploeger-Lyons**, University of Wisconsin, La Crosse  
**Katherine M. Kelley**, Oral Roberts University

## Short Course 7 - Friday March 17<sup>th</sup> 11:00 am-12:15 pm

Finding Time to Write: How to Plan, Facilitate, and Participate in an Academic Writing Retreat  
**Tony E. Adams**, Northeastern Illinois University  
**Michelle Calka**, Manchester University  
**Katherine J. Denker**, Ball State University  
**Jennifer C. Dunn**, Dominican University  
**Danielle M. Stern**, Christopher Newport University  
**Stephanie L. Young**, University of Southern Indiana

## Short Course 8 - Saturday March 18<sup>th</sup> 9:30-10:45 am

Communication, Liberal Arts and CREATE-ing Narrative: Why it Matters  
**Christine North**, Ohio Northern University  
**Malynda Johnson**, University of Mount Union

## Short Course 9 - Saturday March 18<sup>th</sup> 2:00-3:15 pm

Creating Bridges Between Health Communication and International/cultural Communication: Innovative Connections and Approaches  
**Satoshi Toyosaki**, Southern Illinois University, Carbondale  
**Christina S. Beck**, Ohio University  
**Laura D. Russell & Hsun-Yu (Sharon) Chuang**, Denison University

## Short Course 10 - Saturday March 18<sup>th</sup> 3:30-4:45 pm

Creating New Classroom Connections with Social Media Analytics  
**Nathan Carpenter, Stephen K. Hunt, & Lance Lippert**, Illinois State University



## CSCA Newsletter Staff & Executive Director



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