

Laura Jacobi

Professor, Communication Studies
University MavPASS Faculty Liaison
Minnesota State University, Mankato
laura.jacobi@mnsu.edu • 507-389-5302

EDUCATION

PhD	University of Minnesota, Twin Cities	Communication Studies & Interpersonal Relationships Research	2004
M.A.	University of St. Thomas, St. Paul, MN	English	1996
B.A.	University of St. Thomas, St. Paul, MN	English & Secondary Education	1993

EXECUTIVE LEADERSHIP TRAINING

- Executive Leadership Academy, Berkeley, 2022
- HERS Leadership Institute, Bryn Mawr, 2021
- YWCA Elizabeth Kearney Women's Leadership Program, 2021-2022

SUMMARY OF ADMINISTRATIVE AND ACADEMIC EXPERIENCE

MINNESOTA STATE UNIVERSITY, MANKATO (MSU) Mankato, MN

Recipient of Exemplary New SI Program Award from the International Center for SI, 2024
Recipient of Diversity Champion Award, 2021

- University MavPASS Faculty Liaison, 2019-present
- Basic Course Director, 2015-2019
- Director of Graduate Teaching Assistants, 2015-2019
- Professor, Communication Studies, 2023-Present
- Associate Professor, Communication Studies, 2019-2023
- Assistant Professor, Communication Studies, 2015-2019

UNIVERSITY OF MINNESOTA (U OF M)

Minneapolis, MN

Recipient of Service Program Award as First Teaching Faculty Basic Course Director, 2004
International Communication Association Graduate Student Teaching Award, 2004

- Lecturer, Communication Studies, 2006-2015
- Assistant Basic Course Director, 2001-2004
- Director of Graduate Teaching Assistants, 2015-2019

UNIVERSITY OF ST. THOMAS (UST)**St. Paul, MN**

- Adjunct Instructor, Communication Studies, 2004-2006

LOURDES HIGH SCHOOL**Rochester, MN**

- High School English Teacher, 1993-1999

ADMINISTRATIVE AND ACADEMIC EXPERIENCE**MINNESOTA STATE UNIVERSITY, MANKATO (MSU) Mankato, MN****UNIVERSITY MAVPASS FACULTY LIAISON/ PROGRAM DIRECTOR (2019-present)**

As the *University MavPASS Faculty Liaison*, I developed and directed a supplemental instruction program for the campus. The core goals of the program included enhancing student success (i.e., lowering DFW rates, increasing course GPAs and retention rates) and supporting diversity, equity, and inclusion initiatives (i.e., closing equity gaps). To achieve those goals, my responsibilities involved program development, budget management, and advocacy; course identification, recruitment, and hiring; training of staff, peer mentors, and MavPASS Leaders; support and professional development of MavPASS faculty; and program assessment. Selected accomplishments pertaining to program growth, student success, and diversity, equity, and inclusion are shared.

Selected Accomplishments:**Program Planning & Innovation**

- Developed MavPASS as a pilot program in fall 2019 to support 5 courses, 8 faculty, & 17 student leaders; expanded in each subsequent semester and currently support 23-25 courses with 50-60 student leaders and 50-60 faculty each semester
- Offered support in 32 courses for *over 24,000 students*. The following courses were supported in one or more semesters: Accounting, Health and the Environment, Introduction to Anthropology, Ancient Peoples, Fundamentals of Programming, Data Structures, Algorithms, Macroeconomics, Microeconomics, Composition, College Algebra, Finite Math & Introduction to Calculus, Calculus I & II, Statics, Dynamics, Mechanics of Materials, Engineering Analysis, Principles of Physics I & II, Physics I & II, Introduction to Social Statistics, Elementary Statistics, Chemistry of Life Process II, General Chemistry I & II, General Biology I, Human Anatomy, Microbiology, Physiology, and Spanish I.
- Served *2,273 unique students* in *9,319 student visits* to MavPASS sessions in first two years (fall 2019-spring 2021). With ***normalizing academic support initiatives***, served an additional *3,248 unique students* in *17,136 student visits* in just one year (2022-2023)
- With ***normalizing academic support initiatives***, contributed to significant increase in use of MavPASS service: *from 21%* of enrolled students in fall 2019 *to 57%* of enrolled students in fall 2023; regular use (i.e., attendance at 5/more sessions) of MavPASS service *increased from 5%* in fall 2019 *to 27%* in fall 2023
- Became the **first Accredited SI program** in Minnesota in June 2023 (accreditation through International Center for Supplemental Instruction)
- Earned the ***Exemplary New SI Program Award*** from the International Center for Supplemental Instruction in February 2024

Faculty Development

- Developed and facilitated a *Collaborative Learning Strategies Certificate Program* through CETL for MavPASS faculty and other interested faculty every semester from fall 2019 through spring 2021
- Developed and facilitated *Through the Eyes of the Student Certificate Program* through CETL for MavPASS faculty and other interested faculty in fall 2022
- Developed and facilitated *Best Practices for MavPASS Faculty Certificate Program* through CETL for MavPASS faculty in summer 2023

