**Melissa A. Broeckelman-Post, Ph.D.**

Department of Communication

George Mason University

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**EDUCATION**

**Doctor of Philosophy in Communication Studies**,Ohio University, 2009Dissertation: *Building a Culture of Academic Integrity: The Role of Communication in Creating and Changing Understandings and Enactments of Academic Integrity*

**Master of Arts in Speech Rhetoric and Communication**, Kansas State University, 2005

Thesis: *Bakhtin* *Speaking: A Dialogic Approach for Teaching the Basic Public Speaking Course*

**Graduate Certificate in Technical Writing and Professional Communication**, Kansas State University, 2004

**Bachelor of Arts in English**, Kansas State University, 2004

Honors Thesis: *An Analysis of the Meaning of Individual Events Forensics Ballots Based on Judge and Competitor Metaphors*

**PROFESSIONAL EXPERIENCE**

**Faculty Appointments and Teaching Experience**

**Professor,** Department of Communication, George Mason University, 2022-present.

**Associate Professor,** Department of Communication, George Mason University, 2018-2022.

**Assistant Professor,** Department of Communication, George Mason University, 2013-2018.

**Senior Scholar*,*** Center for the Advancement of Well-Being, George Mason University, February 2017-May 2019.

**Assistant Professor,** Department of Communication Studies, California State University, Los Angeles, 2009-2013.

**Graduate Teaching Assistant,** School of Communication Studies, Ohio University, 2005-2009.

**Graduate Teaching Assistant,** Department of Speech Communication, Theater, and Dance, Kansas State University, 2004-2005.

**Graduate Assistant,** Kansas State University PILOTS Program (now Office of First Generation Students), 2004.

**Lead Teaching Assistant,** College of Arts and Sciences Honors Program,Kansas State University, 2003.

**Peer Assistant,** Kansas State University PILOTS Program (now Office of First Generation Students), 2001-2004.

**Administration**

**Basic Course Director,** Department of Communication, George Mason University, 2013-present.

Responsible for curriculum development, assessment, research, external relations, scheduling, budget planning, and major decisions related to introductory communication courses that meet the Oral Communication requirement for the Mason Core (general education program). Hire, train, mentor, and supervise a team of 40-60 instructors responsible for teaching approximately 4000 students each year. In 2018, founded the Communication Center, and directed it and supervised a team of 10-15 student coaches until Fall 2020. With a team of interdisciplinary colleagues, founded the Laboratory for Writing and Communication, which opened in Fall 2021 and brought together the Writing Center, Communication Center, and planned capacities for research and community engagement. **Winner of the 2016 National Communication Association Basic Course Division Program of Excellence Award** and **2015 National Communication Association Basic Course Division Textbook of Distinction Award.**

**Basic Course Coordinator and TA Supervisor**, Department of Communication Studies, California State University, Los Angeles, 2009-2013.

Responsible for the curriculum development, assessment, instructor training, and all other aspects of COMM 150: Oral Communication. Supervised 12-18 GTAs who taught 2000-2500 students each year.

**Academic Integrity Advisor,** Russ College of Engineering and Technology, Ohio University, 2006-2008.

Worked with the Russ College of Engineering to promote academic integrity, served as a liaison between the Student and Faculty Academic Honor Councils and the Dean, assisted in the Development of the Russ College Honor Code, conducted assessment, hosted a faculty brownbag series, developed web content, and developed and co-taught ET 610: Seminar on Teaching Engineering.

**Research Director,** Predictive Potential and Pragmatic Utility of the NCOA-Green House Diffusion Tool, Ohio University, Spring 2006-Summer 2006.

Project funded by a $102,407 grant from the Robert Wood Johnson Foundation. Other research team members included James W. Dearing, R. Sam Larson, Margaret M. Quinlan, and Jayme Feldman.

**HONORS and AWARDS**

**John Toups Medal for Excellence in Teaching.** Presidential Award for Faculty Excellence presented annual to a faculty member whose teaching inspires and stimulates students in the finest tradition of higher education. Submissions are evaluated in light of evidence in the following areas: (1) Growth and development as an educator, (2) Student and learner engagement, (3) Assessment of student learning and teaching effectiveness, and (4) Evidence of transformative impact. Awarded May 2021.

**Faculty Mentorship Award**. Awarded by the Communication Graduate Student Association at for exceptional mentorship of MA students in the Department of Communication at George Mason University. Awarded April 2021 for the 2020-2021 academic year.

**Program of Excellence Award.** Awarded by the National Communication Association Basic Course Division. The purpose of this award is to recognize the distinctive excellence of basic course programs and identify programs that can serve as best practice models for other programs across the country. Awarded November 2016.

**Textbook of Distinction Award**, Awarded by the National Communication Association Basic Course Division. Given in recognition of the customized version of *The Speaker’s Primer* used in the COMM 100: Public Speaking courses at George Mason University. Awarded November 2015.

**GRANTS**

**Collaborative Research Grant**for *Communication Across the Curriculum: Creating Faculty Resources for Building Communication Skills in the Discipline.* Awarded by 4-VA. The purpose of this award is to develop faculty resources for building student communication skills within disciplinary courses across four universities. Team members: Melissa Broeckelman-Post, Brandi Quesenberry, Timothy Ball, and Stephanie Norander. Award amount: $30,000 (includes complementary funds awarded). Awarded May 2019.

**Faculty Research and Development Award** for *Communication Center Impacts: A Proof of Concept for Enhancing Skills and Learning.* Team members: Melissa Broeckelman-Post and Heidi Lawrence. Award amount: $15,000. Awarded December 2018.

**Seed Grant** for *Context Matters: An Exploration of Epistemic Climate and Motivation in an Undergraduate Communication Course.* Team members: Angela Miller, Michelle Buehl, and Melissa Broeckelman-Post. Award amount: $9500. Awarded January 2018.

**Curriculum Impact Grant** for *Studio for the Communication Arts***.** Awarded by George Mason University. The purpose of this award is to identify best practices and establish single, signature curricular and physical studio space where students and faculty across the university can engage in communication work—including writing, speaking, information literacy, and production. Team Members: Susan Lawrence, Melissa Broeckelman-Post, Patricia West, Michelle LaFrance, and Jen Stevens. Award amount: $14,000. Awarded December 2017.

**Collaborative Research Grant** for *A New Model for Teaching Communication Skills.* Awarded by 4-VA. The purpose of this award is to conduct three assessment projects evaluating the effectiveness of a pilot version of a lecture/lab/speech lab model of COMM 101: Interpersonal and Group Interaction. Award amount: $20,000. Awarded December 2017.

**National Communication Association Advancing the Discipline Grant** for *A National-Level Assessment of Core Competencies in the Basic Communication Course*. Team members: Melissa Broeckelman-Post (George Mason University), Lindsey B. Anderson (University of Maryland), Andrew D. Wolvin (University of Maryland), Angela M. Hosek (Ohio University), Cheri Simonds (Illinois State University), John Hooker (Illinois State University), Josh Westwick (South Dakota State University), Karla Hunter (South Dakota State University), Kristina Ruiz-Mesa (California State University, Los Angeles), LeAnn Brazeal (Missouri State University). Award amount: $3900. Awarded October 2016.

**RESEARCH ACTIVITY**

**Publications**

\* indicates that co-author was a student when we began the study

***Refereed Journal Articles***

Morreale, S. P., **Broeckelman-Post, M. A.,** Anderson, L. B., Ledford, V.A.\*, & Westwick, J. N. (2023). The importance, significance, and relevance of communication: A fourth study of the criticality of the discipline’s content and pedagogy. *Communication Education, 72*(4), 382-407*.* https://doi.org/10.1080/03634523.2023.2178663

**Broeckelman-Post, M. A.,** Hingle Collier, A.\*, & Huber, H. K.\* (2023). Improving well-being in the basic course: The impact of interpersonal communication competence and public speaking anxiety on loneliness, belongingness, and flourishing. *Basic Communication Course Annual, 35,* Article 7. https://ecommons.udayton.edu/bcca/vol35/iss1/7

**Broeckelman-Post, M. A.**, Norander, S., Ball, T. C., Quesenberry, B. A. Loveth Adebayo, A.\*, Munson, S.\*, Hingle Collier, A.\*, Stewart, B. M.\*, & Taylor-Heflin, S. M.\* (2023). What communication skills do other disciplines value most? A communication across the curriculum needs analysis. *Communication Education, 71*(1), 40-60. https://doi.org/10.1080/03634523.2022.2136395

Tatum, N. T., & **Broeckelman-Post, M. A.** (2022). Prepared to pivot: Creating a resilient basic course program. *Basic Communication Course Annual, 34,* Article 10. https://ecommons.udayton.edu/bcca/vol34/iss1/10/

Hingle, A.\*, Davidson-Mhonde, R.\*, & **Broeckelman-Post, M. A.** (2021). To shelter or unshelter? An analysis of international students’ experience in introductory communication courses. *Research in Comparative and International Education.* https://doi.org/10.1177/17454999211059618

Brophy, N.\*, **Broeckelman-Post, M. A.**, Nordin, K.\*, Miller, A. D., Buehl, M., & Vomund, J.\* (2021). Pandemic pedagogy: Elements of online supportive course design. *Journal of Communication Pedagogy, 5,* 64-83. https://doi.org/10.31446/JCP.2021.2.12

Stewart, B. M.\*, **Broeckelman-Post, M. A.**, & Rossheim, C.\* (2021). Making a difference: A quantitative study of communication center and basic course impact on public speaking anxiety, goal orientation, and motivation. *Communication Education.* https://doi.org/10.1080/03634523.2021.1906923

Stewart, B. M.\*, Malterud, A.\*, Lawrence, H. Y., & **Broeckelman-Post, M. A.** (2021). Student perceptions of value: A qualitative study of student experiences in the communication center. *Basic Communication Course Annual. 33,* Article 6. https://ecommons.udayton.edu/bcca/vol33/iss1/6/

Brophy, N. S.\*, Adebayo, A. L.\*, & **Broeckelman-Post, M. A.** (2021). The impact of communication center visits on students’ performance and engagement. *Basic Communication Course Annual, 33*, Article 7. https://ecommons.udayton.edu/bcca/vol33/iss1/7/

**Broeckelman-Post, M. A.**, & Simonds, C. J. (2020). Recruiting and nurturing a pipeline of future Basic Course Directors. *Basic Communication Course Annual, 32,* Article 12. https://ecommons.udayton.edu/bcca/vol32/iss1/12

Timm, K.\*, Maibach, E., Boykoff, M., Myers, T., & **Broeckelman-Post, M. A.** (2020). The prevalence and rationale for presenting differing viewpoints about climate change: Findings from a United States national survey of TV weathercasters. *Weather, Climate, & Society, 12,* 103-115. https://doi.org/10.1175/WCAS-D-19-0063.1

Nordin, K.\*, & **Broeckelman-Post, M. A.** (2020). Surviving or thriving? Demographics differences in mindset across the introductory communication course. *Communication Education, 69,* 85-104*.* https://doi.org/10.1080/03634523.2019.1679379

**Broeckelman-Post, M. A.**, Hunter, K. M., Westwick, J. N., Hosek, A., Ruiz-Mesa, K., Hooker, J., & Anderson, L. B. (2020). Measuring essential learning outcomes for public speaking. *Basic Communication Course Annual, 32,* Article 4. https://ecommons.udayton.edu/bcca/vol32/iss1/4

**Broeckelman-Post, M. A.,** Malterud, A. S.\*, Arciero, A. R.\*, & Hyatt Hawkins, K. E.\* (2020). Can course format drive learning? Face-to-face and lecture-lab models of the fundamentals of communication course. *Basic Communication Course Annual, 32,* Article 7. https://ecommons.udayton.edu/bcca/vol32/iss1/7

**Broeckelman-Post, M. A.,** Hyatt Hawkins, K.\*, Murphy, J.\*, Otusanya, A.\*, & Kueppers, G.\* (2020). The impact of gender and introductory communication course type on public speaking performance. *Communication Teacher, 34,* 53-67*.* https://doi.org/10.1080/17404622.2019.1593478

Chang, W.\*, & **Broeckelman-Post, M. A.** (2019). Teaching public speaking for international students in the United States versus at an international branch campus: A comparison of outcomes. *Florida Communication Journal, 47*(2), 49-70.

