

# PROMOTION REPORT - INDIVIDUAL

(October 26, 2011 - October 22, 2015)

**Candidate for promotion to: Full Professor**

**Submission date of last successful promotion: Fall 2011**

## I. GENERAL INFORMATION

<b>Faculty Name:</b> Tony Docan-Morgan	<b>Department:</b> Communication Studies
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### Education

Ph.D., University of Washington, Communication. (2008).

M.A., University of New Mexico, Communication. (2004).

B.A., California State University, Northridge, Communication Studies. (2002).

## II. NARRATIVES

### A. Combined Teaching, Scholarship, and Service Narrative

[Download File \(tdocan/promotion/Narrative-Tony Docan-Morgan.pdf\)](#)

## III. MAJOR ACCOMPLISHMENTS & IMPACT

- A. Creation and directorship of the Public Speaking Center**, a premier student success resource at UW-L, with over 2,000 student visits to-date, documented student learning gains, and positive internal and external evaluation.
- B. Leadership in curriculum development**, including the creation and revision of courses, quality assessment, and directorship of CST 110; has increased and improved learning opportunities for students and professional development for instructors.
- C. Demonstrated excellence in teaching** via peer observation and student evaluation, ensuring that students are becoming effective, ethical communicators.
- D. Mature and continuing body of scholarship**, which has advanced knowledge and practice in the fields of interpersonal and nonverbal communication and pedagogy, and has received positive external evaluation. Includes a total of 30 quality scholarly publications, 12 of which were published as an associate professor.
- E. Leadership in university service**, including chairing the Committee on Academic Policies and Standards and advancing student success initiatives; colleague evaluations attest to my ethic of care, organization, collaboration, and quality results.
- F. Continued university advocacy in promoting effective communication**, including the creation and delivery of 33 service workshops on public speaking skills, documented student learning gains, and positive colleague evaluations. A total of 721 students have benefitted from these workshops.
- G. Significant contributions to disciplinary service** as journal and panel reviewer, awards committee member, and conference presenter for the Communication Centers discipline, including positive external evaluation.

## IV. TEACHING

### A. Teaching Schedule

#### Fall 2015

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 333-411	Lying & Deception in Human Interaction	No	No	20	3	On-Line
CST - Communication Studies 392-1	Public Speaking Center Practicum	No	No	5	1	Classroom / Field Experience

[Download File \(tdocan/schteach/MANUAL-2015-Fall-1.pdf\)](http://tdocan/schteach/MANUAL-2015-Fall-1.pdf)

CST - Communication Studies 392-2	Public Speaking Center Practicum	No	No	4	2	Classroom / Field Experience
CST - Communication Studies 392-3	Public Speaking Center Practicum	No	No	1	3	Classroom / Field Experience

#### Summer 2015

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 333-411	Lying & Deception in Human Interaction	No	No	19	3	On-Line

#### Spring 2015

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CEI - Cooperative Education and Internships 450-6	Cooperative Education Internship	No	No	1	3	Field Experience
CST - Communication Studies 392-1	Public Speaking Center Practicum	No	No	2	1	Classroom / Field Experience
CST - Communication Studies 392-2	Public Speaking Center Practicum	No	No	3	2	Classroom / Field Experience
CST - Communication Studies 392-3	Public Speaking Center Practicum	No	No	6	3	Classroom / Field Experience

#### Fall 2014

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 110-10	Communicating Effectively	No	No	23	3	Classroom

[Download File \(tdocan/schteach/CST 110-SYLLABUS-Fall 2014-1.docx\)](http://tdocan/schteach/CST_110-SYLLABUS-Fall_2014-1.docx)

CST - Communication Studies 110-30	Communicating Effectively	No	No	23	3	Classroom
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CST - Communication Studies 391-4	Practical Applications in CST	No	No	1	3	Classroom / Field Experience
CST - Communication Studies 392-1	Public Speaking Center Practicum	Yes	No	4	1	Classroom / Field Experience
CST - Communication Studies 392-2	Public Speaking Center Practicum	Yes	No	1	2	Classroom / Field Experience
CST - Communication Studies 392-3	Public Speaking Center Practicum	Yes	No	5	3	Classroom / Field Experience

### Summer 2014

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 333-411	Lying & Deception in Human Interaction	No	No	21	3	On-Line
CST - Communication Studies 391-101	Practical Applications in CST	No	No	1	3	Field Experience

### Spring 2014

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 190-01	Introduction to Communication Studies	No	No	55	3	Classroom

[Download File \(tdocan/schteach/CST 190 - Syllabus - 2014 - Spring-1.doc\)](#)

CST - Communication Studies 190-02	Introduction to Communication Studies	No	No	50	3	Classroom
CST - Communication Studies 330-01	Nonverbal Communication	No	No	24	3	Hybrid

[Download File \(tdocan/schteach/CST 330 - Syllabus - 2014- Spring-1.docx\)](#)

CST - Communication Studies 391-03	Practical Applications in CST	No	No	1	2	Classroom / Field Experience
CST - Communication Studies 391-04	Practical Applications in CST	No	No	2	3	Classroom / Field Experience
CST - Communication Studies 391-06	Practical Applications in CST	No	No	1	1	Classroom / Field Experience
CST - Communication Studies 399-01	Independent Study in CST	No	No	1	1	Independent Study

