

RAYMIE E. MCKERROW

OFFICES: School of Communication Studies, Lasher Hall, Ohio University, Athens, OH 45701;
Office Ph: 740-593-4843; Fax: 740-593-4810
E-Mail: mckerrow@ohio.edu Home Page: <http://oak.cats.ohiou.edu/~mckerrow/>
: McNair Scholars Program, 56 Lindley Hall, Ohio University, Athens, OH 45701;
Office Ph: 740-593-0506; Fax: 740-593-0110

HOME: 11 Cable Lane, Athens, OH 45701; Home Ph: 740-594-8478 Fax: (same #);
Cell Ph: 740-591-3323

EDUCATION

Ph.D.	1974	University of Iowa, Iowa City, IA
M. A.	1968	Colorado State University, Fort Collins, CO
B. S.	1966	Southern Illinois University, Carbondale, IL
	1962-65	Attended Eastern Montana College, Billings, MT (now Montana State University-Billings)

PROFESSIONAL EMPLOYMENT

Ohio University, Athens

2005	Spring, Visiting Professor, Bangkok University/OU Doctoral Program
2003-present	Director, McNair Scholars Program
2001-2003	Interim Associate Provost for Graduate Studies
2000-2001	Associate Dean, College of Communication (half-time)
1996, 2000	Summer-Visiting Professor, OU/Hong Kong Baptist University Communication program
1996-1997	Special Assistant to the Dean for Grants (part-time)
1995-present	Professor, School of Communication Studies; Tenured, 1996

University of Maine, Orono

1984 -- 1995	Professor, Communication Studies
1990 -- 1992	Student Academic Services Coordinator, College of Social and Behavioral Sciences
1984-1988	Associate Dean, College Arts and Sciences
1981-1984	Department Chair, Speech Communication
1979-1984	Associate Professor, Speech Communication
1976-1979	Assistant Professor, Speech Communication

University of Wisconsin, Madison

1974-1976	Assistant Professor, Communication Arts
1973-1974	Instructor, Communication Arts

University of Iowa, Iowa City

1971-1973	NDEA Graduate Fellow
-----------	----------------------

Colorado State University, Fort Collins

1969-1971	Instructor, Speech Communication; Director of Forensics
-----------	---

Kearney State College

1968-1969	Instructor, Speech Communication; Asst. Director of Forensics
-----------	---

Colorado State University, Fort Collins

1966-1968	Graduate Teaching Assistant, Speech Communication
-----------	---

TEACHING/RESEARCH INTERESTS

COURSES TAUGHT/DEVELOPED (1985+): **BASIC**: Public Communication, Business and Professional Communication, Argumentation. **ADVANCED UNDERGRADUATE**: Communication Theory; Persuasion and Social Influence; Political Communication; Contemporary Rhetoric, Women and Rhetoric.

GRADUATE: Seminar in Rhetorical Criticism; Seminar in Rhetorical Theory; Rhetoric and Social Theory; Foucault, Discourse and Social Change; Feminism and Rhetorical History/Theory; Corporate Communication; Rhetoric, Culture and Social Critique.

RESEARCH: Nineteenth/Twentieth Century Rhetorical Theory and Criticism, Postmodern Theory, Argumentation Theory, Critical/Cultural Studies

TECHNOLOGY USES: Use of PowerPoint for lectures; modest distance education experience in co-teaching a course across two institutions; use of Blackboard.com to integrate technology within class discussion/assignments.

ADVISING

UNDERGRADUATE: **Ohio U**: 15 advisees; Honors Thesis Director: Alena Amato. 1996, Courtney Bailey, 1998. **Maine**: Freshman/Sophomore Advisor; Department Advisor (numbers varied between 25-30 students from 1976-95). *GRADUATE*: **Maine**: M. A. THESIS: directed 7; committee member for 21; NON-THESIS: chaired 20; committee member for 15; INDIVIDUALIZED Ph.D. COMM.: 1 student.