Anderson, L. B., Ruiz-Mesa, K., Jones Bodie, A., Waldbuesser, C., Hall, J., **Broeckelman-Post, M. A.**, & Hosek, A. M. (2019). I second that emotion: A collaborative examination of emotions felt in course administration work. *Journal of Contemporary Ethnography*. https://doi.org/10.1177/0891241619873130.

Riddell, H.\*, & **Broeckelman-Post, M. A.** (2019). An analysis of the impact of preparation assignments in a public speaking course. *Florida Communication Journal, 47*(1)*,* 71-82.

Lawrence, H. Y., Fernandez, L.\*, Lussos, R. G.\*, Stabile, B., & **Broeckelman-Post, M. A.** (2019). Communicating campus sexual assault: A mixed method rhetorical analysis. *Technical Communication Quarterly.* https://doi.org/10.1080/10572252.2019.1621386

**Broeckelman-Post, M. A.,** Hyatt Hawkins, K. E.\*, Arciero, A. R.\*, & Malterud, A. M.\* (2019). Online versus face to face public speaking outcomes: A comprehensive assessment. *Basic Communication Course Annual, 31,* Article 10. https://ecommons.udayton.edu/bcca/vol31/iss1/10/.

Nordin, K.\*, & **Broeckelman-Post, M. A.** (2019). Can I get better? Exploring mindset theory in the introductory communication course. *Communication Education, 68,* 44-60. https://doi.org/10.1080/03634523.2018.1538522

**Broeckelman-Post, M. A.,** & Ruiz-Mesa, K. (2018). Best practices for training new communication graduate teaching assistants. *Journal of Communication Pedagogy, 1,* 93-100. https://doi.org/10.31446/JCP.2018.16

Ruiz-Mesa, K., & **Broeckelman-Post, M. A.** (2018). Making the case for the basic communication course in general education. *Basic Communication Course Annual, 30,* Article 13. https://ecommons.udayton.edu/bcca/vol30/iss1/13

**Broeckelman-Post, M. A.**, & MacArthur, B. L.\* (2018). Are we violating student expectations? Availability, workload, class time use, and technology policies in undergraduate courses. *Journalism and Mass Communication Educator, 73,* 439-453. https://doi.org/10.1177/1077695817736687.

**Broeckelman-Post, M. A.** (2019, published online in 2017). Context matters: Multilingual learners in public speaking courses. *Communication Teacher, 33.* 63-79. https://doi.org/10.1080/17404622.2017.1372616.

**Broeckelman-Post, M. A.,** & Pyle, A. S.\* (2017). Public speaking versus hybrid introductory communication courses: Exploring four outcomes. *Communication Education, 66,* 210-228.https://doi.org/10.1080/03634523.2016.1259485.

**Broeckelman-Post, M. A.,** & MacArthur, B. L.\* (2017). The impact of public speaking and hybrid introductory communication courses on student perceptions of homophily and classroom climate. *Basic Communication Course Annual, 29.* http://ecommons.udayton.edu/bcca/vol29/iss1/4/.

**Broeckelman-Post, M. A.,** & MacArthur, B. L.\* (2016). Nontraditional students, multilingual learners, and university type: The vital missing comparisons in our basic course research. *Basic Communication Course Annual, 28*, 22-32. https://ecommons.udayton.edu/bcca/vol28/iss1/8

Suwinyattichaiporn, T.\*, & **Broeckelman-Post, M. A.** (2016). Assessing the effects of a public speaking course on native and non-native English speakers. *Basic Communication Course Annual, 28,* 87-115. 25% acceptance rate. https://ecommons.udayton.edu/bcca/vol28/iss1/12

Vraga, E. K., Tully, M., Kotcher, J.\*, Smithson, A. B.\*, & **Broeckelman-Post, M. A.** (2016). A multi-dimensional approach to measuring news media literacy. *Journal of Media Literacy Education, 7,* 41-53. http://digitalcommons.uri.edu/jmle/vol7/iss3/4/

**Broeckelman-Post, M. A.,** Tacconelli, A.\*, Guzman, J.\*, Rios, M.\*, Calero, B.\*, & Latif, F.\* (2016). The effects of teacher misbehaviors on student interest and student engagement. *Communication Education, 62,* 204-212*.* https://doi.org/10.1080/003634523.2015.1058962.

**Broeckelman-Post, M. A.,** Johnson, A.\*, & Schwebach, J. R. (2016). Calling on students using notecards: Engagement and countering communication anxiety in large lecture. *Journal of College Science Teaching, 45*(5), 27-33. https://my.nsta.org/resource/?id=10.2505/4/jcst16\_045\_05\_27

**Broeckelman-Post, M.A.,** & Hosek, A. M. (2014). Using in-class versus out-of-class peer workshops to improve public speaking. *Basic Communication Course Annual, 26,* 57-94. https://ecommons.udayton.edu/bcca/vol26/iss1/11

**Broeckelman-Post, M. A.,** Tindage, M. F.\*, Shaffer, J. M.\*, Solomon, C.\*, Black, S.\*, & Yamamoto, M. F.\* (2014). Preparing to learn: Structuring the basic course to increase student preparation and learning. *Basic Communication Course Annual, 26,* 174-221. https://ecommons.udayton.edu/bcca/vol26/iss1/14

**Broeckelman-Post, M. A.,** Titsworth, S., & Brazeal, L. (2011). The effects of using peer workshops on speech quality, public speaking anxiety, and classroom climate. *Basic Communication Course Annual, 23,* 220-247. https://ecommons.udayton.edu/bcca/vol23/iss1/12

Ledbetter, A., **Broeckelman-Post, M**., & Krawsczyn, A. (2011). Modeling everyday talk: Differences across communication media and sex composition of friendship dyads. *Journal of Social and Personal Relationships, 28*(2), 223-241. https://doi.org/10.1177/0265407510377904

**Broeckelman-Post, M.A.** (2008). [Faculty and student influences on academic dishonesty](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Faculty%20and%20student%20classroom%20influences.pdf). *IEEE Transactions on Education, 51*(2), 206-211. https://doi.org/10.1109/TE.2007.910428

**Broeckelman, M.A.** (2007). [Creating sites for connection in the classroom: Dialogism as a pedagogy for active learning](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Dialogism%20as%20Pedagogy.pdf). *Basic Communication Course Annual, 19,* 37-71. https://ecommons.udayton.edu/bcca/vol19/iss1/7

**Broeckelman, M.A.** (2005). [An analysis of the meaning of individual events forensics ballots based on judge and competitor metaphors](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\forensic.pdf). *The Forensic, 90*(1), 3-18.

***Book Chapters, Editor’s Introductions, and Response Essays***

Miller, A. D., Vomund, J.\*, Buehl, M. M., Brophy, N. S.\*, & **Broeckelman-Post, M.** (accepted) Instructional support and the student-teacher relationship in higher ed: Lessons learned from students’ perceptions of instruction during emergency remote learning.  In Salisbury-Glennon, J., Shannon, D, & Wang, C. (Eds). *Examining the Cognitive and Psychological Effects of the COVID-19 Global Pandemic from Elementary through Post-Secondary Education.*

Ruiz-Mesa, K., & **Broeckelman-Post, M. A.** (in press). Relevant today and prepared for tomorrow: Inclusion, Diversity, Equity, Access (IDEA) in public speaking. In S. Munz, T. McKenna-Buchanan, & A. Wright (Eds.) *Routledge Handbook on Public Speaking.* Routledge.

**Broeckelman-Post, M. A.** (in press). Teaching the hybrid introductory communication course. In J. P. Mazer (Ed.) *Teaching Communication II: Communication Studies.* Cognella.

**Broeckelman-Post, M. A.** (in press). Deliberative dialogue capstone assignment. In B. N. Frisby & R. Kaufmann (Eds.) *Teaching Communication IV: Resources.* Cognella.

**Broeckelman-Post, M. A.** (in press). Hybrid introduction course syllabus. In B. N. Frisby & R. Kaufmann (Eds.) *Teaching Communication IV: Resources.* Cognella.

**Broeckelman-Post, M. A.** (in press). Explanatory speech assignment. In B. N. Frisby & R. Kaufmann (Eds.) *Teaching Communication IV: Resources.* Cognella.

**Broeckelman-Post, M. A.** (in press). Exploring culture and perception assignment. In B. N. Frisby & R. Kaufmann (Eds.) *Teaching Communication IV: Resources.* Cognella.

**Broeckelman-Post, M. A.** (in press). Introductory speech. In B. N. Frisby & R. Kaufmann (Eds.) *Teaching Communication IV: Resources.* Cognella.

**Broeckelman-Post, M. A.** (2023). Forum epilogue. *Communication Education, 72*(4), 441. <https://doi.org/10.1080/03634523.2023.2236250>

**Broeckelman-Post, M. A.** (2023). Editor’s introduction: Looking to the future of *Communication Education*. *Communication Education, 72*(4), 408-409. <https://doi.org/10.1080/03634523.2023.2236251>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2023). Editor’s introduction: Sustaining ourselves as scholars. *Communication Education, 72*(3). <https://doi.org/10.1080/03634523.2023.2207027>

Ruiz-Mesa, K., & **Broeckelman-Post, M. A.** (2023). Creating equitable and inclusive basic course classrooms: A response essay. *Basic Communication Course Annual, 35,* Article 9. <https://ecommons.udayton.edu/bcca/vol35/iss1/9>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2023). Editor’s introduction: Research methods in communication education scholarship. *Communication Education, 72*(2), 187. <https://doi.org/10.1080/03634523.2023.2171448>

Waldeck, J., **Broeckelman-Post, M. A.,** & Mazer, J. P. (2023). Editor’s introduction: The reciprocity of communication scholarship and practice: spotlight on consulting and outreach. *Communication Education, 72*(1), 81-82*.* <https://doi.org/10.1080/03634523.2022.2137214>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2022). Editor’s introduction: Addressing disciplinary whiteness and racial justice advocacy in communication education. *Communication Education, 71*(4), 355. <https://doi.org/10.1080/03634523.2022.2105917>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2022). Editor’s introduction: Communication education in K-12: yes, still a concern for higher education. *Communication Education, 71*(3), 244-245. <https://doi.org/10.1080/03634523.2022.2069831>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2022). Editor’s introduction: Online teaching: Challenge or opportunity for communication education scholars. *Communication Education, 71*(2), 145. <https://doi.org/10.1080/03634523.2021.2022735>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2021). Editor’s introduction: Rethinking graduate student socialization and identification. *Communication Education, 71*(1), 59-60. <https://doi.org/10.1080/03634523.2021.1995770>

**Broeckelman-Post, M. A.,** & Mazer, J. P. (2021). Editor’s introduction: Civic engagement and student learning in 2021 and beyond. *Communication Education, 70*(4), 435-436. <https://doi.org/10.1080/03634523.2021.1958238>

Atay, A., **Broeckelman-Post, M. A.**, & Mazer, J. P. (2021). Diversity, intersectionality, transnationality, and pedagogy: editor’s introduction. *Communication Education, 70*(3), 327-328*.* <https://doi.org/10.1080/03634523.2021.1912795>

**Broeckelman-Post, M. A.,** Mazer, J. P. (2021). Editor’s introduction: Pandemic pedagogy and student learning. *Communication Education, 70*(2), 201. <https://doi.org/10.1080/03634523.2020.1857415>

**Broeckelman-Post, M. A.**, & Mazer, J. P. (2021). Editor’s introduction: Learning from the past, planning for the future. *Communication Education, 70* (1), 112-113. <https://doi.org/10.1080/03634523.2020.1811359>

**Broeckelman, M.A.,** Brazeal, L.M., & Titsworth, B.S. (2007, November). [Using peer workshops in the public speaking classroom.](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Peer%20workshops%20training.pdf) In B. Hugenberg, S. Morreale, D. Worley, L. Hugenberg, & D. Worley (Eds.) *Basic Communication Course Best Practices: A Training Manual for Instructors* (pp. 119-136). Dubuque, IA: Kendall/Hunt.