Academic Resource Management

- Hired, trained, coached, and contributed to the growth and development of 176 undergraduate student leaders across 6 semesters (fall 2019-spring 2021 & fall 2022-spring 2023; supported many of those leaders across 2/more semesters and helped them to develop into peer mentors)
- Hired, trained, coached, and contributed to the growth and development of 11 graduate assistants and 3 MavPASS Coordinators
- Managed budgets of \$148,970 in FY20, \$382,000 in FY21, \$438,000 in FY23, and \$450,000 in FY24

Student Success

- *3.1% to 8.9% higher re-enrollment rates* for MavPASS attendees than non-attendees
- *DFW rates dropped significantly* with regular MavPASS attendance across all semesters.
 - In most classes, DFW rate dropped to 0% with attendance at 10/more sessions
 - 20%+ difference in DFW rates between MavPASS attendees and non-attendees in some courses
- Across all courses, *course GPAs were significantly higher* for MavPASS attendees, with regular attendees earning a half to full grade higher than non-attendees.
- Student perception survey data reveal significant satisfaction with the MavPASS program
 - 87%+ MavPASS contributed to their vision of success
 - 89%+ learned study strategies applicable to future learning
 - 89%+ likely to recommend MavPASS to others
- MavPASS Leader perception survey data reveal significant satisfaction with employment
 - 92%+ MavPASS contributed to their sense of belonging
 - 95%+ MavPASS contributed to their vision of success
 - 95%+ likely to recommend a job as a MavPASS Leader to others
- Success of MavPASS was highlighted in many outlets: Today Magazine, MSU Reporter, CSU Insider, KMSU Radio, campus newsletter, Provost Weekly announcements
- MavPASS Program featured in a podcast series by University of Minnesota scholar David Arendale in April 2021 (<https://palgroups.libsyn.com/website>)

Diversity, Equity, & Inclusion

- 45%+ of hired MavPASS Leaders are students of color and international students each semester
- Collaborated with Diversity, Equity, and Inclusion and Global Education to find unique ways to attract and incentivize student members of those groups to attend MavPASS (i.e., *MavPASS Academic Achievement Awards*)
- Successfully drew students of color and international students to MavPASS sessions with the highest rates of attendance by students of color (25-50% each semester) and international students (26-56%) vs. white students (20-43%)
- Overall equity gap between white students and students of color was lower for MavPASS attendees than non-attendees in all semesters. In most courses, the gap improved significantly with MavPASS attendance.
- MavPASS Program featured for its contributions related to the Equity 2030 plan ([MSU Reporter: Equity 2030 Plan & MavPASS](#))
- MavPASS Program highlighted on the *front page of the Star Tribune* for its work in addressing racial disparities ([Star Tribune Article on MavPASS Feb 1, 2024](#))
- For work in building MavPASS and closing equity gaps, honored as *2020-2021 Diversity Champion*
- Invited presentation for Minnstate Board of Trustees DEI Committee on highlighting MavPASS program strategies and success in closing equity gaps

BASIC COURSE DIRECTOR & DIRECTOR OF GRADUATE TEACHING ASSISTANTS, COMMUNICATION STUDIES (2015-2019)

As the Basic Course Director, I developed the learning objectives and curriculum for the foundational course in the Communication Studies Department, *Fundamentals of Communication*. I taught large lectures of the course to 1,500 students each year and scheduled, structured, and managed the basic course for 48 sections of CMST100 each year. As the Director of Graduate Teaching Assistants, I trained, observed, coached, and supervised approximately 14 graduate teaching assistants each year.

Selected Accomplishments:

Program Planning & Innovation

- Across the four years as a Basic Course Director and Director of GTAs, taught *6,000 students in 192 sections* of CMST100 and trained and supervised *56 GTAs*
- In consultation with the Center for Academic Success, developed a *Speech Lab* to provide two services: support for students on speech development and delivery and support for faculty who desired public speaking workshops for their courses
- Funded by a *Teaching Scholar Fellowship*, developed and implemented a new 9-week online training course for TAs prior to in-person summer training
- Provided extensive training for GTAs, including 30 hours of on-site training in advance of the semester start, weekly training meetings during the semester, observations and debriefs with all GTAs, and starting in 2018, 9 weeks of pre-term online training

- Developed a faculty mentor program and paired new GTAs with a faculty mentor to provide additional teaching support
- Developed a peer mentor program, trained mentors to observe and support new GTAs
- Developed a new *Peer Mentor Pet Project program* and worked with peer mentors to develop individual pet projects to enhance the program

Academic Resource Management

- Hired, trained, coached, and contributed to the growth and development of 55+ graduate teaching assistants across 8 semesters (fall 2015-spring 2019; supported many of them across 2/more years and helped them to develop into peer mentors)

PROFESSOR, COMMUNICATION STUDIES (2023-PRESENT)

ASSOCIATE PROFESSOR, COMMUNICATION STUDIES (2019-2023)

ASSISTANT PROFESSOR, COMMUNICATION STUDIES (2015-2019)

Earned tenure and promotion to Associate Professor in spring 2019 and promotion to Full Professor in spring 2023. Taught a wide variety of small and large lecture courses for undergraduates and graduate students, ranging from Public Speaking to Organizational Communication, Interpersonal Communication, Communication Pedagogy, and undergraduate and graduate licensure courses. Consistently earned student evaluation scores ranging from 4.3 to 5.0 on a 5.0 scale. Supported students through advising and mentorship. Engaged actively in research, presenting and publishing investigative work regularly. See grants awarded and selected publications and conference presentations below.