Ohio University: M. A. Research Projects/Comps

Committee Chair: 11 completed – 1997-2004.

Comm. Member: 9 completed – 1996-2004.

Ohio University Doctoral Committees —

As Director: 16 completed 1998-2007.

As Comm.Member: 19 completed 1997-2007.

In Process as Director: 4

In Process as Member: 10

NAMED AWARDS and HONORS

Named Awards:

Raymie E. McKerrow Chapter of the Year Award, Sigma Chi Eta, National Communication Association, 2006- (annual award to community college honorary chapter of the year).

Communication and Journalism Raymie E. McKerrow Award, University of Maine, 1976 – (annual award to undergraduate major).

Honors:

Douglas W. Ehninger Distinguished Rhetorical Scholar Award. National Communication Association. 2006.

Outstanding Senior Graduate COMS Faculty Member. GradCo, Ohio University, 2005.

Outstanding Student Organization Advisor Award. Student Affairs, Ohio University, 2002.

Charles H. Woolbert Research Award. National Communication Association, 2001.

Outstanding Service to the Discipline Award. American Communication Association, 1998.

ECA Teaching Fellow. Eastern Communication Association, April, 1998.

David Descutner Outstanding Graduate Teaching Award. School of Interpersonal Communication, Ohio University, Athens, OH, 1997.

ECA Research Fellow. Eastern Communication Association, April, 1997.

Outstanding Alumni, Recognition for Exceptional Contribution. Montana State University-

Billings, Billings, MT, 1996.

Distinguished Maine Professor. Univ. of Maine Alumni Association Award, 1992.

Distinguished Service Award. Eastern Communication Association, 1991.

Distinguished Service Award. American Forensic Association, 1990

RESEARCH

BOOKS

- McKerrow, R. E., Gronbeck, B., Ehninger, D., & Monroe, A. (2007). *Principles and Types of Public Speaking*, 16th Ed. Boston: Allyn & Bacon.
- McKerrow, R. E., Gronbeck, B., Ehninger, D., & Monroe, A. (2003). *Principles and Types of Public Speaking*, 15th Ed. Boston: Allyn & Bacon. [New Title]
- McKerrow, R. E. *Instructor's Manual [PTPS]*. (2003) Boston: Allyn & Bacon.
- McKerrow, R. E., Gronbeck, B., Ehninger, D., & Monroe, A. (2000). *Principles and Types of Speech Communication*, 14th Ed. NY: Addison-Wesley/Longman.
- McKerrow, R. E., *Instructor's Manual [PTSC]*. Co-authored with Kathleen German. (2000). NY: Addison-Wesley/Longman.
- Gronbeck, B., McKerrow, R. E., Ehninger, D., & Monroe, A. (1997). *Principles and Types of Speech Communication*, 13th Ed. NY: Addison-Wesley/Longman.
- Kelly, C., Laffoon, A. & McKerrow, R. E. (Eds.). (1994). *Diversity in Public Communication: A Reader*. Dubuque, IA: Kendall-Hunt.
- Benjamin, J. & McKerrow, R. E. (1994). *Business and Professional Communication: Concepts and Practices*. NY: Harper/Collins.
- Gronbeck, B., McKerrow, R. E., Ehninger, D., & Monroe, A. (1994). *Principles and Types of Speech Communication*, 12th Ed. NY: Harper/Collins.
- McKerrow, R. E. (1993). Ed. *Argument and the Postmodern Challenge. Proceedings of the Eighth Summer Argumentation Conference*. Annandale, VA: SCA/AFA.
- Gronbeck, B., McKerrow, R. E., Ehninger, D., & Monroe, A. (1990). *Principles and Types of Speech Communication*, 11th Ed. Glenview, IL: Scott-Foresman/Little Brown.
- Ehninger, D., Gronbeck, B., McKerrow, R. E., & Monroe, A. (1986). *Principles and Types of Speech Communication*, 10th Ed. Glenview, IL: Scott-Foresman.
- Allen, R. R. & McKerrow, R. E. (1985). *The Pragmatics of Public Communication*, 3rd Ed. Dubuque, IA: Kendall/Hunt.
- Ehninger, D., Gronbeck, B., McKerrow, R. E., & Monroe, A. (1982). *Principles and Types of Speech Communication*, 9th Ed. Glenview, IL: Scott-Foresman.
- McKerrow, R. E. (1982). Ed. *Explorations in Rhetoric: Studies in Honor of Douglas Ehninger*. Glenview, IL: Scott-Foresman.
- Allen, R. R. & McKerrow, R. E. (1981). *The Pragmatics of Public Communication*, 2nd Ed. Dubuque, IA: Kendall/Hunt.
- Allen, R. R. & McKerrow, R. E. (1977). *The Pragmatics of Public Communication*. Columbus, OH: C. Merrill.
- McKerrow, R. E. (1975). Ed. and Introduction. Richard Whately. *Elements of Logic*, 2nd. Ed. (1827; Rpt.). Delmar, NY: Scholars' Facsimiles and Reprints.