***Published Proceedings***

Bikowski, D., & **Broeckelman, M.** (2007, June). [An educational framework for nurturing a culture of academic honesty](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\framework%20academic%20honesty.pdf). Proceedings of the *American Society for Engineering Education Annual Conference and Exposition.* Honolulu, HI.

***Invited Articles***

**Broeckelman-Post, M.**, & Ruiz-Mesa, K. (2018). Measuring college learning in public speaking. *Learning in Higher Education.* Social Science Research Council. Retrieved from [highered.ssrc.org/wp-content/uploads/2018.10-MCL-in-Public-Speaking-Report.pdf](http://highered.ssrc.org/wp-content/uploads/2018.10-MCL-in-Public-Speaking-Report.pdf).

**Broeckelman-Post, M.A.** (2017). [Instructor](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Peer%20workshops%20training.pdf) credibility. *Effective Instructional Practice*. National Communication Association. Available at <https://www.natcom.org/sites/default/files/pages/EIP_Enhancing_Your_Credibility.pdf>

***Book Reviews***

**Broeckelman, M.A**. (2007). [Classroom-based writing tutors: Building bridges across disciplines](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\classroom-based%20writing%20tutors.pdf) [Review of the book *On location: Theory and practice in classroom-based writing tutoring.*]. *Review of Communication, 7*(3), 241-243.

***National Textbooks***

Ruiz-Mesa, K., & **Broeckelman-Post, M. A.** (2021/2022). *Inclusive Public Speaking: Communicating in a Diverse World: Comprehensive Edition.* Southlake, TX: Fountainhead.

\*note: book released on a pilot basis in Fall 2021, released nationally in Fall 2022

Ruiz-Mesa, K., & **Broeckelman-Post, M. A.** (2020/2021). *Inclusive Public Speaking: Communicating in a Diverse World.* Southlake, TX: Fountainhead.

\*note: book released on a pilot basis in Fall 2020, released nationally in Fall 2021

Valenzano III, J. M., **Broeckelman-Post, M. A.,** & Braden, S. W.(2020). *The Speaker’s Primer* (3rd ed.)*.* Southlake, TX: Fountainhead.

Valenzano III, J. M., **Broeckelman-Post, M. A.**, & Sahlstein Parcell, E. M.(2019). *Communication Pathways* (2nd ed.)*.* Southlake, TX: Fountainhead.

Valenzano III, J. M., Braden, S. W., & **Broeckelman-Post, M. A.** (2016). *The Speaker’s Primer* (2nd ed.)*.* Southlake, TX: Fountainhead.

Valenzano III, J. M., **Broeckelman-Post, M. A.**, & Sahlstein Parcell, E. M.(2015). *Communication Pathways.* Southlake, TX: Fountainhead.

Valenzano III, J. M., Braden, S. W., & **Broeckelman-Post, M. A.** (2013). *The Speaker’s Primer.* Southlake, TX: Fountainhead.

***Invited National Instructional Resources***

**Broeckelman-Post, M.A.** (2016). *Communication for the Classroom Teacher Syllabus.* National Communication Association. <http://www.natcom.org/undergraduatesyllabi/>

**Broeckelman-Post, M.A.** (2016). *Communication Research Methods Syllabus.* National Communication Association. <http://www.natcom.org/undergraduatesyllabi/>

**Broeckelman-Post, M.A.** (2016). *Public Speaking Syllabus.* National Communication Association. <http://www.natcom.org/undergraduatesyllabi/>

**Broeckelman-Post, M.A.** (2016). *Foundations of Oral Communication Syllabus.* National Communication Association. <http://www.natcom.org/teachingandlearning/basiccourse/developing/>

**Broeckelman-Post, M.A.** (2016). *Sample Protocol for Selecting a Textbook.* National Communication Association. <http://www.natcom.org/teachingandlearning/basiccourse/developing/>

**Broeckelman-Post, M.A.** (2016). *Sample Basic Course Training Program.* National Communication Association. <http://www.natcom.org/teachingandlearning/basiccourse/training/>

***Custom University-Specific Textbooks and Instructional Materials***

Valenzano III, J. M., **Broeckelman-Post, M. A.**, Sahlstein Parcell, E. M., Mathis, S. M., Brophy, N. S., Adebayo, A. L., Stewart, B. M, Malterud, A. M., Hyatt Hawkins, K., & Tucker, M. H. L. (2020). *Communication Pathways Customized for George Mason University, 2020-2021 Edition.* Southlake, TX: Fountainhead.

Valenzano III, J. M., **Broeckelman-Post, M. A.**, Sahlstein Parcell, E. M., Mathis, S. M., Brophy, N. S., Adebayo, A. L., Stewart, B. M, Malterud, A. M., Hyatt Hawkins, K., & Tucker, M. H. L. (2019). *Communication Pathways Customized for George Mason University, 2019-2020 Edition.* Southlake, TX: Fountainhead.

Valanzano, J. M., III, Braden, S. W., **Broeckelman-Post, M. A.,** & Hyatt Hawkins, K. E. (2018). *The Speaker’s Primer Customized for George Mason University, 2018-2019 Edition.* Southlake, TX: Fountainhead.

Valenzano III, J. M., **Broeckelman-Post, M. A.**, & Sahlstein Parcell, E. M., & Hyatt Hawkins, K. E. (2018). *Communication Pathways Customized for George Mason University, 2018-2019 Edition.* Southlake, TX: Fountainhead.

Valanzano, J. M., III, Braden, S. W., **Broeckelman-Post, M. A.,** & Schmeidler, L. E. (2017). *The Speaker’s Primer Customized for George Mason University, 2017-2018 Edition.* Southlake, TX: Fountainhead.

Valenzano III, J. M., **Broeckelman-Post, M. A.**, & Sahlstein Parcell, E. M., & Schmeidler, L. E.(2017). *Communication Pathways Customized for George Mason University, 2017-2018 Edition.* Southlake, TX: Fountainhead.

Valanzano, J. M., III, Braden, S. W., **Broeckelman-Post, M. A.,** & Schmeidler, L. E. (2016). *The Speaker’s Primer Customized for George Mason University, 2016-2017 Edition.* Southlake, TX: Fountainhead.

Valenzano III, J. M., **Broeckelman-Post, M. A.**, & Sahlstein Parcell, E. M., & Schmeidler, L. E.(2016). *Communication Pathways Customized for George Mason University, 2016-2017 Edition.* Southlake, TX: Fountainhead.

Valanzano, J. M., III, Braden, S. W., **Broeckelman-Post, M. A.,** & Schmeidler, L. E. (2015). *The Speaker’s Primer Customized for George Mason University, 2015-2016 Edition.* Southlake, TX: Fountainhead. **Winner of the 2015 National Communication Association Basic Course Division Textbook of Distinction Award.**

Valenzano III, J. M., **Broeckelman-Post, M. A.**, & Sahlstein Parcell, E. M., & Schmeidler, L. E.(2015). *Communication Pathways Customized for George Mason University, 2015-2016 Edition.* Southlake, TX: Fountainhead.

Valanzano, J. M., III, Braden, S. W., **Broeckelman-Post, M. A.,** & Schmeidler, L. E. (2014). *The Speaker’s Primer Customized for George Mason University, 2014-2015 Edition.* Southlake, TX: Fountainhead.

Schmeidler, L. E., & **Broeckelman-Post, M. A.** (2014). *COMM 101: Interpersonal and Group Interaction Student Handbook, 2014-2015 Edition*.Boston, MA: Pearson.

**Broeckelman-Post, M. A.,** & Schmeidler, L. E. (2014). *COMM 100: Public Speaking: Student Handbook for George Mason University Spring 2014*. Southlake, TX: Fountainhead.

Valenzano III, J. M., Braden, S. W., & **Broeckelman-Post, M. A.** (2013). *The Speaker’s Primer Customized for CSULA.* Southlake, TX: Fountainhead.

**Broeckelman-Post, M.** (2012). *SpeakUp!* (1st ed.) Southlake, TX: Fountainhead.

**Broeckelman-Post, M.A.** (Ed.) (2011-2012). *SpeakUp! Workbook for COMM 150: Oral Communication.* Los Angeles, CA. Legal Books Distributing.

**Broeckelman-Post, M.A.** (Ed.). (2010-2011). *SpeakUp! Workbook for COMM 150: Oral Communication.* Los Angeles, CA. California State University. Previous editions revised and published in Fall 2009, Winter 2010, and Spring 2010)

**Broeckelman, M. A.** (2010). *COMM 105 and 106 Workshop Workbook*. Manhattan, KS. Kansas State University.

**Broeckelman-Post, M.A.** (Ed.). (2009, Fall). *SpeakUp! Workbook for COMM 150: Oral Communication.* Los Angeles, CA. California State University.

**Broeckelman, M**., & Dunn, J. (2006). [Speech planning and evaluation](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Speech%20Evaluation%20and%20Planning.pdf). In M. Leeman, A. Smith, & B. S. Titsworth (Eds.), *Skills for the Engaged Speaker* (pp. 27-77). Boston: McGraw Hill.

**Broeckelman, M.A.** (2006). Selected sections. In L. Brazeal (Ed.) [*Basic Public Speaking Instructor’s Manual*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\KSU%20instructor's%20manual.pdf). Manhattan, Kansas State University. Department of Speech Communication, Theater, and Dance.

Author of the following sections: Finding quality source information, p. 109; Deductive arguments, p. 120; Sample arguments, pp. 122-123; Alternative argument analysis assignment, pp. 123-124; Quiz review guides, pp. 133-145; Workshops in the classroom, pp. 146-158; Grading rubrics and peer evaluations, p. 159; Basic comparison speech structure, p. 164; Sample outline for a comparison speech, p. 165; Sample argument/persuasive speech, pp. 168-169; Basic final or composite speech structure, p. 173; Example of an informative final speech, pp. 175-177.

***University Reports and Publications***

**Broeckelman-Post, M. A.** (2012). *COMM 150 Training Manual.* California State University, Los Angeles. (Revised each year, previous versions were written/revised in 2009, 2010, and 2011)

**Broeckelman-Post, M. A.** (September 2011). *Report on COMM 150: Oral Communication, 2010-2011.* California State University, Los Angeles.

**Broeckelman-Post, M. A.** (October 2010). *Report on COMM 150: Oral Communication, 2009-2010.* California State University, Los Angeles.

**Broeckelman-Post, M. A**. (July 2008). [*Two Years Later: What We Can Learn from the Third Academic Integrity Study at OU*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\2008%20OU%20AI%20report.pdf). Athens, Ohio University, School of Communication Studies.

**Broeckelman-Post, M. A.** (April 2008). [*Academic Integrity Update: Fall 2007 and Winter 2008.*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\RC%20Academic%20Integrity%20report%20fall%202007%20&%20winter%202008.pdf) Athens, Ohio University, Russ College of Engineering and Technology.

**Broeckelman-Post, M.A.** (September 2007). [*Academic Integrity Update: Summer 2007*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Academic%20Honesty%20Update%20summer%202007.pdf)*.* Athens, Ohio University, Russ College of Engineering and Technology.

**Broeckelman, M.A.** (June 2007). [*Academic Integrity Update: Winter and Spring 2007*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Academic%20Honesty%20Update%20winter%20and%20spring.pdf)*.* Athens, Ohio University, Russ College of Engineering and Technology.

**Broeckelman, M.A.** (April 2007). [*Ohio University Academic Integrity Revisited: A One-Year Follow-Up*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\2007%20Academic%20Integrity%20Revisited.pdf). Athens, Ohio University, School of Communication Studies.

**Broeckelman, M.A.** (November 2006). [*Academic Honesty Quarterly Update*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\Fall%202006%20AH%20Report.pdf). Athens, Ohio University, Russ College of Engineering and Technology.

**Broeckelman, M. A.,** & Pollock, T. P. (March 2006). [*An Honest Look at Academic Dishonesty at Ohio University*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\An%20Honest%20Look%202006.pdf)*.* Athens, Ohio University, School of Communication Studies.