ADMINISTRATIVE AND ACADEMIC EXPERIENCE

UNIVERSITY OF MINNESOTA (U OF M)

Minneapolis, MN

LECTURER, COMMUNICATION STUDIES (2006-2015)

Taught a wide variety of small and large lecture courses for undergraduate students, including: Public Speaking, Interviewing, Interpersonal Communication, Intercultural Communication, Organizational Communication, and Business Communication. Consistently earned high scores on student evaluations, cited for *Teaching Excellence* by graduating U of M students, invited to *CLA Sponsored Favorite Teacher Dinner* and *Take Your Professor to Lunch* events.

ASSISTANT BASIC COURSE DIRECTOR, COMMUNICATION STUDIES (2001-2004)

As the Assistant Basic Course Director, I taught two-four sections of the basic course, *Public Speaking* each year and scheduled, structured and managed the basic course for approximately 70-75 sections each year. I also developed a new training program and trained, observed, coached, and supervised approximately 20 new graduate teaching assistants each year. I earned a *Service Award* for my work in this capacity.

ADMINISTRATIVE AND ACADEMIC EXPERIENCE

UNIVERSITY OF ST THOMAS (UST)

St. Paul, MN

ADJUNCT INSTRUCTOR, COMMUNICATION STUDIES (2004-2006)

As a part-time instructor, I taught two courses: Public Speaking and Communication in the Workplace.

ADMINISTRATIVE AND ACADEMIC EXPERIENCE

LOURDES HIGH SCHOOL

Rochester, MN

HIGH SCHOOL TEACHER, ENGLISH DEPARTMENT (1993-1999)

As a high school English teacher, I taught 6 courses each semester. Courses included: Advanced Public Speaking, Public Speaking, American Literature, Novel & Short Story, and Writing.

PUBLICATIONS

Refereed Journals

Jacobi, L. (2023). Shifting gears in a pandemic: The impact of online academic support during for international and domestic students. *Journal of Comparative and International Higher Education*, 15(2).

Morris, H., & Jacobi, L. (2022). It takes the University to close the equity gap. *International Journal for Equity and Social Justice in Higher Education*, 1.

Jacobi, L. (2022). When academic support is not enough: Who are the students left behind? *Research and Teaching in Developmental Education*. Spring 2022, 15-35.
http://www.nycls.org/uploads/3/1/1/4/31147931/spring_2022_edition.pdf

Jacobi, L. (2021). A qualitative exploration of intercultural contact between domestic and international undergraduate students. *Journal of Intercultural Communication Research*, 50(1), 1-20. <https://doi.org/10.1080/17475759.2021.1893793>

Harter, A., & Jacobi, L. (2021). Attitudes towards co-teaching in higher education: An exploration of the Circular Model of Collegiate Co-teaching. *Journal on Excellence in College Teaching*, 32(1), 167-186.

Comer, T., & Jacobi, L. (2021). Navigating political identity in the era of Donald Trump. *American Journal of Qualitative Research*, 5(1), 163-184.
<https://doi.org/10.29333/ajqr/10853>

Jacobi, L. (2020). Seeking to understand the impact of collaboration on Intercultural Communication Apprehension. *Journal of International Students*, 10(3).
<https://www.ojed.org/index.php/jis/article/view/1231>