ESSAYS in JOURNALS, BOOKS and PROCEEDINGS 1995-Present (38 publications between 1975-1994) (** Refereed; ++ Invited)

[Author: McKerrow, R. E. except as otherwise noted]

- (2006). ++McKerrow, R. E. & St. John, J. The Public Intellectual and the Role(s) of Criticism. *Quarterly Journal of Speech. (Review Essay)*. 92, 310-319.
- (2005). ++ McKerrow, R. E., & St. John, J. Critical Rhetoric: A Context for Continual Critique. In J. Kuypers, Ed. *The Art of Rhetorical Criticism* (pp. 345-366). Boston, MA: Allyn & Bacon.
- (2005). ++ Miller, J. L. & McKerrow, R. E. Philostratus. In M. Ballif and M. Moran, Eds. *Classical Rhetoric and Rhetoricians* (pp. 264-267). Westport, CT: Praeger.

- (2003). ** Limitations of the Public Sphere: The Repressive Voice of Modernity. In R. E. Ramsey & D. J. Miller, (Eds.), *Experiences Between Philosophy and Communication: Engaging the Philosophical Contributions of Calvin O. Schrag* (pp. 73-88). Albany, NY: State University of New York Press.
- (2002). ++ McKerrow, R. E. & St. John, J. Attacking the Rhetorical Wedge: A Response to Mifsud. In H. V. Hansen, C. W. Tindale, J. A. Blair, R. H. Johnson, & R. C. Pinto, Eds. *Argumentation and Its Implications*. Proceedings of the Ontario Society for the Study of Argument Conference, Windsor, ONT, 2001. Available on CD-ROM, ISBN:0-9683461-2-X. Np.
- (2002). ++St. John, J. & McKerrow, R. E. Second Arguments as Perspective and Force: A Response to Plug. In H. V. Hansen, C. W. Tindale, J. A. Blair, R. H. Johnson, & R. C. Pinto, Eds. *Argumentation and Its Implications*. Proceedings of the Ontario Society for the Study of Argument Conference, Windsor, ONT, 2001. Available on CD-ROM, ISBN:0-9683461-2-X. Np.
- (2002). **McKerrow, Raymie E., & Jeffrey St. John. (2002). Legitimizing Public Discourse: Civility as Gatekeeper. In Frans H. van Eemeren, J. Anthony Blair, Charles A. Willard, & A. Francisca Snoek-Henkemans (Eds.), *Proceedings Of The Fifth Conference Of The International Society For The Study Of Argumentation*. Amsterdam: Sic Sat Press. pp. 747-751.
- (2002). ++ Coloring Outside the Lines. *Southern Communication Journal*, 67, 290-294.
- (2002). ** Schiappa, E., Gross, A., McKerrow, R. E., & Scott, R. L. Rhetorical Studies as Reduction or Redescription?: A Response to Cherwitz and Hikins. *Quarterly Journal of Speech*, 88, 112-120.
- (2001). ** Coloring Outside the Lines: The Limits of Civility. *Vital Speeches of the Day*, (February 15, 2001), 67, 278-281.