***Other Publications***

**Broeckelman, M.A.** (2007). [The push-out problem: Millions of children are being left behind.](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\pushouts.pdf) In R.E. McKerrow, B.E. Gronbeck, D. Ehninger, & A.H. Monroe (Eds.), *Principles and Types of Public Speaking* (16th ed., pp. 382-385). Boston: Pearson.

**Broeckelman, M.** (2004). [The Pushout Problem: Millions of Children are Being Left Behind](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\pushouts.pdf). *Winning Orations.*

**Broeckelman, M.** (2003). [The Battleground at Home: Combating Military Domestic Abuse](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\publications\The%20Battleground%20at%20Home.pdf). *Winning Orations.*

**Conference Presentations**

***Competitively Selected Papers***

\* indicates that co-author was a student when we began the study

**Broeckelman-Post, M.,** Hingle, A.\*, & Huber, H.\* (2022, November. Improving well-being in the basic course: the impact of interpersonal communication anxiety and public speaking anxiety on loneliness, belongingness, and flourishing. Presented at the National Communication Association Annual Convention, New Orleans, LA. **Top paper panel.**

**Broeckelman-Post, M.,** Ball, T. C., Adebayo, A. L.\*, Hingle, A.\*, Quesenberry, B. A., Norander, S. Stewart, B.\*, Taylor-Heflin, S.\*, & Munson, S.\* (2022, November). Where do other disciplines place communication? A communication across the curriculum needs analysis. Presented at the National Communication Association Annual Convention, New Orleans, LA. **Top paper panel.**

Vomund, J.\*, Miller, A. D., Buehl, M. M., & **Broeckelman-Post, M.** (2022, April). My instructor really understands me—or do they? Measuring student perceptions of instructor empathy. Presented at the American Educational Research Association (AERA) Western Educational Research Association (WERA) Annual Focal Meeting, San Diego, CA.

Vomund, J.\*, Miller, A. D., & **Broeckelman-Post, M. A.** (2021, August). Efficacy, autonomy, and clarity: Fostering agentic engagement online. Presented virtually at the European Association for Research and Learning and Instruction (EARLI) Online Conference.

Miller, A. D., Buehl, M. M., Brophy, N. S.\*, Nordin, K. H.\*, **Broeckelman-Post, M. A**., Vomund, J.\* (2021, April) Impact of instructional strategies on students’ needs satisfaction and dissatisfaction in emergency remote learning contexts. Presented virtually at the annual American Educational Research Association Meeting.

**Broeckelman-Post, M.,** Hunter, K. M., Westwick, J., Hosek, A. M., Ruiz-Mesa, K., Hooker, J. F., Anderson, L. B. (2019, November). Measuring Essential Learning Outcomes for Public Speaking. Presented at the National Communication Association Annual Convention, Baltimore, MD.

**Broeckelman-Post, M. A.,** Malterud, A. M.\*, Arciero, A. R.\*, & Hyatt Hawkins, K. E.\* (2019, April). Can course format drive learning? Face-to-face and lecture-lab models of the fundamentals of communication course. Presented at the Eastern Communication Association Annual Convention, Providence, RI.

**Broeckelman-Post, M. A.,** Hyatt Hawkins, K. E.\*, Arciero, A. R.\*, & Malterud, A. M.\* (2019, April). Online versus face to face public speaking outcomes: A comprehensive assessment. Presented at the Eastern Communication Association Annual Convention, Providence, RI.

**Broeckelman-Post, M. A.,** Hyatt Hawkins, K\*, Murphy, J.\*, Otusanya, A.\*, & Kueppers, G.\* (2018, May). Student voice in public speaking performance: The impact of introductory communication course type and gender. Presented at the International Communication Association Annual Convention, Prague, CZ.

**Broeckelman-Post, M. A.**, & Riddell, H.\* (2018, April). An Analysis of the Impact Preparation Exercises in the Basic Course, Presented presentation at the Central States Communication Association Annual Convention, Milwaukee, WI.

**Broeckelman-Post, M. A.** (2017, November). Context Matters: Multilingual Learners in Public Speaking Courses. Presented at the National Communication Association Annual Convention, Dallas, TX.

**Broeckelman-Post, M. A.**, and Chang, W.(2017, November). Teaching Public Speaking for International Students in the United States versus at an International Branch Campus: A Comparison of Outcomes. Presented at the National Communication Association Annual Convention, Dallas, TX.

Miller, A. D., & **Broeckelman-Post, M. A.** (2016, August). Rethinking engagement: Integrating agency and examining perspectives from communication studies. Presented at the American Psychological Association Annual Convention, Denver, CO.

**Broeckelman-Post, M. A.,** McCleary, P.\*, & Hopkins, I.\* (2016, April). Revisiting fashion in the classroom: Does instructor attire, gender, and race or ethnicity impact student evaluation of instructor and learning? Presented at the Eastern Communication Association Annual Convention, Baltimore, MD.

**Broeckelman-Post, M. A.,** MacArthur, B. L.\*, & Pei, D.\* (2016, April). Are we violating student expectations? Availability, workload, class time use, and technology policies in undergraduate courses. Presented at the Eastern Communication Association Annual Convention, Baltimore, MD.

**Broeckelman-Post, M. A.,** MacArthur, B. L.\* (2015, November). Collaborate and graduate: The role of homophily and classroom climate as predictors of student success in the college classroom. Presented at the Annual Convention of the National Communication Association, Las Vegas, NV.

**Broeckelman-Post, M. A.,** & Pyle, A.\* (2015, November). The impact of the basic course on intercultural effectiveness. Presented at the Annual Convention of the National Communication Association, Las Vegas, NV.

Miller, A., & **Broeckelman-Post, M. A.** (2015, November). Motivation in context: Merging perspectives on the dynamic interplay between teachers and students. Presented at the Southwest Consortium for Innovative Psychology in Education, Albuquerque, NM.

Suwinyattichaiporn, T.\*, & **Broeckelman-Post, M. A.** (2014, November). Assessing the effects of a public speaking course on native and non-native English speakers. Presented at the Annual Convention of the National Communication Association, Chicago, IL.

Ibarra, R.\*, Kwong, J.\*, Jimenez, E.\*, Lemus, J.\*, & **Broeckelman-Post, M. A.** (2014, February). Money attitudes and Black Friday buying behavior. Presented at the Annual Convention of the Western States Communication Association, Anaheim, CA.

Gonzalez, A.\*, Guzman, J.\*, Rios, M.\*, Calero, B.\*, & **Broeckelman-Post, M. A.** (2013, November). Teacher misbehavior and its effects on student interest and engagement. Presented at the Annual Convention of the National Communication Association, Washington, DC.

Carrell, K.\*, Givens, A.\*, McLean, T.\*, Owens, M.\*, Zhu, A.\*, & **Broeckelman-Post, M.** (2013, November). Flipping the classroom: A study of student performance and pre-lecture videos. Presented at the Annual Convention of the National Communication Association, Washington, DC.

Wasielewski, S.\*, Silverstein, A.\*, Fritz, A.\*, Mishchenko, N.\*, Henderson, M.\*, & **Broeckelman-Post, M.** (2013, November). Student motivation: Connections between student preparation for the class and teacher messages. Presented at the Annual Convention of the National Communication Association, Washington, DC.

Opdycke, K. L.\*, Segura, P.\*, Vasquez, A. M.\*, & **Broeckelman-Post, M. A.** (2013, February). The effects of political cynicism, political information efficacy, and media consumption on intended voter participation. Presented at the Annual Convention of the Western States Communication Association, Reno, NV.

**Broeckelman-Post, M. A.,** Hosek, A. M., & Crossman, E. E.\* (2012, November). The effectiveness of in-class and out-of-class peer workshops in public speaking classes. Presented at the Annual Convention of the National Communication Association, Orlando, FL.

Tindage, M.\*, **Broeckelman-Post, M. A.,** Shaffer, J.\*, & Solomon, C.\* (2012, November). The effects of using notes on quiz-taking, class preparation, student intellectual stimulation, cognitive learning, and affective learning. Presented at the Annual Convention of the National Communication Association, Orlando, FL.

Montenegro, D.\*, & **Broeckelman-Post, M. A.** (2012, November). The effect of knowledge and self-perceived communication competence on attitudes toward disability. Presented at the Annual Convention of the National Communication Association, Orlando, FL.

**Broeckelman-Post, M. A.**, & Black, S. J.\* (2012, April). The effectiveness of in-class versus out-of-class quizzes in public speaking. Presented at the 103rd Annual Convention of the Eastern States Communication Association, Cambridge, MA.

**Broeckelman-Post, M.,** & Yamamoto, M.\* (2011, Feb. 20). Frequent Quizzing: Do We HAVE to Take a Quiz Again? Presented at the 82nd Annual Convention of the Western States Communication Association, Monterey, CA.

**Broeckelman-Post, M.** (2010, April 24). Academic Integrity: We’re All Responsible. Presented at the 13th CSU Symposium on University Teaching, San Bernardino, CA.

Ledbetter, A., **Broeckelman-Post, M.**, & Krawsczyn, A. (2009, November). Modeling Everyday Talk: Differences Across Communication Media and Sex Composition of Friendship Dyads. Competitive paper presented at the Annual Convention of the National Communication Association,Chicago.

**Broeckelman-Post, M. A.,** Titsworth, B. S., & Brazeal, L. M. (2008, November). The Effects of Using Peer Workshops on Speech Quality, Public Speaking Anxiety, and Classroom Climate. Competitive paper presented at the Annual Convention of the National Communication Association, San Diego.

**Broeckelman-Post, M.A.** (2008, October). Taking a Closer Look: Three Years of Academic Integrity Research. Presented at the Center for Academic Integrity 2008 International Conference, Myrtle Beach, SC.

**Broeckelman-Post, M. A.** (2007, November). Faculty and Student Influences on Academic Dishonesty. Competitive paper presented at the Annual Convention of the National Communication Association, Chicago.

**Broeckelman-Post, M. A.** (2007, October). [The Ohio University Experience: Protocols for Adjudicating Alleged Plagiarism](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\CAI%20all.ppt). Presented at The Center for Academic Integrity 2007 International Conference, Newport News, VA.

**Broeckelman, M.** (2006, November). Creating Sites for Connection in the Classroom: Dialogism as a Pedagogy for Active Learning. Competitive paper presented at Annual Convention of the National Communication Association, San Antonio, TX.

**Broeckelman, M.** (2005, February). Presidential Speechwriting: The Rhetorical and the Pragmatic Intersect. Presented at the Sooner Communication Conference, Norman, OK.

**Broeckelman, M.** (2004, November). An Analysis of the Meaning of Individual Events Forensics Ballots Based on Judge and Competitor Metaphors. Presented at the Annual Meeting of the National Communication Association, Chicago. **Top paper award.**

**Broeckelman, M.** (2004, November). Consciousness Raising and Autobiography as Persuasive Tools: An Analysis of “From *Two or Three Things I Know for Sure”* and “Notes from a Recovering Activist.” Presented at the Annual Meeting of the National Communication Association, Chicago.

***Short Courses***

Blau, N., Thomas-Maddox, C., Wrench, J. S., & **Broeckelman-Post, M.** (2014, April). A Lively Experiment in the Communication Classroom: Discovering the “Flipped Classroom” and Blended Learning Environments. Short course presented at the Annual Convention of the Eastern States Communication Association.

Blau, N., **Broeckelman-Post, M.**, Lawless, B., Scroggin, K., Stutzman, J., Thomas-Maddox, C., Wrench, J., & Yale, R. (2013, November). Flipping the Communication Classroom: Creating Effective Blended Learning Environments to Empower the 21st Century Student. Short course presented at the Annual Convention of the National Communication Association, Washington, D.C.

**Broeckelman, M**. & Brazeal, L. (2006, November). The Classroom as a Site for Active Connection-Building: Using Peer Workshops in the Public Speaking Course. Short course presented at Annual Convention of the National Communication Association, San Antonio, TX.