- Brinkman, N., & Jacobi, L. (2020). The projection of racial identity on social media: A preliminary investigation. *Journal of Intercultural Communication*, 20(1), 52-64. <http://immi.se/intercultural/20-1-52/PDFs/Brinkman-Projection-52-4.pdf>
- Jacobi, L. & Cvancara, K. (2019). Cognitive learning in large lectures of the basic communication course: Does delivery format matter? *Journal of General Education*, 68(3/4), 216-240. <https://doi.org/10.5325/jgeneeduc.68.3-4.0216>
- Harter, A., & Jacobi, L. (2018). "Experimenting with our education" or enhancing it? Co-teaching from the perspectives of students. *i.e. inquiry in education*, 10(2). <https://digitalcommons.nl.edu/ie/vol10/iss2/4/>
- Harter, A., & Jacobi, L. (2018). "We considered ourselves a team": Co-teaching from the perspective of graduate teaching assistants. *Online Journal of New Horizons in Education*, 8(4). <http://www.tojned.net/journals/tojned/articles/v08i04/v08i04-01.pdf>
- Jacobi, L. (2018). Ethnocentric attitudes of American and international students: Assessing the impact of collaboration. *Journal of Intercultural Communication Research*, 47(6). doi:10.1080/17475759.2018.1506352
- Jacobi, L. (2018). What motivates students in the online communication classroom? An exploration of Self-Determination Theory. *Journal of Educators Online*, 15(2). https://www.thejeo.com/archive/2018_15_2/jacobi
- Jacobi, L. (2018). Are we winning?! A team challenge to engage students in the large lecture introductory communication course. *Journal of Pedagogic Development*, 8(1). <https://www.beds.ac.uk/jpd/volume-8-issue-1-march-2018/>
- Jacobi, L. (2017). A preliminary investigation of empirically based and spiritually based marital enrichment programs. *The Qualitative Report*, 22(5).
- Jacobi, L. (2017). The structure of discussions in an online communication course: What do students find most effective? *The Journal of University Teaching and Learning Practice*, 14(1). Retrieved from: <http://ro.uow.edu/au/jutlp.vol14/iss1/11>
- Jacobi, L. (2016). The trifecta approach and more: Student perspectives on strategies for successful online lectures. *i.e.: inquiry in education*. 8(2), 1-15. <http://digitalcommons.nl.edu/ie/vol8/iss2/3>

Book Chapters

- Jacobi, L. (2018). Passing the torch: Coaching future coaches in the contemporary world of forensics. In K. Copeland and G. Castleberry (Eds.) *Competition, Community, and Educational Growth: Contemporary Perspectives on Competitive Speech and Debate*. New York: Peter Lang Publishing, 85-93.

Jacobi, L. (2009). Spirituality, social skills, and pro-social behavior. In Terry Kinney and Maili Porhola's (Eds.), *Anti and Pro-Social Communication*. New York: Peter Lang Publishing.

Jacobi, L. (2009). Through the eyes of the nurse: Spirituality and well-being in health care. In Maggie Will's (Ed.), *Speaking of Spirituality: Perspectives on Health from the Religious to the Numinous*. Cresskill, New Jersey: Hampton Press, Inc.

Edited Book

Blake, D., & Jacobi, L., Eds. (2004). *Simply Stated: The Theory and Practice of Public Speaking*. Dubuque, Iowa: Kendall-Hunt.

PRESENTATIONS

“Addressing Equity Gaps: ART of Equity and MavPASS,” *Minnstate Board of Trustees DEI Committee Meeting*, St. Paul, Minnesota, January 2024.

“Fostering a Culture of Learning in Collaboration with Art of Equity,” *ASA Conference*, St. Cloud, Minnesota, May 2023.

“Boosting SI Attendance and Enhancing Performance Outcomes through the Normalization of Academic Support.” Presentation competitively selected for the *11th Regional Conference on Supplemental Instruction*, College Station, Texas, May 2023.

“Fostering a Culture of Learning in Collaboration with the Art of Equity.” Art of Equity Research Symposium, *Minnesota State University Mankato*, April 2023.

“Supporting the Students Left Behind through the Normalization of Academic Support.” Friday Faculty Session, *Minnesota State University Mankato*, October 2022.

“Silver Linings: Important Lessons from the Pandemic.” Panel competitively selected by TAA committee; *Textbook and Academic Authors Association Conference*, Indianapolis, Indiana, June 2022.

“Writing Across Cultural & Virtual Boundaries in a Successful Cross-cultural Mentoring Partnership” Panel competitively selected by TAA committee; *Textbook and Academic Authors Association Conference*, Indianapolis, Indiana, June 2022.

“Who are the Students Left Behind, and How Can We Best Support Them?” Presentation competitively selected by the ECA Conference Committee; *Association of Colleges for Tutoring and Learning Assistance Conference: Learning Without Limitations—Tutoring and Learning Assistance Meeting Students Where They Are*, Virtual, April 2022.

“Shifting Gears in Times of Crisis: The Impact of Online Peer-Facilitated Academic Support in the Midst of a Pandemic.” Presentation competitively selected by the IAFOR committee; *7th IAFOR International Conference on Education*, Honolulu, Hawaii, January 2022.

“Addressing the Opportunity Gap.” Invited Presentation with Vice President Henry Morris by the *Maverick Diversity Institute*; Minnesota State University, Mankato, January 2022.

“Reach All Students: How Can We Make Our Educational Content Accessible to All?” Panel competitively selected by TAA committee; *Textbook and Academic Authors Association Conference*, San Diego, California, June 2021.

“Growing Pains? Don’t Panic! Expand Your Program While Maintaining Quality.” Presentation competitively selected by the Texas A & M University Academic Success Center committee; *10th Regional Conference on Supplemental Instruction*, May 2021.