- (2001). ++ Critical Rhetoric. In T. Sloane (Ed.). *Encyclopedia of Rhetoric*. (pp. 619-622). NY: Oxford University Press.
- (2000). ++ Opening the Future: Postmodern Rhetoric in a Multi-Cultural World. In A. Gonzalez and D. V. Tanno (Eds.), *Rhetoric in Intercultural Contexts* (pp. 41-46). Newbury Park, CA: Sage.
- (1999). ** Space and Time in a Postmodern Polity. *Western Journal of Communication*, 63, 271-90.
- (1998). ++ Rhetoric and the Construction of a Deliberative Community. *Southern Communication Journal*, 63, 350-356.
- (1998). ++ Corporeality and Cultural Rhetoric: A Site for Rhetoric's Future. *Southern Communication Journal*, 63, 315-328.
- (1998). ++ McKerrow, R. E., Wood, A., & Smith, M. J. Publishing On-Line: Challenging Standards of Hiring, Promotion, and Tenure. *American Communication Journal*, 1, # 3. Available on-line at <http://www.americancomm.org/~aca/acjdata/vol1/iss3/curtain3.html>. Np.
- (1998). ++ Mill's Treatment of Fallacies: A Response to Professor Marie Secor's Analysis. In H. V. Hansen, C. W. Tindale, & A. V. Colman (Eds.), *Argumentation and Rhetoric: Proceedings of the Second OSSA Conference*. St. Catherines, ONT: OSSA. Available on CD-ROM, ISBN:0-9683461-0-3. Np.
- (1998). ++ Clark, E. C. & McKerrow, R. E. The Rhetorical Construction of History. In K. Turner (Ed.), *Doing Rhetorical History: Concepts and Cases*. (pp. 33-46). Tuscaloosa: University of Alabama Press.
- (1997). **McKerrow, R. E. & Bruner, M. Argument and Multiple Identities: Contemporary European Nationalism and Environmentalism. *Argumentation and Advocacy*, 34, 51-65. Lead Essay.
- (1997). ++ Whately and the Study of Fallacious Reasoning. In A. Brinton and D. Walton, Eds., *Historical Foundations of Informal Logic* (pp. 99-113). Brookfield, VT: Ashgate.
- (1995). ++ Re-Visioning Rhetoric in a Culturally Diverse World. In J. Hauser (Ed.). *New Dimensions in Communication: Proceedings of the 52 Annual Conference* (Vol. 7; pp. 1-10). Syracuse, NY: New York State Speech Communication Association Conference (1994); Keynote.

REVIEWS: 2000-Present (25 reviews published between 1975-1999) (Author: McKerrow, R. E.)

- (2001). Hauser, Gerard A. *Vernacular Voices: The Rhetoric of Publics and Public Spheres*. Columbia, SC: University of South Carolina Press, 1999. In *Quarterly Journal of Speech*, 87, 113-114.
- (2000). Welch, Kathleen. *Electric Rhetoric: Classical Rhetoric, Oralism, and a New Literacy* Cambridge, MA: The MIT Press, 1999. In *The American Communication Journal*, 3, Available on line at <http://www.americancomm.org/~aca/acj/acj.html>.