***Competitively Selected Panel Presentations***

Morreale, S. P., Anderson, L. B., **Broeckelman-Post, M.**, Ledford, V. A., Myers, S. A. Wang, T. R., Westwick, J., & Hess, J. A. (2022, November). The place of instructional communication and communication education scholarship: Looking back, looking forward, and advocating for the future. Presented at the National Communication Association Annual Convention, New Orleans, LA.

Jones, Bodie, A., Ruiz-Mesa, K., Hosek, A. M., Anderson, L. B., Hall, J., **Broeckelman-Post, M.**, Keohane, J. A. (2022, November). Honoring P.L.A.C.E. in the basic communication course: An articulation of the contributions, enactments, and possibilities. Presented at the National Communication Association Annual Convention, New Orleans, LA.

Gilchrist-Petty, E., Reed, T., Simonds, C. J., **Broeckelman-Post, M.**, Fassett, D. L., & Ramsey, E. M. (2021, November). Renewing and transforming the instructional communication course. Presented at the National Communication Association Annual Convention, Seattle, WA.

Mazer, J., Morreale, S. P, **Broeckelman-Post, M.**, Anderson, L. B., Ledford, V. A., Westwick, J., Myers, S. A., Wang, T. R., Sellnow, D., Strawser, M. G., Fassett, D. L., & Ruiz-Mesa, K. (2021, November). Celebrating the enduring legacy and historical transformation of instructional communication and communication education scholarship: Renewing our path forward. Presented at the National Communication Association Annual Convention, Seattle, WA.

Stewart, N., **Broeckelman-Post, M. A.,** Juarez, S. F., Bonander, A. R., Syrek, A. M., Logsdon, C., Martinelli, A., & Duncan, A. M. (2021, November). The not so basic course: Transforming the basic course to develop critical pedagogy. Presented at the National Communication Association Annual Convention, Seattle, WA.

Jones-Bodie, A., Anderson, L. B., **Broeckelman-Post, M. A.,** Hosek, A. M., Ruiz-Mesa, K., Hall, J., & Keohane, J. A. (2021, November). Reflecting resilience in the basic communication course. Presented at the National Communication Association Annual Convention, Seattle, WA.

Chromey, K., **Broeckelman-Post, M. A.,** Hosek, A., Munz, S., Simonds, C., & Westwick, J. (2021, March). Finding inspiration amidst the chaos: Advancing scholarship in the introductory communication course. Presented at the Central States Communication Association Annual Convention, Cincinatti, OH. **Melissa Beall Award Top Panel.**

Anderson, L. B., Hall, J., Jones-Bodie, A, **Broeckelman-Post, M. A.**, Hosek, A. M., Ruiz-Mesa, K, & Keohane, J. A. (2020, November). Navigating the crossroads of social support sources and messages in the basic communication course. Presented at the National Communication Association Annual Convention, Indianapolis, IN.

Joyce, J., Westwick, J. Stokes, B., Prentiss, S., Patel, A., Hosek, A. M., **Broeckelman-Post, M. A.**, Simonds, C. (2020, November). Communication at the crossroads: Crafting the path for the basic course to support student success. Presented at the National Communication Association Annual Convention, Indianapolis, IN.

Lawrence, H., Rosenberg, J., Nelson, J., Lawrence, S., Foster, S., & **Broeckelman-Post, M.** (2020, September). Building communication competencies for STEM graduate students. *Proceedings of the Innovations in Teaching and Learning Conference, 12*. Fairfax, VA. <https://doi.org/10.13021/itlcp.2020.2753>

**Broeckelman-Post, M.**, Davis, S., Lawrence, H., Rivera, M., Adams Wooten, C., & Gill, C. (2020, September). First generation faculty forum: Supporting first generation faculty and students. *Proceedings of the Innovations in Teaching and Learning Conference, 12*. Fairfax, VA. <https://doi.org/10.13021/itlcp.2020.2759>

**Broeckelman-Post, M.**, Fernandez, L., Polk, T., Hwang, J., Thomas, C., Stewart, B., Tuckerman, S., Hassell-Goodman, S., Taylor, S., Nordin, K, Brophy, N., Hingle, A., & Staudt, E. (2020, September). Engaging students and giving feedback as a GTA. Presented at the Innovations in Teaching and Learning Conference, Fairfax, VA. *Proceedings of the Innovations in Teaching and Learning Conference, 12*. Fairfax, VA. <https://doi.org/10.13021/itlcp.2020.2857>

Thorpe, J., **Broeckelman-Post, M.,** Morreale, S. P., Keohane, J., Huddy, W., & Ward, S. (2019, November). Can and should the discipline’s most popular basic course—public speaking—be taught online? Is it a matter of disciplinary survival? A Debate! Presented at the National Communication Association Annual Convention, Baltimore, MD.

Westwick, J, **Broeckelman-Post, M.,** Ruiz-Mesa, K., Burnett, K., & Hooker, J, F. (2019, November). Outwit, Outplay, Outlast: Surviving the Directorship of the Foundational Course. Presented at the National Communication Association Annual Convention, Baltimore, MD.

Jones-Bodie, A., **Broeckelman-Post, M.**, Hall, J., Ruiz-Mesa, K, & Waldbuesser, C. (2019, May). Administrative Issues in the Basic Course: Engaging in the Practice of Emotion Management. Presented at the Basic Course Directors Conference, Sioux Fall, SD.

**Broeckelman-Post, M.**, Simonds, C., Valenzano, J., & Wallace, S. (2019, May). Basic Course Resource Roundtable. Presented at the Basic Course Directors Conference, Sioux Fall, SD.

Simonds, C., & **Broeckelman-Post, M.** (2019). Assessment and Evaluation in the Basic Course: Creating and Using Rubrics for Speech Evaluation and Assessment. Presented at the Basic Course Directors Conference, Sioux Fall, SD.

**Broeckelman-Post, M.**, Jalette, G., Pierce Saulnier, J., & Stifano, S. (2019, April). Discussion Panel: Assembling and Preparing the Basic Course Team: Training, Support, and Resources for Adjuncts and Graduate Teaching Assistants. Presented at the Eastern Communication Association Annual Convention, Providence, RI.

**Broeckelman-Post, M. A.** (2018, November). Discussion Panel: Playing Chutes and Ladders: Managing Your Basic Course While Navigating the Ups and Downs of the Shifting Academic Landscape. Presented at the National Communication Association Annual Convention, Salt Lake City, UT.

**Broeckelman-Post, M. A.** (2018, November). Discussion Panel: Emotions at Play: Portrayals of Multiple Forms of Emotion in Basic Communication Course Administration. Presented at the National Communication Association Annual Convention, Salt Lake City, UT.

**Broeckelman-Post, M. A.** (2018, November). Discussion Panel: Writing an Assessment Playbook for the Basic Course. Presented at the National Communication Association Annual Convention, Salt Lake City, UT.

Brown Leonard, J., Holmes, K., **Broeckelman-Post, M.,** Lorentson, S. S., & Thompson, A. (2018). Supporting student success: Focus on early alert. *Proceedings of the Innovations in Teaching and Learning Conference, 10*. Fairfax, VA. doi: 10.13021/G8itlcp.10.2018.2145

**Broeckelman-Post, M. A.**, Hyatt Hawkins, K., Malterud, A. Arciero, T., & Nelson, A. (2018). SOTL: Campus challenges as a catalyst for creative curriculum revision. *Proceedings of the Innovations in Teaching and Learning Conference, 10*. Fairfax, VA. doi: 10.13021/G8itlcp.10.2018.2294

**Broeckelman-Post, M. A.,** Lucas, N., Stiksma, M., Hathaway, J., St. Onge, S., & Daniels, K. (2018). SOTL: Connecting strengths and communication skills to enhance well-being. *Proceedings of the Innovations in Teaching and Learning Conference, 10*. Fairfax, VA. doi: 10.13021/G8itlcp.10.2018.2295

**Broeckelman-Post, M. A.** (2018, April). Discussion Panel: Differentiating Ourselves for the Future: Maintaining our Relevance through Teaching, Research, and Service. Presented at the Central States Communication Association Annual Convention, Milwaukee, WI.

**Broeckelman-Post, M. A.** (2018, April). Discussion Panel: Making a Difference Through Training. Presented at the Central States Communication Association Annual Convention, Milwaukee, WI.

**Broeckelman-Post, M. A.** (2017, November). Discussion Panel: Advancing the Basic Course: A Call and a Pathway to Scholarship. Presented at the National Communication Association Annual Convention, Dallas, TX. **Top Panel Award.**

**Broeckelman-Post, M. A.** (2017, November). Discussion Panel: Maintaining our Relevance through our Legacy: Perspectives from Award-Winning Basic Communication Course Programs. Presented at the National Communication Association Annual Convention, Dallas, TX.

**Broeckelman-Post, M. A.** (2017, November). Discussion Panel: Reaching Out: Discussing the Formation of Collaborative Relationships in Basic Course Administration. Presented at the National Communication Association Annual Convention, Dallas, TX.

**Broeckelman-Post, M. A.** (2017, November). Introducing Global Citizenship and Cultural Competency: Enhancing the Legacy and Relevance of the Basic Course. Presented at the National Communication Association Annual Convention, Dallas, TX.

**Broeckelman-Post, M. A.** (2017, November). Our Educational Legacy: Developing Reclaimative Ethics within Academic Spheres. Presented at the National Communication Association Annual Convention, Dallas, TX.

**Broeckelman-Post, M. A.** (2016, November). Discussion Panel: The Basic Communication Course Annual Forum: A SWOT Analysis of the Basic Course. Presented at the National Communication Association Annual Convention, Philadelphia, PA. **Top Panel Award.**

**Broeckelman-Post, M. A.** (2016, November). Discussion Panel: Heeding Communication’s Civic Callings: Basic Course Advocacy on Multiple Levels. Presented at the National Communication Association Annual Convention, Philadelphia, PA. **Top Themed Panel Award.**

**Broeckelman-Post, M. A.** (2016, November). Discussion Panel: What is the Future of Scholarship in Communication and Instruction? Sparking a Conversation about Preparing Future Scholars Given a Decline in PhD Programs. Presented at the National Communication Association Annual Convention, Philadelphia, PA.

**Broeckelman-Post, M. A.** (2016, November). Discussion Panel: Training and Mentoring International GTAs in the Basic Course. Presented at the National Communication Association Annual Convention, Philadelphia, PA.

**Broeckelman-Post, M. A.** (2016, November). Discussion Panel: Learning the English Language while Speaking in the Civic Sphere: Challenges and Opportunities of Teaching the Basic Course with Large Multilingual Student Populations. Presented at the National Communication Association Annual Convention, Philadelphia, PA.

**Broeckelman-Post, M. A.** (2016, November). Discussion Panel: Mentoring as Civic Action: Building Community and Confidence among Graduate Teaching Assistants in the Basic Course. Presented at the National Communication Association Annual Convention, Philadelphia, PA.

**Broeckelman-Post, M. A.** (2016, April). Discussion Panel: Foundations for Learning Online: Fostering Immediacy in Mediated Environments. Presented at the Central States Communication Association Annual Convention, Grand Rapids, MI. **Top Panel Award.**

**Broeckelman-Post, M. A.** (2016, April). Discussion Panel: Beyond the Front Porch: Strengthening the Foundation of the Basic Communication Course. Presented at the Central States Communication Association Annual Convention, Grand Rapids, MI.

**Broeckelman-Post, M. A.** (2016, April). Discussion Panel: Policies/Problems Regarding Instructor Attendance on College Campuses: An Open-Forum Discussion Regarding Higher Education Policies. Presented at the Central States Communication Association Annual Convention, Grand Rapids, MI.

**Broeckelman-Post, M. A.** (2016, April). Discussion Panel: Revolution and Evolution: Developing, Mapping, Implementing, Sustaining, and Reimagining Outcomes Assessment to Promote Learning in Communication. Presented at the Eastern Communication Association Annual Convention, Baltimore, MD.