“Recognizing and Capitalizing on the Excellence of your Diverse SI Leaders and Tutors Inviting the Tutors to Become Trainers.” Presentation competitively selected by ACTLA committee; *Association of Colleges for Tutoring and Learning Assistance Virtual Conference, Dignity, Justice, Empowerment: Humanizing Tutoring and Learning Assistance*, April 2021.

“Achieving Equity with MavPASS at MNSU” Panelist with Vice President Henry Morris at Equity by Design Conference, Minnstate, February 2021.

“Productive not Pointless: Ensuring Training is Useful for Returning Supplemental Instructors.” Presentation competitively selected by UNG committee; *Southeastern Supplemental Instruction Conference*, University of North Georgia Virtual Conference, September 2020.

“Capitalizing on Supplemental Instruction to Support ALL Student Populations.” Presentation competitively selected by UNG committee; *Southeastern Supplemental Instruction Conference*, University of North Georgia Virtual Conference, September 2020.

“A Qualitative Exploration of Intercultural Contact between Domestic and International Undergraduate Students.” Paper competitively selected by ICA committee; *International Communication Association Conference*, Gold Coast, Australia, May 2020.

“GIFTS: Is There Power in PowerPoint? Exploring Presentation Development and Technology.” **Top Faculty Paper** competitively selected by ICA committee; *International Communication Association Conference*, Gold Coast, Australia, May 2020.

“Engaging Students Within and Beyond the Classroom Context.” *STAR Symposium*, Virtual Conference, February 2020.

“A Destination University for Students of Color: Closing the Success Gap.” Roundtable Facilitator with Henry Morris, Brenda Flannery, and Kelly Meier at *President’s Fall Retreat*, Gustavus Adolphus College, St. Peter, Minnesota, August 2019.

“Our Student Success Focus: A Passionate Pursuit to be Better.” Panel competitively selected by AASCU committee; *American Association of State Colleges and Universities’ Academic Affairs Summer Meeting*, Minneapolis, Minnesota, July 2019.

“Will Opportunities to Collaborate Reduce the Intercultural Communication Apprehension of American and International students?” Paper competitively selected by CSCA committee; *Central States Communication Association Conference*, Omaha, Nebraska, April 2019.

“Cognitive Learning in Large Lectures of the Basic Communication Course: Does Delivery Format Matter?” Paper competitively selected by CSCA committee for the **Top Paper** Panel; *Central States Communication Association Conference*, Omaha, Nebraska, April 2019.

“We considered ourselves a team”: Co-teaching from the perspective of graduate teaching assistants. Paper competitively selected by CSCA committee; *Central States Communication Association Conference*, Omaha, Nebraska, April 2019.

“Dialogue about Publication: Reflecting on the Process of Writing a Contemporary Forensics Academic Book.” Panel competitively selected by CSCA committee; *Central States Communication Association Conference*, Omaha, Nebraska, April 2019.

“The Projection of Racial Identity on Social Networks.” Paper competitively selected by CSCA committee; *Central States Communication Association Conference*, Omaha, NE, April 2019.

“Strategies for Teaching Large Lecture Classes.” Panel Competitively selected for the Scholars at Work Conference, MSU Mankato, March 2019.

“Teaching Methods for Secondary Speech Education: What are the standards? What is the Future?” Communication and Theater Association of Minnesota Conference, St. Cloud, Minnesota, September 2018.

“Tailoring Time for Writing: Creating Opportunities in Your Hectic Academic Life.” Panel competitively selected by TAA Committee: Textbook and Academic Authors Association Conference, Santa Fe, New Mexico, June 2018.

“A New Publishing Landscape: The Curiosities, Opportunities, & Pitfalls of Open Access Publishing.” Panel competitively selected by TAA Committee; Textbook and Academic Authors Association Conference, Santa Fe, New Mexico, June 2018.

“What motivates students in the online communication classroom? An Exploration of Self-Determination Theory.” Paper competitively selected by CSCA Committee; Central States Communication Association Conference, Milwaukee, Wisconsin, April 2018.

“Dusting off the Curriculum: Making a Difference with Innovative Approaches in the Basic Course.” Panel Participant. Competitively selected by CSCA Committee; Central States Communication Association Conference, Milwaukee, Wisconsin, April 2018.

“Making a Difference through Training.” Panel Participant on Innovative Approaches in the Basic Course. Competitively selected by CSCA Committee; Central States Communication Association Conference, Milwaukee, Wisconsin, April 2018.

“State of Minnesota Showcase: “Connecting across Two Disciplines: Weaving Literature into the Communication Curriculum” Competitively selected by CSCA Committee, Central States Communication Association Conference, Milwaukee, Wisconsin, April 2018.

“Best Practices for Enhancing and Undergraduate Academic Advising” Paper Competitively selected by NCA Committee, National Communication Association Conference, Dallas, Texas, November 2017.

“Connecting across Two Disciplines: Weaving Literature into the Communication Curriculum” Panel competitively selected by CTAM Committee, Communication and Theater Association of Minnesota Conference, St. Cloud, Minnesota, September 2017.