INVITED LECTURES (2000-Present)

- (2006). **Rhetorical Democracy**. University of Iowa, Iowa City, IA
- (2005). **Crisis Communication; Intercultural Communication**. Faculty of Humanities, Chiang Mai University, Chiang Mai, Thailand
- (2005). **Principles of Communication**. Career Exploration-MA Class at Thammasat University, Bangkok, Thailand.
- (2003). **Tribute to Maryann Hartman**. Hartman Awards for Women of Achievement, University of Maine, Orono, ME.
- (2003). **Critical Rhetoric: Orientation or Method?** University of Maine, Orono, ME.
- (2002). **Space/Time Revisited**. Wayne State University, Detroit, MI.
- (2002). **Civility Revisited**. University of Texas-Austin, TX.
- (2000). **Civil Society and the Public Sphere**. University of Maryland, Univ. Park, MD.
- (2000). **Coloring Outside the Lines**. Keynote Address, Southern States Communication Association Convention, New Orleans, LA.

CONFERENCE PRESENTATIONS:2000-Present (58 presentations between 1972-1999)

(Author: R. E. McKerrow except as noted):

- (2007). **Foucault's Relationship to Rhetoric**. National Communication Association Convention, Chicago, IL.
- (2007). **Commentary on Peter A. Cramer's "Participant's Reasoning in Controversy Coverage."** Ontario Society for the Study of Argumentation, University of Windsor, Ontario, June 6-9/07.
- (2007). **Commentary on Hilde Van Belle's "No News is Good News, Or the Appeal of Controversy."** Ontario Society for the Study of Argumentation, University of Windsor, Ontario, June 6-9/07.
- (2006). **Principles of Rhetorical Democracy**. Southern States Communication Association, Dallas, TX. (revised version of Arg. Conf. presentation cited below).
- (2006). **Principles of Rhetorical Democracy: The Role of Argument**. Eighth Bi-annual Wake Forest Argument, Boca Raton, FL.
- (2003). McKerrow, R. E. & St. John, J. **Critical Rhetoric: A Context for Continual Critique**. National Communication Association Convention, Miami, FL.
- (2002). Lee, J. & McKerrow, R. E. **Foreign Language and Modernization in South and North Korea: A Discursive Turn**. International Communication Association Convention, Seoul, Korea. Did not attend; Paper Presented by Lee.
- (2002). McKerrow, R. E. & St. John, J. **Legitimizing Public Discourse: Civility as Gatekeeper**. Int'l. Society for the Study of Argument Conference, Amsterdam, The Netherlands. Did not attend; Paper Presented by St. John.
- (2001). McKerrow, R. E. & St. John, J. **Attacking the Rhetorical Wedge: A Response to Mifsud**. Ontario Society for the Study of Argument Conference, Windsor, ONT. Did not attend; Paper presented by St. John.
- (2001). St. John, J. & McKerrow, R. E. **Second Arguments as Perspective and Force: A Response to Plug**. Ontario Society for the Study of Argument Conference, Windsor, ONT. Did not attend; Paper presented by St. John.
- (2001). **Rhetoric and Postmodernity**. DePauw University Undergraduate Honors Conference.

Greencastle, IN.

- (2000). **Coloring Outside the Lines: The Limits of Civility.** Presidential Address, National Communication Association Convention, Seattle, WA.

EXTERNAL GRANTS

- (2003). Project Director. **Ronald McNair Postbaccalaureate Achievement Award. \$220,000 per year awarded, 2003-08.**
- (1984-1985). Project Director. **Preparation of Special Educators.** \$53,137 Award from the Office of Special Education and Rehabilitation Services. Renewable for 1985-1987.

DISSERTATION-THESIS

- (1974). **Whately's Theory of Rhetoric.** Dissertation, University of Iowa.
- (1968). **A Rhetorical Analysis of Harry S Truman's Korean Rhetoric: April 11, 1951.** M. A. Thesis, Colorado State University.

SERVICE: PROFESSIONAL ACTIVITIES

CONVENTION PROGRAM PARTICIPANT (2000+ only; excludes program chair role at numerous conventions; 1978-1999: participated as respondent, panelist, or seminar leader on *approx 60 programs* at regional, national, and international conventions.)