**Broeckelman-Post, M. A.** (2015, November). Discussion Panel: The Basic Course and the First-Year Experience: Embracing Similarities and Differences and Cross-Campus Collaboration. Presented at the Annual Convention of the National Communication Association, Las Vegas, NV.

**Broeckelman-Post, M. A.** (2015). Discussion Panel: Embracing Opportunities with Campus Libraries: Toward a Programmatic Research Agenda that Informs Good Research Pedagogy. Presented at the Annual Convention of the National Communication Association, Las Vegas, NV.

**Broeckelman-Post, M.A.** (2014, November). Discussion Panel: Transitioning into a New Basic Course Director Role in the Presence of the Past Basic Course Director. Accepted for presentation at the Annual Convention of the National Communication Association, Chicago, IL.

**Broeckelman-Post, M.A.** (2014, November). Discussion Panel: The Presence of General Education Assessment: Identifying and Maintaining Our Role as Communication Experts in the Process. Accepted for presentation at the Annual Convention of the National Communication Association, Chicago, IL.

**Broeckelman-Post, M.A.** (2014, November). Discussion Panel: Textbook Selection Processes in the Basic Course. Accepted for presentation at the Annual Convention of the National Communication Association, Chicago, IL.

**Broeckelman-Post, M.A.** (2014, November). Discussion Panel: Flipping the Basic Course: Innovations in Pedagogical Approaches. Accepted for presentation at the Annual Convention of the National Communication Association, Chicago, IL.

**Broeckelman-Post, M. A.** (2012, November). Discussion Panel: The Dark Side of Basic Course Directing: Creating COMMunity despite Dealing with Difficult Staff Situations. Presented at the Annual Convention of the National Communication Association, Orlando, FL. **Top Panel Award.**

**Broeckelman-Post, M.A**. (2010, November). Discussion Panel: Theory, Practice, and Pedagogy: Bridging Theory and Skills in Basic Course Instruction. Presented at the Annual Convention of the National Communication Association, San Francisco.

**Broeckelman-Post, M.A**. (2010, April). Roundtable Discussion Panel: Reflections of New Basic Course Directors: Challenges, Joys, and Lessons Learned. Presented at the Annual Convention of the Central States Communication Association, Cincinnati, OH.

**Broeckelman-Post, M. A**. (2007, November). Roundtable Discussion: Addressing Plagiarism in the Basic Course. Presented at the Annual Convention of the National Communication Association, Chicago.

Titsworth, B.S., & **Broeckelman, M**. (2007, January). Plagiarism, Ethics, and Turnitin.com? Presented at the Basic Course Directors Conference, Las Vegas.

**Broeckelman, M.** (2006, November). Roundtable Discussion Panel: [GTAs Learning to Teach by Connecting with Each Other: Negotiating Dual Roles in Basic Course Training and Mentoring Programs](http://convention2.allacademic.com/one/nca/nca06/index.php?click_key=9&cmd=Multi+Search+Search+Load+Session&session_id=15628&PHPSESSID=219610494a813249a41ab388d45fcce2). Presented at Annual Convention of the National Communication Association, San Antonio, TX.

**Broeckelman, M.** (2006, April). Roundtable Discussion Panel: Dialogism Shaping Future Teaching Practices: Using Peer Workshops in the Basic Course. Presented at the Annual Convention of the Central States Communication Association, Indianapolis, IN.

**Broeckelman, M.** (2005, November). Bakhtin, Dialogue, and Cooperative Learning in the Basic Course. Presented at the Annual Convention of the National Communication Association, Boston. **Top panel award.**

**Broeckelman, M**. (2005, April). Discussion Roundtable: The Challenges Forensics Training Brings to the Basic Course: Public Speakers Teaching Public Speaking. Presented at the Annual Convention of the Central States Communication Association, Kansas City.

***Panel Chair and Respondent***

Respondent, Assessing Student Competencies and Pedagogical Strategies in the Basic Course, Basic Course Division, National Communication Association Annual Convention, 2020.

Chair, Voicing Positivity: A Discussion of Positive Communication in Diverse Contexts, Interpersonal Communication Division, International Communication Association Annual Convention, 2018.

Respondent, Using Instructional Communication to Enhance Student Centered Approaches and Outcomes, Instructional Development Division, National Communication Association, 2016.

Respondent, Scholar to Scholar: Business Organizations, Training, and Communication Education in the Public Sphere, Basic Course Division, National Communication Association, 2014.

Chair, Top Papers Panel, Basic Course Division, National Communication Association, 2013.

Chair and Organizer, Basic Course Workshop and G.I.F.T.S. Session, Virginia Association of Communication Arts and Sciences (VACAS) Annual Convention, 2013.

Respondent, Competitive Paper Panel, Basic Course Division, National Communication Association, 2010.

Respondent, Building Bridges in the Classroom: The Role of Leadership, Culture, and Discussion, Instructional Development Division, National Communication Association, 2010.

Chair, Philosophies on the Academy and Instructional Processes, Instructional Development Division, National Communication Association, 2007.

Chair, Top Papers in the Basic Course Division, National Communication Association, 2006

***Other Research Presentations***

**Broeckelman-Post, M**. (2008, May). Two Years Later: What We Can Learn from the Third Academic Integrity Survey at OU. Project presented at COMSubstantiality: A Celebration of Scholarly and Creative Excellence, School of Communication Studies, Athens, OH.

**Broeckelman, M**. (2007, May).[Ohio University Academic Integrity Revisited: A One-Year Follow-Up](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\2007%20grad%20fair%20poster.ppt), Poster presented at the Ohio University Graduate Research Fair, Athens, OH. **First place award.**

**Broeckelman, M.**, & Pollock, T. (2006, May).[An Honest Look at Academic Dishonesty at Ohio University](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\poster%20for%20grad%20fair.ppt). Poster presented at the Ohio University Graduate Research Fair, Athens, OH.

**COURSES TAUGHT**

**George Mason University**

COMM 100: Public Speaking

COMM 100DL: Public Speaking (online)

COMM 101: Interpersonal and Group Communication

COMM 101: Fundamentals of Communication (updated title and curriculum)

COMM 101DL: Fundamentals of Communication (online)

COMM 400: Research Methods in Communication

COMM 653: Graduate Seminar in Instructional Communication

COMM 750: Research Methods II

**California State University, Los Angeles**

COMM 150: Oral Communication

COMM 151: Speech Proficiency Exam (volunteered with Dr. Kevin Baaske)

COMM 300: Applied Writing in Communication Studies

COMM 440: Relational Communication

COMM 450: Communication Theory

COMM 487: Quantitative Methods in Communication

COMM 491: Independent Directed Study

COMS 502: Research Methods in Communication (mixed methods, in previous graduate curriculum)

COMS 502: Quantitative Research Methods in Communication (in revised graduate curriculum)

COMS 550: Communication Theory

COMS 591: Instructional Theories in Communication

COMS 598: Graduate Directed Study

HNRS 110: Communication in the City of Angels

**Ohio University**

COMS 103: Introduction to Public Speaking

COMS 301: Empirical Research Methods in Communication

COMS 304: Interviewing

COMS 342: Communication and Persuasion

COMS 405: Meeting and Conference Planning

COMS 470/570: Effective Classroom Communication (co-taught with Dr. Elizabeth Graham)

ET 501: Seminar on Teaching Engineering and Technology (co-taught with Dr. David Matolak)

**Kansas State University**

[DAS 110: Intro to the Arts and Sciences Honors Program](file:///C:\Users\mbroecke\Dropbox\CSULA\RTP%20stuff\OU%20program%20stuff\website\teaching\DAS_110.pdf)

[SPCH 106: Public Speaking I](file:///C:\Users\mbroecke\Dropbox\CSULA\RTP%20stuff\OU%20program%20stuff\website\teaching\SPCH_106.pdf)

**ADVISEMENT**

**Ph.D. Dissertation Chair**

* Nate Brophy, *Measuring Basic Psychological Need Fulfilment in Higher Education: An Investigation of Bifactor Exploratory Structural Equation Modeling in In-Person and Online Sections of an Introductory Communication Course.* Dissertation completed July 2023.
* Samantha (Tuckerman) Munson, *Environmentalist Identity: A Mixed Methods Study*. Dissertation competed May 2023.
* Aayushi Hingle Collier, *What Makes International Students Strong: An Exploration of International Student Narratives about the link between Social Support, Basic Psychological Needs and Resilience.* Dissertation completed April 2023.
* Briana Stewart, *Opening the Gate: A Qualitative Analysis of National Communication Association Journal Editor Gatekeeping Practices*. Dissertation completed April 2023.
* Wendy Riemann, *Thank You, Next: Why People Break Marriage Engagements and the Helpful, Unhelpful, and Mixed Social Support They Receive Afterward.* Dissertation completed May 2022.
* Karin Nordin, *Growing a Growth Mindset in the Introductory Communication Course: Design, Pilot Testing, and Implementation of a Communication Mindset Intervention.* Dissertation completed March 2021.

**Ph.D. Advisor (not yet to dissertation phase)**

* Melanie Balog

**Ph.D. Committee:**

* Ian Hopkins (dissertation in progress)
* Andie Malterud. *Exploring Source Credibility and Message Theme Impacts: Developing E-Cigarette Health Message for College Students.* Dissertation completed July 2021.
* Shaelyn Patzer (Comprehensive Exams committee only)
* Rachael Lussos. *Rhetorics of Quantification in the Context of Chronic Pain.* Dissertation completed April 2019.
* Kristin Timm (Comprehensive Exams committee only)
* Jacqueline Heller (Higher Education, completed Portfolio Defense #2)
* Heather Riddell. *Crisis Communication on Social Media: A Comparison of User-Generated Messages to Traditional Media and Organizational Framing.* Dissertation completed August 2018.
* Brenda MacArthur. *Communication beyond the Clinical Interaction: Delivering Comprehensive Healthcare to Patients with Intellectual Disabilities.* Dissertation completed May 2017.

**Master’s Thesis Chair:**

* George Kueppers. *Student Perceptions of L2 Instructors: How Foreign Accent and Cultural Education Affect Student Learning and Perceived Instructor Credibility.* Thesis completed May 2017.
* Melissa Tindage: *The Effect of Goal Orientation and Educational Sequence on Communication within the Classroom.* Thesis completed June 2013.
* Priscilla Segura. *Clickers in Basic Level Courses.* Thesis completed June 2013.
* Sarah Black. *Interpersonal and Organizational Communication Factors Influencing, Predicting, and Facilitating Student Success at Cal State LA.* Thesis completed June 2012.
* Jittaporn “Tara” Suwinyattichaiporn. *The Effects of a Public Speaking Course on Communication Apprehension, Self-Perceived Communication Competence, and Willingness to Communicate on Native and Non-Native English Speakers.* Thesis completed June 2012.
* Mylen Yamamoto. *Using YouTube to Facilitate On Time Graduation in Academic Advising.* Thesis completed December 2011.
* Desiree Curiel. *Surveying Students Regarding Disability Awareness: Investigating a Correlation between Attitudes and Knowledge.* Thesis completed August 2011.

**Master’s Thesis Committee:**

* Sam Hopkins, *Teaching Diversity and Communication: A Phenomenological Study*. Thesis completed May 2014.
* Jazmin Lemus. *I’m Just a Girl, What’s My Destiny? Male Dominance in the Organizational Culture of the Music Industry.* Thesis completed August 2013.
* Kelly Opdycke. *Comic Journalism: Why the Ironic Style of The Daily Show 2012 Presidential Election Coverage is Much More than “Fake” News.* Thesis completed June 2013.
* Ani Abcarians. *An Empirical Investigation of the Antecedents of Communication Satisfaction in Romantic Relationships among Armenian-Americans.* Thesis completed June 2012.

**Master’s Project Committee (2nd reader):**

* Melissa Urbansky, *Communicating with Intentional Leadership: A Formative Study on the Eight Essential Questions Leaders Ask*. Completed December 2021.
* Sarah Pangle, *Designing a Hybrid Public Speaking Course*. Completed August 2018.
* Dan Piper, *The Role of Communication Satisfaction in Organizational Support Theory*. Completed December 2017.