“The Acculturation Process for New Speech Coaches and Competitors: Easing the Stress.” Panel competitively selected by CTAM Committee, Communication and Theater Association of Minnesota Conference, St. Cloud, Minnesota, September 2017.

“Teaching and Coaching through Collaboration.” Panel competitively selected by CTAM Committee, Communication and Theater Association of Minnesota Conference, St. Cloud, Minnesota, September 2017.

“Weeding and Harvesting the Most Appropriate Journal for Your Work: Successful Strategies from Novice and Experienced Academic Writers.” Panel competitively selected by TAA Committee: Textbook and Academic Authors Association Conference, Providence, Rhode Island, June 2017.

“Extending Training for GTAs: The Development of Online Training Modules.” Presenter at Basic Course Director’s Conference; Normal, Illinois, May 2017.

“Are We Winning?! A Team Challenge to Engage Students in the Large Lecture Introductory Communication Course.” Paper competitively selected by CSCA Committee; Central States Communication Association Conference, Minneapolis, Minnesota, March 2017.

“Are you mindful or is your mind full? An Exploration of Nonverbal Communication.” GIFTS Submission competitively selected by CSCA Committee; Central States Communication Association Conference, Minneapolis, Minnesota, March 2017.

“Create Excellence in Academic Advising: Best Practices for Communication Faculty Advisors.” Panel Participant. Competitively selected by CSCA Committee, Central States Communication Association Conference, Minneapolis, Minnesota, March 2017.

“State of Minnesota Showcase: ‘How Can We Best Prepare Future Teachers of Communication?’” Panel Participant on Preparing Secondary School Teachers of Communication. Competitively selected by CSCA Committee, Central States Communication Association Conference, Minneapolis, Minnesota, March 2017.

“How Can We Best Prepare Future Teachers of Communication?” Panel Participant on Preparing Secondary School Teachers of Communication. Competitively selected by CTAM Committee; Communication Theater Association of Minnesota, St. Cloud, MN, September, 2016.

“Understanding and Teaching Academic Language in the 5-12 Classroom.” Panel Participant on The Use of Academic Language in Aiding Prospective Secondary Education Communication Teachers. Competitively selected by CTAM Committee; Communication Theater Association of Minnesota, St. Cloud, MN, September 2016.

“Engaging Students in Large Lectures and Maintaining Consistency in Lecture-Lab Courses.” Panel at Basic Course Director’s Conference; Washington D.C., May 2016

“A Closer Look into Pedagogy: Motivation as the Foundation of Student Engagement.” Panel Participant on Motivation in the Online Classroom: Faculty and Student Perspectives. Panel Competitively selected by CSCA Committee; Central States Communication Association, Grand Rapids, MI, March 2016.

“Teaching Communication Studies Online.” Panel Participant on Teaching Strategies in the Online Classroom: Developing Effective Discussions and Lectures. Panel Competitively selected by CTAM Committee; Communication Theater Association of Minnesota, St. Cloud, MN, September 2015.

“A Preliminary Investigation of Empirically Based and Spiritually Based Marital Enrichment Programs.” Paper competitively selected by NCA Committee; National Communication Association Conference, Miami, 2003.

“The Trials and Tribulations of Creating and Customizing a Public Speaking Textbook Authored by TAs.” Panel competitively selected by NCA Committee; National Communication Association Conference, Miami, 2003.

“Preliminary Investigation into the Nature of Spirituality.” Paper competitively selected by CSCA Committee; Central States Communication Association Conference, Milwaukee, 2002.

“ ‘They Just Knew’: Attributions Associated with the Decision to Marry.” Paper competitively selected by NCA Committee; National Communication Association Conference, Seattle, 2000.

HONORS AND DISTINCTIONS

Exemplary New SI Program Award

International Center for Supplemental Instruction
2024

Presidential MavCoin Recipient

Minnesota State University, Mankato
2023

Berkeley Executive Leadership Academy Fellow

\$6,000 Grant
Sponsored by Diversity, Equity, & Inclusion
Minnesota State University, Mankato
2022

Diversity Champion Award

Diversity, Equity, & Inclusion
Minnesota State University, Mankato
2021

HERS Fellow

\$9,000 Grant
Sponsored by President Davenport
Minnesota State University, Mankato
2021

Woman of Courage and Vision

Minnesota State University, Mankato
2019 & 2021

Global Education Faculty Curriculum Development Grant

\$2,000
Project Title: *SI Campus Visits to Enhance MavPASS*
Global Education
Minnesota State University, Mankato
2019

Faculty Improvement Grant

\$2,500
International Faculty Development
Minnesota State University, Mankato
2018

Council on International Education International Faculty Development Seminar Grant

\$1,500

Global Education

Minnesota State University, Mankato

2018

Teaching Scholar Fellowship

\$7,000

Project Title: *Preparing CMST100 Instructors: Developing Online Modules to Enhance GTA Training*