- (2007) Panelist: "How to Get Published in Communication Journals." Central States Communication Convention, Minneapolis, MN.
- (2007) Respondent: Undergraduate Honors Conference Panel- "Competitive Papers Scholar Session." Central States Communication Association Convention, Minneapolis, MN.
- (2006) Panelist: "Connecting Faculty and Students through Sigma Chi Eta – NCA's Two-Year Communication Honor Society." National Communication Association Convention, San Antonio, TX.
- (2006) Panelist: "Getting Published in NCA Journals and Annuals: A User's Guide." National Communication Association Convention, San Antonio, TX.
- (2005) Panelist: "Contesting the Ethical Health of our Keywords: "Civility," "Tolerance," and "Identity" in Communication." National Communication Association Convention, Boston, MA.
- (2005) Panelist: "Improving the Health of our Discipline through Graduate Education Reform: A Roundtable Discussion." National Communication Association Convention, Boston, MA.
- (2004) Panelist: "Symposium on the Enactment of Civic Engagement." Eastern Communication Association Convention, Boston, MA.
- (2004) Panelist. "Rhetoric and Disciplinarity: Reflections after the Formation of the Alliance of Rhetoric Societies." Eastern Communication Association Convention, Boston, MA.
- (2004) Panelist. "Communication Quarterly's Golden Anniversary: A Celebration of Excellence in Scholarship." Eastern Communication Association Convention, Boston, MA.
- (2003). Panelist. "Comparing Public Address and Cultural Studies: A Roundtable Discussion." National Communication Association Convention, Miami, FL.
- (2003). Respondent. "Out with the Old, In with the New . . . or Maybe Not: How much Evidence is Enough?" National Communication Association Convention, Miami, FL.
- (2003). Seminar Co-Leader. "Discourses of Citizenship." Preconference, Eastern Communication Association Convention, Washington, D. C.
- (2003). Respondent. "'If You Know What's Good For You...': Theoretical Perspectives on Communicating with the Public." Eastern Communication Association convention, Washington, D. C.
- (2003). Panelist. "The Fugitive Interculturalist Revisited: Communication and the Scholarship of Alberto Gonzalez" Eastern Communication Association convention, Washington, D.C.
- (2002). Respondent. "The Woolbert Award: Raymie McKerrow's Critical Rhetoric." National Communication Association Convention, New Orleans, LA.

- (2002). Panelist. "What is the Role of our Regional Communication Associations—other than to be a mini-NCA?" National Communication Association Convention, New Orleans, LA.
- (2002). Panelist. "Communication Journals: Actors or Reactors?" National Communication Association Convention, New Orleans, LA.
- (2001). Respondent. "Scholars, Scholarship and the Limits of Civility." National Communication Association Convention, Atlanta, GA.
- (2001). Panelist. "The Opportunities/challenges of Globalism for Graduate Programs with International and Minority Students." National Communication Association Convention, Atlanta, GA.
- (2001). Panelist. "The Strengthening or Dismantling of the Communication Suprastructure." Speech Communication of Ohio Convention, Westerville, OH.
- (2001). Panelist. "Spotlight on the Career of Dorman Picklesimer, Jr." Communication Association Convention, Portland, ME.
- (2001). Respondent. "20th Century Roots of Rhetorical Studies." Southern States Communication Association Convention, Lexington, KY.
- (2000). Respondent. "My Soul looks back and wonders how a predominantly White University contributed to the successful matriculation of Ten African American Students through a strenuous Doctoral Program." National Communication Association Convention, Seattle.

EDITORIAL BOARDS (Current)

Editor, *Review of Communication*, 2007-2009.

Associate Editor. *University of Alabama Press Series in Rhetoric, Culture and Social Critique*. [Series Editor: John Lucaites]. 2000+.

Current Editorial Board Member:

Kaleidoscope, 2003+

Critical/Cultural Communication Studies, 2003+.