**Independent Studies:**

* Aayushi Hingle, International Students and Instructional Communication, Spring 2022
* Nate Brophy, Instructional Communication, Fall 2020
* Allister Nelson, Instructional Communication, Summer 2017
* Angelica Gonzalez, Basic Course Administration, Spring 2013
* Rensi Ke, teaching Communication Theory online for Chinese students, Fall 2012
* Ruth Tefsamichael, readings in Interpersonal Communication, Spring 2012

**Directed Readings:**

* COMM 696: Directed Readings: Critical Pedagogy and Perspectives on Learning, Summer 2021  
  GMU students: Alexandra Stormer, Melissa Urbansky
* COMM 696: Directed Readings: Critical Pedagogy and Perspectives on Learning, Spring 2021  
  GMU students: Aayushi Hingle, Briana Stewart, Sammi Munson, Marta Perez Drake  
  University of Maryland collaborators: Lindsey Anderson, Drew Ashby-King, Victoria McDermott
* COMM 696: Directed Readings in Foundations of Communication, Summer 2020   
  Students: Melanie Balog and Kimberly Alleyne

**MEDIA ATTENTION**

Brown, S. (2022, November 8). New lab gives students access to best practices for writing, communication. Available at <https://www.gmu.edu/news/2022-11/new-lab-gives-students-access-best-practices-writing-communication>

College of Humanities and Social Sciences. (2022, Fall). Creating communication all-stars. *Horizon*. P. 26-27. Available at <https://chss.gmu.edu/articles/18164>

Pauly, M. (2022, October 14). Some Virginia universities stick to alternative grading system following pandemic. *VPM News.* Available at <https://vpm.org/news/articles/36533/some-virginia-universities-stick-to-alternative-grading-system-following>

Williams, P. (2022, June 9). Broeckelman-Post re-elected Faculty Senate Chair. Available at <https://www.gmu.edu/news/2022-06/broeckelman-post-re-elected-faculty-senate-chair>

College of Humanities and Social Sciences. (2021, Summer). New books from the CHSS community. *Horizon.* p. 12. Available at <https://chss.gmu.edu/articles/16280>

Hébert, M. G. (2021, July 7). Campus communication centers can ease students’ public speaking anxiety. *Communication Currents.* Available at <https://www.natcom.org/communication-currents/campus-communication-centers-can-ease-students-public-speaking-anxiety>

George Mason University (2021, May 1). Six honored with Presidential Medals for Faculty Excellence. Available at <https://www2.gmu.edu/news/2021-05/six-honored-presidential-medals-faculty-excellence>

Williams, P. (2021, April 28). Melissa Broeckelman-Post elected Faculty Senate Chair. Available at <https://www2.gmu.edu/news/2021-04/melissa-broeckelman-post-elected-faculty-senate-chair>

*Five Tips for Success in Virtual Classes.* (2020, March 20). Available at <https://youtu.be/wt3niXspJZA>

Peltz-Steele, R. (2019, November 20). Teaching and learning speech and advocacy: Is online as good? *The Savory Tort.* Available at <http://www.thesavorytort.com/2019/11/teaching-and-learning-speech-and.html>

George Mason University Department of English. (2019, Fall). Laboratory for scholarly and civic communication. *English Matters.* Available at

<https://d101vc9winf8ln.cloudfront.net/documents/32504/original/19-146_EnglishMatters_Fall19-3B.pdf?1567605055>

Gillooly, E. (2019, June 19). 4-VA at Mason collaborative research grants awarded. *The George.* Available at <https://www2.gmu.edu/news/577921>.

Carr, F. (2019, June). Faculty team awarded 4-VA grant to support new approaches to learning communication skills. Available at <https://chss.gmu.edu/articles/13392>.

Gillooly, E. (2019, June). Increasing enrollment + reduced teaching space + new course structure: A 4-VA study reaps rewards. Available at <https://4va.gmu.edu/the-story-of-increasing-enrollment-resulting-in-new-instructors-reductions-in-teaching-space-and-revisions-in-course-structure-or-how-a-critical-analysis-of-a-mason-core-course-created-and-confir/?fbclid=IwAR26VUnJatKcNW_FdBqnCQsWFlKlHSdlslnZNdBml32_Sl4NMufm2_zFEgM>

Guest on *Teaching Matters,* a podcast series by WOUB Public Media (2017, March 28). Episode 13. Available at <http://woub.org/tag/teaching-matters/>, <https://itunes.apple.com/us/podcast/teaching-matters/id1182990400>, and Google Play

Reynolds, A. (2017, February 10). A communication program that is anything but ‘basic.’ Available at <http://communication.gmu.edu/articles/10394>

Office of Distance Education. (2016, May 2). Speaking to the needs of various learners. Available at <https://masononline.gmu.edu/story89/>

Byerly, K. (2014, February 3). New communication pilot course redesigns public speaking. *Fourth Estate.* Available at <http://communication.gmu.edu/articles/6470>

Mimikos, C. J. (2013, May 6). Mason welcomes Melissa Broeckelman-Post. *Fairfax City Patch.* Available at <http://patch.com/virginia/fairfaxcity/bp--mason-welcomes-melissa-broeckelman-post>

**GUEST PRESENTATIONS**

*Communicating Yourself and Your Program to the Public,* five hour workshop presentation with Paul Allvin and Mark Rozell for the *Leadership Legacy Program* at Mason, 21 April 2023.

*Making Sense of Mason—Resources, People, & Initiatives to Know Beyond CHSS,* one hour panel discussion with Milagros Rivera and Shekila Melchior for the CHSS Diversity Network, 31 March 2023.

*Setting the Stage for Memorable Classroom Moments,* one hour workshop presentation with Kristina Ruiz-Mesa at Top Hat’s *Engage* Conference, 4 November 2022.

*Inclusive Communication Principles for Today’s Classroom,* one hour webinar with Kristina Ruiz-Mesa for Top Hat’s Dynamic Courseware Webinar Series, with Kristina Ruiz-Mesa, 6 April 2022.

*Crafting Inclusive Classrooms through Representation, Dialogue, and Communication,* one hour keynote presentation with Kristina Ruiz-Mesa at Top Hat’s *Engage* Conference, 5 February 2022.

*Rethinking Textbook Authoring Presentation and Panel Discussion*, one hour breakout session with Lisa Peterson, Donna Battista, and Derek Weber at Top Hat’s *Engage* Conference, 5 February 2022.

*Polishing Your Presentation Skills,* two hour webinar for the Association of Government Accountants, 9 May 2018.

*Basic Public Speaking Skills,* Invited Workshop for the Fenwick Library SP@RC lab. George Mason University, Fairfax, VA, 24 October 2017, 28 November 2017, 7 February 2018, 28 March 2018, and 18 April 2018.

*The State of the Basic Course: Responsibilities and Opportunities*, Invited Presentation, Department of Communication Arts and Sciences, Metro State University, Denver, CO, 20 October 2017.

*Intercultural Communication*, Invited Presentation, Jinan University, Guangzhou, China, 13 July 2017.

*Presentation Skills for your TEDx Talk,* Invited Workshop for the Fall 2016 TEDx Mason Salon to help students prepare their presentations. George Mason University, Fairfax, VA, 5 November 2016.

*Assessing Communication Outcomes*, Invited Presentation for HE 605: Learning Assessment, Higher Education, George Mason University, Fairfax, VA, 1 November 2016.

*The Faculty Job Search Process,* Invited Presentation with Dr. Kevin Wright and Dr. Jennifer Keohane, Communication Graduate Student Association, George Mason University, Fairfax, VA, 31 August 2016.

*Assessing Processes and Outcomes in the Basic Course,* Invited Presentation for the Communication Research Colloquium sponsored by the Department of Communication Studies and the A.Q. Miller School of Journalism & Mass Communication, Kansas State University, Manhattan, KS, 10 February 2016.

*Program Assessment,* Invited presentation with Stephanie Hazel for ENGH 821: Writing Program Design and Administration. Department of English, George Mason University, Fairfax, VA, 28 October 2015.

*Preparing for Your Oral Presentation,* Invited Presentation to help prepare undergraduate students for the CHSS Undergraduate Research Symposium, College of Humanities and Social Sciences, George Mason University, Fairfax, VA, 22 April 2015.

*Communicating Your Research,* Invited Presentation with Dr. Emily Vraga, PROV 601: Thriving in Your Graduate Program: Fostering Graduate Student Success, Center for Teaching and Faculty Excellence, George Mason University, Fairfax, VA, 3 April 2015.

*Research and the Basic Course,* Invited Presentation, Communication Department, George Mason University, Fairfax, VA, 25 February 2015.

*Writing Assignment Design,* Invited Presentation with Dr. Michelle LaFrance and Dr. Laura Lukes, Writing Across the Curriculum and Center for Teaching and Faculty Excellence, George Mason University, Fairfax, VA, 5 December 2014.

*The Faculty Job Search Process,* Invited Presentation with Dr. Emily Vraga and Dr. Chris Clarke, Communication Graduate Student Association, George Mason University, Fairfax, VA, 4 November 2014.

*Using Communication to Maximize Learning,* Invited Presentation, Discipline-Based Research Group, College of Science, George Mason University, 20 October 2014.

*Building Communication Skills for Tomorrow’s Leaders*, Invited Presentation with Dr. Katherine Rowan, Thomas Jefferson High School, Alexandria, VA, 25 August 2014.

*How to Write a Literature Review,* Graduate Student Success Colloquium Series event co-led with Dr. Daniel “Rob” DeChaine, Department of Communication Studies, California State University, Los Angeles, 29 April 2013.

*Graduate Student Professional Development*, Graduate Studies Faculty Learning Community Sponsored by the Center for Effective Teaching and Learning, California State University, Los Angeles, 26 April 2013.

*Teaching as Engaged Performance*, New Faculty Orientation, California State University, Los Angeles, 11 September 2012.

*Teaching Large Lectures, Part I.* Center for Effective Teaching and Learning, California State University, Los Angeles, 24 January 2012.

*What is the link between teaching and technology?* Fall Faculty Day, California State University, Los Angeles, 19 September 2011.

*Tools for Future Assessment*, Educational Effectiveness Council, California State University, Los Angeles, 20 April 2011.

*Building a TA Program*, College of Arts and Letters, California State University, Los Angeles, 18 April 2011.

*Academic Integrity: We’re All Responsible*, Faculty Development Center, California State University, Los Angeles, 3 June 2010.

*Getting Done: Graduate Students Discuss Writing the Thesis/Dissertation*. Invited panel coordinated by the Center for Writing Excellence, Ohio University, 30 October 2008.

*NCA power hour: Dressing for success at conferences,* Professional Development Seminar for GradCo, 2 November 2007.

*Using Survey Gold*, Professional Development Seminar for GradCo, 27 October 2006.

[*Where We are at Now: Contextualizing Academic Honesty,* Ohio University Day of Discourse](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\Day%20of%20Discourse%20presentation.ppt), 28 September 2006.

*Using Peer Workshops in COMS 103*, COMS 700A: Professional Seminar Class, 22 September 2006.

[*Creating a Culture of Academic Integrity*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\OGC%20presentation%2008-11-06.ppt), Ohio Graduate Council, 11 August 2006

[*Creating a Culture of Academic Integrity*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\Student%20Honor%20Council%20presentation%2007-28-06.ppt), Russ College Student Academic Honor Council, 28 July 2006

[*An Honest Look at Academic Dishonesty at Ohio University*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\GSS%20presentation.ppt), Ohio University Graduate Student Senate, 15 May 2006

[*An Honest Look at Academic Dishonesty at Ohio University*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\student%20senate%20presentation.ppt), Ohio University Student Senate, 26 April 2006

*An Honest Look at Academic Dishonesty at Ohio University*, Undergraduate Priorities Committee, 14 April 2006

[*An Honest Look at Academic Dishonesty at Ohio University*](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\Inst%20Media%20presentation.ppt), Instructional Technology Club, 13 April 2006

[*An Honest Look at Academic Dishonesty at Ohio University*, for Provost and selected Ohio University administrators](file:///C:\Users\mbroecke\Dropbox\RTP%20stuff\OU%20program%20stuff\website\presentations\admin%20presentation.ppt), 28 March 2006

*The People Speak Campus and Community Forums*, Kansas State University, 2004

**PROFESSIONAL SERVICE**

*Basic Course Director’s Conference* planning team for March 2021 mini-retreat and June 2021 mini-conference, Spring 2021.