Minnesota State University, Mankato

2017

Nadine Andreas Summer Creative or Research Award

\$9,000

Project Title: *What Motivates Students in the Online Classroom? Faculty and Student Perspectives on Extrinsic and Intrinsic Motivators*

Communication Studies Department

Minnesota State University, Mankato

2016

Faculty Research Grant

\$1300

Project Title, "*What Motivates Students in the Online Classroom? Faculty and Student Perspectives on Extrinsic and Intrinsic Motivators*"

Minnesota State University, Mankato

2015

Marguerite Garden Jones Award

For the pursuit of excellence in Communication Studies

Communication Studies Department

University of Minnesota

2004

International Communication Association Graduate Student Teaching Award

2004

Service Award for work as the Assistant Basic Course Director

Communication Studies Department

University of Minnesota

2003

PROFESSIONAL LEADERSHIP & SERVICE

University & Department

- Developed and Led *Best Practices for MavPASS Faculty Certification Program* for CETL, Summer 2023
- Developed and Led *Through the Eyes of the Student* CETL Certificate Program, 2022-2023
- Art of Equity Team Member, 2022-2023
- Destination 2030 University Strategic Plan Implementation Workshop Participant, Spring 2023
- Racial Equity Advocate, 2022
- President's Commission on Diversity & CSET and SBS Sub-committees, 2021-2023
- President's Commission for the Status of Women, 2020-2021
- PCSW Recognition Sub-committee, 2021
- Developed and Led *Collaborative Learning Strategies Certification Program* for CETL, 2019-2021
- K-12 Secondary Coalition Leadership Team & Participant, 2015-2019
- Search Committee Member: Dean of Library and Learning, 2021-2022; MavPASS Coordinator, 2020 & 2023; KSP Department, 2017; Communication Studies Department, 2016
- HERS Review Committee, 2021
- Mentor to New Faculty in *New Faculty Cohort Coffee Partners Program*, 2020-2022
- Shared strategies at Tenure and Promotion workshop for A&H college, 2019
- Reviewer for Faculty Fellows Program through CETL, 2020
- Presented for First Year Faculty Cohort, 2020-2021
- Arts & Humanities Sesquicentennial Celebrations Committee, 2017-2018
- Developed & Led Scholars at Work Session: Teaching Large Lectures for CETL, 2017
- Developed & Led Scholars at Work Session: Motivation in Online Courses for CETL, 2017
- Interviewed for a podcast on my research on motivation, broadcast by CETL, 2017
- Developed & Led *Constructing Online Courses for Diverse Learners*, CSP Dept., 2018
- Developed & Led Certificate Program in Teaching Large Lectures for CETL, 2016
- Developed & Facilitated Brown Bag Scholars at Work Session for CESR, 2016
- Teaching Innovation Lab participant, 2015-2016
- AVID Teacher Prep Campus Site Team, 2015-2016
- New Student Orientation Faculty Panel, 2016
- Andreas Committee, 2020-2021
- Graduate Studies Committee, 2015-2019
- Departmental Activities Committee, 2016-2019; 2020-2021
- Departmental Awards Committee, 2015-2016; 2017-2019
- Departmental Colloquium Committee, 2015-2016

Scholarly Community

- Textbook & Academic Authors (TAA) Council Member, 2019-present
- TAA Grants Committee Member, 2021-2022
- TAA Conference Planner, 2019-2021

- Reviewer for NCA Basic Course Division, 2016-2019
- Reviewer for CSCA GIFTS Division, 2016-2020
- Reviewer for the *Journal of International Students*, 2020-present
- Reviewer for the *Journal of Diversity in Higher Education*, 2021-present
- Faculty Mentor in *Millennium Scholars Program*, 2021-2022

HIGHER EDUCATION LEADERSHIP TRAINING

- Executive Leadership Shadowing, 2021-2022
- Women in Higher Education Cohort, 2020
- YWCA Women's Leadership Conference, 2020 & 2015
- Teaching Academic Survival and Success Conference, March 2021
- 10th Annual Rasmussen College Virtual Women's Leadership Breakfast - More than a Seat at the Table, October 2020
- Basic Course Director's Conference, Washington D.C., 2016; Normal, Illinois, 2017

ACADEMIC SUPPORT & PEDAGOGY TRAINING

- 11th Regional Conference on Supplemental Instruction, College Station, Texas, May 2023
- Academic Success Roundtable, Hamline University, St. Paul, Minnesota, March 2023
- American Council on Education Effective Online Teaching Practices, 2022-2023
- IAFOR International Conference on Education, Honolulu, Hawaii, January 2022
- International Learning Assistant Alliance Conference, 2021
- Texas A & M University Academic Success Center: 10th Regional Conference on Supplemental Instruction—Lessons Learned: Moving Forward, 2021
- Innovative Educators: Get Thee to Tutoring! How to Increase Student Usage of Tutoring & Learning Support Resources, 2021
- STEM Educator Workshop, 2021
- International Center for Supplemental Instruction: Elevated Responsibility: Cultivating a Tiered Student Leadership Model, 2021
- International Center for Supplemental Instruction: Impact of Weekly SI Training, 2021
- A Positive Pivot to Online Instruction, 2021
- Southeastern Supplemental Instruction Conference, 2020
- ASU: How to Train Leaders to Transition to 100% Online Tutoring Model, 2020
- ASU: Transitioning to Online SI Support, 2020
- International Center for Supplemental Instruction: Appreciatively Supporting Peer Leaders Online, 2020
- International Center for Supplemental Instruction: Online SI Hot Topics, 2020
- Southwestern College: Transform Virtual Training & More with Experiential Education, 2020
- Flipping Student Services: Using Student Lingo to Provide Hybrid & Online Services, 2020