Communication Studies, 2003+

Communication Quarterly, 1996+

Argument and Advocacy, 1998+

American Communication Journal (electronic journal), 1997+

Advances in the History of Rhetoric, 1996+

PROFESSIONAL ASSOCIATION MEMBERSHIPS/ACTIVITIES

National Communication Association

Member, Constitutional Revision Task Force, 1999-2002.

Immediate Past President, 2000-01.

President, 1999-00.

First Vice-President and Convention Planner, 1998-99.

Second Vice-President, 1997-98.

Legislative Council, 1997-98.

Interim Chair, Critical/Cultural Discourse Theory and Praxis Division, 1996-97.

Chair, Rhetorical & Communication Theory Division, 1997 Convention. Vice-Chair, Program Planner, 1996 Convention.

Chair, Lifetime Teaching Excellence Award Committee, 1995 Convention.

Coordinator, Seminar Series, 1992 Convention.

Member, Publications Board, 1988-92.

Member, Winans-Wichelns Award Committee, 1988-90; Chair, 1990.

Chair, Public Address Division, 1984; Vice Chair, 1983.

Chair, SCA Nominating Committee, 1984 Convention.

Legislative Council, 1982-85.

Chair, Committee on Accountability and Responsibility in Governmental Communication, 1977-79.

Short Course Coordinator, 1978 Convention.

SCA Nominating Committee, 1978 Convention.

American Forensic Association:

Director, Summer Conference on Argumentation, 1993.

Research Committee, 1983-84. Chair, 1990-92.

Planning Committee, Summer Conference on Argumentation, 1991, 1989, 1985, 1983, 1981.

Eastern Communication Association

Program Coordinator, Spotlight on Scholars Series, 2001-02.

Committee on Teaching Fellows, 1996+

Committee on Research Fellows, 1996+

Publication Committee, 1996-99.

ECA Scholars Committee, 1997-98.

Immediate Past President, 1986-87.

Chair, ECA Committee of Scholars, 1986-87.

President, 1985-86.

First Vice President (Convention Planner), 1984-85.

Vice President Elect, 1983-84.

Executive Council Member, 1980-1982; 1983-1987; 1993-96.

Chair, Rhetoric and Public Address Interest Group, 1978.

International Society for the History of Rhetoric

Program Chair, American Chapter, SCA Convention, 1989.

Member, Steering Committee for American Chapter, 1988.

International Society for the Study of Argument

Member, International Conf. Planning Committee, 1989-90.

Phi Kappa Phi

President, Chapter # 073, Ohio University, 2005-06; 2007-08.

Member, National Communication Committee, 1989-95.

Chair, National Committee on Image Building, 1986.

Chair, Regional Committee on Membership, 1988-89.

President, Chapter # 001, University of Maine, 1981-83.

Phi Beta Delta

Inducted, Spring 2001.

SERVICE: OHIO UNIVERSITY ACTIVITIES [1995+]

School of Communication Studies

Member, Graduate Committee, 1995-98; 2005-06, 2007-08.

Chair, Search Committee, 2003-04.

Advisor, Hong Kong Student Association. 2001.

Director, Graduate Studies, 1999-00.

Advisor, Corporate Communication Leaders, 1999-00.

Member, Director Search Committee, 1998-99.

Chair, Promotion and Tenure Committee, 1996-97. Member, 1997+.

Member, Merit Committee, 1996-98.

Chair, Search Committee, 1995-96.

College

Member, Graduate Studies Committee, 1999-00.

Special Assistant to the Dean for Grants, 1996-97.

Member, Dean's Advisory Committee, 1995-96.

University

Member, Culture Sub-Committee, Gen. Educ. Committee, 2004.

Chair, Intercollegiate Athletics Committee, 1997-01.

Member, Search Committee, Women's Basketball Coach, 1999.

Member, Hall of Fame Selection Committee, 1998 -01.

Member, Vice President for Research Search Committee, 1998-99.