I was part of a large team (9-12 per meeting) of Basic Course Directors who planned an online mini-retreat to have a national discussion about the future of the Basic Course Director’s Conference, including how to develop a process for establishing a leadership/advisory team, ways to make the conference more inclusive and accessible, and planning for future conferences and/or workshops.

*Co-Chair, Measuring College Learning Project for the Social Science Research Council*, 2017-Fall 2019.  
I was one of seven communication scholars nationwide invited to work with Dr. Richard Arum and the SSRC team as well as National Communication Association staff to establish the core concepts, essential competencies, essential learning outcomes, and enabling objectives for public speaking in order to develop the next generation of assessments for introductory-level communication courses.

*NCA Planning Committee*, 2018 National Communication Association Annual Convention to be held in Salt Lake City, Utah. I was responsible for planning the Scholar to Scholar programming for the convention and served as chair of all Scholar to Scholar sessions.

*Dean’s Advisory Council*, Ohio University Scripps College of Communication, 2016-2021.

I am one of approximately 25 alumni invited to serve on the DAC. All members are responsible for attending two annual meetings, providing feedback and discussion on reports from the Dean, advising the college on strategy and student preparation, and engaging with students and alumni.

*Host of the national Basic Course Directors Conference*, Chantilly, VA, March 2016. Co-hosted with Dr. Andrew Wolvin and Dr. Lindsey Anderson from the University of Maryland. As co-hosts, we were responsible for all aspects of planning and managing the conference, including site selection, budgeting, advertising, managing registrations, planning the conference program, coordinating speakers, coordinating accommodations and menus, and planning special events.

*Working Group to Revise the Basic Course and General Education Portion of the National Communication Association website*, Summer 2015

I was one of four people selected to completely rebuild the Basic Course and General Education Portion of the National Communication Association website, which is available online at http://www.natcom.org/teachingandlearning/basiccourse/. This website shares best practices for building and sustaining Basic Communication Course programs, including resources for developing a program, training instructors, assessing outcomes, finding research, and much more, and is an important resource for Basic Course Directors, Department Chairs, and Communication Departments across the United States.

*Basic Course Division Task Force on the Future of the* *Basic Communication Course Annual*, 2014

I was one of five people appointed to serve on this task force. Because the previous publisher did not index articles in readily available library databases, we were charged with identifying potential new publishing partners, and the journal now has a new home at the University of Dayton ecommons, <http://ecommons.udayton.edu/bcca>, and will soon be indexed in library databases.

*Host of the Eastern Basic Course Director and Instructor Workshop*, Chantilly, VA, September 2014. Co-hosted with Dr. Cheri Simonds, Illinois State University. My responsibilities included making all local arrangements (including hotel, food, and entertainment) and managing all aspects of registration, advertising, and budgeting.

Consulting Editor, Forum Section, *Communication Education,* 2021-2023.

Editorial Review Board, *Communication Education,* 2014-2020.

Editorial Review Board, *Basic Communication Course Annual*, 2010-present.

Editorial Review Board, *Communication Teacher,* 2010-2019.

Editorial Review Board, *Journal of Communication Pedagogy,* 2017-present

Editorial Review Board, *Texas Speech Communication Journal*, 2018-2020

Editorial Review Board, *Western Journal of Communication*, 2013-2017

Ad hoc reviewer for the following journals:

* *Communication Center Journal*
* *Communication Quarterly*
* *Western Journal of Communication*
* *Journal of Academic Ethics*
* *American Biology Teacher*
* *Journal of Media Literacy Education*
* *Journalism and Mass Communication Educator*

Chair, Basic Course Division, National Communication Association, 2012. Elected to sequence of executive officer terms beginning in 2009.

Virginia Association of Communication Arts and Sciences (VACAS)

* Communication Education Division Chair, 2013-2014
* Communication Education Division Co-Chair, 2017-2019

Pearson and Nelson Outstanding New Teacher Award Committee, Central States Communication Association, 2019.

Cooper Award Selection Committee, Central States Communication Association, 2011.

Reviewer, Basic Course Division of the National Communication Association, 2006, 2007, 2008, 2010, 2012, 2013, 2014, 2015, 2016, 2018, 2019, 2020, 2021, 2022

Reviewer, Instructional Development Division of the National Communication Association, 2007, 2008, 2010, 2014, 2015, 2016, 2019

Reviewer, G.I.F.T.S. papers for the National Communication Association Annual Convention, 2021

Reviewer, G.I.F.T.S. papers for the Central States Communication Association Annual Convention, 2011

Session Chair at the CSU Symposium on University, 2010

Reviewer, Institute of Electrical and Electronics Engineers, Inc. (IEEE) Sarnoff Symposium, 2007

Reviewer, Basic Course Division of the Central States Communication Association, 2007, 2016, 2017

**UNIVERSITY SERVICE**

***George Mason University***

Faculty Senate, 2014-present

* President, 2021-2024
* Chair Pro Tempore, 2020-2021
* Executive Committee, May 2018-present
* Sergeant-at-Arms, Fall 2017-Spring 2018

Committees on which I serve as part of my Faculty Senate Chair Responsibilities:

1. Academic Council
2. Anti-Racism and Inclusive Excellence Implementation Team
3. George Mason University Board of Visitors (non-voting member)
4. Emergency Management Executive Committee (completed Nov. 2021)
5. Emergency Operations Group (completed Aug. 2022)
6. Faculty Activity and Collaboration Tools (FACTs) Executive Team
7. Faculty Senate of Virginia
8. Gift Acceptance Committee
9. Instructional Continuity Working Group
10. Just Society Foundation Task Force (completed April 2022)
11. Mason Academic Assessment Council
12. Mason Continuity and Coordination Team (completed Aug. 2022)
13. Mason Sustainability Council (completed Oct. 2021)
14. Master Plan Steering Committee (completed Oct. 2021)
15. President’s Council
16. Provost Extension Committee (completed Nov. 2021)
17. SACS-COC Reaffirmation Committee (completed Fall 2022)
18. Strategic Planning Steering Committee (completed Spring 2022)
19. Task Force on Reimaging Faculty Roles and Rewards (co-chair. completed Fall 2022)
20. Faculty Annual Evaluation Working Group (executive co-sponsor, 2022-2023)
21. 50th Anniversary Committee (completed Nov. 2021)

Academic Integrity Task Force, Spring 2023

Presidential Awards Committee, Spring 2022

Mason Core Assessment Council, 2022-present

Mason Core Committee, 2013-2021

* Co-chair, Fall 2017-2021
* Just Society working group, 2021-2022

Nominations Committee, May 2018-2021

* Chair, May 2018-2021

Anti-Racism and Inclusive Excellence Curriculum and Pedagogy Subcommittee, Fall 2020-Spring 2021

Course Clusters Planning Team, 2021-2022

ADVANCE Advisory Committee, 2019-2020.

Stearns Center Coordinating Circle, Spring 2018-2020.

Faculty Interests Working Group (Online University Expansion Working Group #6), Fall 2019-Spring 2020.

Multilingual Academic Support Committee, Spring 2017-Spring 2019.

* Assessment Subcommittee

Diversity, Inclusion, and Well-Being Working Group, 2018-2019.

Three Minute Thesis (3MT) judge, 2018, 2020, 2022

Search Committees

* Search Committee member, Vice President of Human Relations search, Summer-Fall 2023
* Chair, Stearns Center Educational Developer search, Spring 2019

Academic Policies Committee, Fall 2017-Spring 2018

Effective Teaching Committee, Fall 2016.

MasonReads Book Selection Committee, Spring 2016.

Support for Multilingual Students Working Group, Spring 2015.

Selected Participant, Faculty Learning Community on the Core Engagement Series on Well-Being, Fall 2015.

Selected Participant, Leadership Legacy, 2014-2015.

Facilitator, Faculty Writing Academy, May 2014, January 2015, May 2015.

Facilitator, Faculty Write-Ins, Fall 2014, Fall 2015, Spring 2017, Spring 2018.

***California State University, Los Angeles***

Chair, Center for Effective Teaching and Learning (CETL) Advisory Board, January 2012-June 2013

Educational Effectiveness and Assessment Council, Spring 2011-present. Co-Chair, Fall 2011-Spring 2013

Reviewed and provided feedback on half of the campus’s Annual Program Assessment Reports, Fall 2012.

Selected Participant, General Education Faculty Learning Community, 2012

Fall Faculty Day Planning Committee, 2012.

Alternate, Academic Information Resources Subcommittee, served in Spring 2012

Writing Proficiency Exam Grader, Winter 2011, Winter 2012.

Ad Hoc Transition to Higher Education Committee, Spring 2011.

Drug and Alcohol Awareness Committee, 2010-2013.

* Planning Committee, CSU Alcohol and Other Drugs Education Conference for Institutions of Higher Learning, April 14-15, 2011.

Alternate on the General Education Subcommittee of the Academic Senate, 2010-2013.

Faculty Collegiality work group, Spring 2010.

***Ohio University***

Ohio University Academic Integrity Committee, 2006-2007

Interviewed finalists for the Director of University Judiciaries, Fall 2007

Ad Hoc Committee on Academic Dishonesty, Spring 2006

McNair Scholars Program, 2006

Worked with undergraduate student on SPSS analysis of data for a research project that he and his advisor were conducting at OU-Chillicothe

**COLLEGE AND DEPARTMENT SERVICE**

***College of Humanities and Social Sciences, George Mason University***

Faculty Senator for CHSS, 2014-present. (see university service for more details)

Conflict of Commitment and CHSS Procedures Working Group, May 2023-present.

***Department of Communication, George Mason University***

Advisory Committee, 2018-present.

Annual Review Revision ad hoc committee, Spring 2022.

Teaching Effectiveness Committee, 2013-present.

Graduate Committee, 2013-present.

* Supplemental Research Support Awards Sub-Committee, 2020-present

Ph.D. Admissions Committee, 2013-present.

Assessment Committee, 2014-present.

Promotion and Tenure Committee, Fall 2018-present.

Search Committees

* Chair, Basic Course Coordinator search, Spring 2018
* Chair, Basic Course Faculty Mentor search, Summer 2022
* Search Committee Member, Department Chair search, 2022-2023

Basic Course Test-Out Committee (chair), Spring 2022-Fall 2022

Annual Review Committee, 2018, 2019.

Undergraduate Curriculum Committee, 2013-2014.

***College of Arts and Letters, California State University, Los Angeles***

Instructional Student Affairs Committee, 2010-present. Chair, 2011-2013.

***Department of Communication Studies, California State University, Los Angeles***

Completed department’s Self-Study Assessment Report for University WASC Accreditation purposes

Curriculum Committee, Chair, 2009-2013.

Graduate Committee, Chair, 2009-2013.

* Planned Graduate Colloquium Series for 2011-2012 and 2012-2013.

Faculty Affairs Committee, 2010-2013.

Fiscal Affairs Committee, 2010-2013.

Student Affairs Committee (alternate), 2010-present, served in Fall 2011.

Hollywood Foreign Press Association Fellowship review and selection committee, 2010, 2011, 2012.

Ad Hoc Committee to Draft Faculty Collegiality Statement, Fall 2010.

Coauthored Annual Report on Program Improvement with Dr. David Olsen, 2011, 2012.

***School of Communication Studies, Ohio University***

Peer mentor for new graduate student, 2008-2009.

Boase Award Selection Committee, 2008.

COMS 206: Interpersonal Communication Textbook Review Committee, 2008.

COMS 103 Public Speaking Contest, 2006, 2007.

Communication Graduate Student Association Vice President, 2006-2007.

COMS 103: Public Speaking Textbook Review Committee Member, 2006.

**PROFESSIONAL ASSOCIATIONS**

National Communication Association

Eastern States Communication Association

Central States Communication Association