- Agile in the Classroom Workshop for Educators, Metro State, Minneapolis, MN, 2019
- Communication Theater Association of Minnesota Conference, St. Cloud, MN, 2015, 2016, 2017 & 2018
- Central States Communication Association Conference, Grand Rapids, Michigan, 2016; Minneapolis, Minnesota, 2017; Milwaukee, Wisconsin, 2018
- National Communication Association Conference, Dallas, Texas, 2017
- The Science of Learning: Preparing Communication Students for the Real World, Phoenix, Arizona, February 2017
- CETL Online Teaching Certificate Program, 2016-2017
- CETL Faculty Teaching Certificate Program, 2015-2016
- CETL Mentorship Program, 2015-2016
- New Teacher Center's Professional Learning Series on Instructional Mentoring, 2016
- CETL 10 Strategies for Engaging Learners with Desire2Learn, 2015

DIVERSITY, EQUITY, & INCLUSION TRAINING

- Courageous Conversations Academy, 2022
- Pan African Conference, 2022
- Centering Diversity, Equity, and Inclusion in Undergraduate Research Conference, 2021
- Association of Colleges for Tutoring and Learning Assistance Conference: Dignity, Justice, and Empowerment: Humanizing Tutoring and Learning Assistance, 2021
- Facilitating Equity-Minded Leadership in Peer-to-Peer Learning, 2021
- Gardner Institute: Through the Eyes of the Student, 2021
- Socially Just Design, 2021
- How to Teach WITH Students Instead of AT Students: The Power of Relationships to Combat Isolation, Exclusion, and Bias, 2021
- Gardner Institute: Teaching Race in the Classroom, 2021
- Innovative Educators: Barriers to Enrollment: Designing an Online Orientation Focused On Access, Equity & Inclusion, 2021
- Society of Transnational Academic Researchers Global Conference—Higher Education for the Greater Good: Leadership & Institutional Resilience Conference, 2021
- International Communication Association Conference, Gold Coast, Australia, 2020
- Intercultural Faculty Development Program, Paris, France, 2018
- Unconscious Bias and Cultural Intelligence, 2017
- Techniques for Integrating Cultural Awareness, 2017
- CETL Pedagogy of Social Justice/Civic Engagement Program, 2015

PROFESSIONAL DEVELOPMENT FOR SCHOLARLY ACTIVITY

- Textbook and Academic Authors Association Conference, San Antonio, Texas, June 2016; Providence, Rhode Island, June 2017; Santa Fe, New Mexico, June 2018; Virtual, 2020; Indianapolis, 2022
- Textbook and Academic Authors Association Webinars:
 - Why Your Journal Articles are Confusing and How IMRaD Can Help, 2021
 - Clear Writing Across the Disciplines, 2020
 - Publishing Metrics: Understanding the Basics and Using Them to Your Advantage, 2020
 - Writing Productivity Shouldn't be a Surprise, 2020
 - A Crash Course on Open Access, 2020
 - Responding to Reviewers' Comments, 2019
 - Making Collaboration More Than a Buzzword, 2018
 - Five Ways to Use Your Dissertation for Publication, 2016
- National Science Foundation Grant Conference, 2019
- National Science Foundation IUSE Grant Webinar, 2019
- Writing Across the Curriculum Master Class, 2019
- CESR Workshop on Research Writing, 2019
- RASP Grant Proposal Development Workshop, 2019
- Innovations Funding Webinar, 2019
- Community Efforts to Combat Predatory Publishers, 2018
- A 30-Step Guide to Publishing in Scholarly Journals, 2017
- Valley Writing Workshop, 2016 & 2017
- Manuscript Review in the Humanities: Embrace Criticism & Stand Up for Your Ideas, 2016
- Mindsweep Event (on enhancing research productivity), 2016
- Five Steps to Creating a Publication Strategy, 2016
- Ten Habits of Highly Productive Academic Writers, 2016
- RASP How to Find Funding: Pivot as a Search Tool, 2016
- Qualitative Research Analysis Workshop by Dr. Neal Lerner, 2016
- RASP Faculty Research Grant Workshop, 2015
- CESR: Leveraging Your Experience: Write More, Publish More, Stress Less, 2015
- Participatory Action Research Workshop, 2015