Member, Vice President for Research and Graduate Studies Search Committee, 1997-98.

Member, Technology in Learning Advisory Committee, 1997-99.

Member, NCAA Self-Study Subcommittee on Eligibility, 1998-99.

TEACHING PHILOSOPHY

Teaching is about contacting minds, influencing persons to think for themselves; it is not about producing items for later consumption by others, hence a business metaphor is wholly inappropriate. In order to teach well, one must first respect the mind one is attempting to approach. My personal take on this process is summarized in the phrase "*treating students as persons first.*" What this means, for me, is outlined more fully in an essay (SCJ, Fall, 1998). In brief terms, it simply means recognizing that the person in the classroom is also a person outside of it, and what happens in that "other world" has a direct relationship to the classroom experience. It also means that one must recognize that not all students will be, in the classic sense, adept at "being students." This does not, in any sense, mean that they are less intelligent, or less capable. It does mean that they will learn in different ways--at times ways other than what has been selected as the dominant means in the classroom. While all professors go through moments of despair ("will they ever 'get it'?"), having respect for students and treating them as more than their classroom presence is essential. This approach has served me well both in and out of the classroom. While I have not been successful in all cases, I also have been fortunate in maintaining long-term relationships with several former students. Having a positive impact on their lives has been a source of gratification and motivation to continue.

With this attitude as a beginning point, there are several additional principles that I strive to follow, though not always as successfully as I'd like, in working with students:

1. Learning from as well as teaching to students. I do not have the final answer on most, if any, questions. Creating an atmosphere in which students are allowed to think for themselves, and to differ from my interpretations of events, is crucial. Being able to defend their own ideas is more important than being "right" in some final or absolute sense.

2. Learning is easier when one is not intent on learning. If students are uptight, learning inevitably suffers. While it is tempting to "get them" when they are not performing at the level they are capable of, it also is generally counter productive. Creating a relatively loose atmosphere makes it more fun to conduct class, and students learn when they least expect to.

3. Fairness is never perfect, but is a goal. Being fair toward students is as much a matter of perception as fact. If students feel you are treating some better than others, whether you are or not is immaterial. Striving for a perception of evenhandedness is critical if one is to make contact with as many minds as possible.

4. Being a friend while maintaining distance. You can be friendly toward students without crossing an invisible line that compromises integrity. This is perhaps the most difficult line to monitor - at both the undergraduate and graduate levels. The friendships I have established, both in the short term and long term, suggests that it is possible to be perceived as a caring individual who respects them as persons, while still maintaining the integrity needed for critical evaluation of their progress as students.

5. Learning to learn is as important as what is learned. While it is important that students learn specific material in a given course, it also is important that they "learn to learn." This latter skill will carry them long after the specific information that is learned is forgotten or becomes outdated. Illustrating this process to students is more difficult than monitoring their academic progress with respect to exams, papers, etc. Challenging them to see differences in how courses are put together, and how different information is structured is as critical to the overall process as conveying specific information. This concept is never far from how I advise students with respect to an "information overload" in a specific quarter or semester. Taking math, science and a foreign language class in the same term is not a recipe for success for all students; even though they are quite capable of mastering the content of any given course, mixing courses which require daily preparation/memory with those that can be left alone for a time is critical.

6. Open access via office, phone, or email is essential. I encourage student contact regarding problems; I would rather deal with the problem immediately or set a time to discuss it than have it be an obstacle in the student's path until the next class. This does mean late-night or weekend phone calls at home, but that is an inconvenience I am willing to accept if it resolves issues, or at least sets students at ease until we can meet and discuss the issue.

These principles are not intended to be exhaustive but they may give a sense of priorities in working with students. Giving them the confidence they need to perform at their maximum can make all the difference in their productivity, as well as in their development as critical respondents to ideas/information. Teaching in a manner that instills that confidence is a goal I constantly strive to achieve.