### Fall 2013

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication	Introduction to Communication Studies	No	No	64	3	Classroom

Studies 190-01						
CST - Communication Studies 190-02	Introduction to Communication Studies	No	No	60	3	Classroom
CST - Communication Studies 333-411	Lying & Deception in Human Interaction	No	No	21	3	On-Line

[Download File \(tdocan/schteach/CST 333 - Syllabus 2013-Fall-1.docx\)](#)

CST - Communication Studies 333-412	Lying & Deception in Human Interaction	No	No	18	3	On-Line
CST - Communication Studies 391-01	Practical Applications in CST	No	No	2	3	Classroom / Field Experience
CST - Communication Studies 391-02	Practical Applications in CST	No	No	2	1	Classroom / Field Experience
CST - Communication Studies 391-04	Practical Applications in CST	No	No	1	2	Classroom / Field Experience

### Summer 2013

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 333-421	Lying & Deception in Human Interaction	No	No	24	3	On-Line
CST - Communication Studies 391-101	Practical Applications in CST	No	No	1	3	Field Experience

### Spring 2013

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 190-01	Introduction to Communication Studies	No	No	61	3	Classroom
CST - Communication Studies 190-02	Introduction to Communication Studies	No	No	59	3	Classroom
CST - Communication Studies 330-01	Nonverbal Communication	No	Yes	21	3	Hybrid
CST - Communication Studies 330-02	Nonverbal Communication	No	Yes	22	3	Hybrid
CST - Communication Studies 391-3	Practical Applications in CST	No	No	2	2	Classroom / Field Experience

### Fall 2012

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST -	Introduction to	Yes	No	61	3	Classroom

Communication Studies 190-1	Communication Studies					
CST - Communication Studies 190-2	Introduction to Communication Studies	Yes	No	60	3	Classroom
CST - Communication Studies 333-411	Lying & Deception in Human Interaction	No	No	17	3	On-Line
CST - Communication Studies 333-412	Lying & Deception in Human Interaction	No	No	16	3	On-Line
CST - Communication Studies 391-2	Practical Applications in CST	Yes	No	1	3	Classroom / Field Experience

### Summer 2012

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 450-101	Internship in CST	No	No	2	6	Field Experience

### Spring 2012

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 301-01	Theories of Communication	No	No	28	3	Classroom

[Download File \(tdocan/schteach/CST 301 - Syllabus - 2012 - Spring-1.pdf\)](#)

CST - Communication Studies 301-02	Theories of Communication	No	No	26	3	Classroom
CST - Communication Studies 330-01	Nonverbal Communication	No	No	24	3	Classroom
CST - Communication Studies 330-02	Nonverbal Communication	No	No	24	3	Classroom
CST - Communication Studies 391-04	Practical Applications in CST	No	No	1	2	Field Experience

### Fall 2011

Course & Section	Title	New Course Prep.	New Format for Existing Course	Enrollment	Number of Credit Hours	Delivery Mode
CST - Communication Studies 301-1	Theories of Communication	No	No	25	3	Classroom
CST - Communication Studies 301-2	Theories of Communication	No	No	26	3	Classroom

## B. Teaching Appendices

### Public Speaking Center Director

**Appendix 1 - Public Speaking Center: 2012-2015 Report** - summary of exponential growth, notable activities, and impact.

[Download File \(tdocan/promotion/Teaching Appendix 1 - Public Speaking Center - 2012-2015 Report.pdf\)](#)

**Appendix 2 - Public Speaking Center: Director Duties and Letters of Support** - outline of job description and letters of support from CST Department Chair Dr. Linda Dickmeyer and Murphy Learning Center Director Dr. Lee Baines.

[Download File \(tdocan/promotion/Teaching Appendix 2 - Public Speaking Center - Letters of Support.pdf\)](#)

**Appendix 3 - Public Speaking Center: Contribution to HLC Reaccreditation & Campus Press** - these documents illustrate the Center's contribution to UW-L's promotion and coordination of student success resources outlined in a recent Office of Institutional Research publication regarding HLC reaccreditation and in the 2015 draft of the UW-L Assurance Argument posted on the UW-L reaccreditation website. Also includes campus press about the Center.

[Download File \(tdocan/promotion/Teaching Appendix 3 - Public Speaking Center - Press and Contribution to UW-L Reaccreditation.pdf\)](#)

### Leadership in Curriculum Development

**Appendix 4 - CST 110 Instructor Handbook** - provides information about and instruction for teaching CST 110, including student learning outcomes and expected content coverage for each unit in the course and details for required assignments.

[Download File \(tdocan/promotion/Teaching Appendix 4 - CST 110 Instructor Handbook.pdf\)](#)

**Appendix 5 - CST 110 Director: 2014-2015 Report** - summarizes leadership in curriculum development, training and development activities, collaborative partnerships, successes and challenges, and instructor evaluation of CST 110 meetings/workshops.

[Download File \(tdocan/promotion/Teaching Appendix 5 - CST 110 Director Report and Evaluations of CST 110 Instructor Meetings.pdf\)](#)

**Appendix 6 - CST 110 Director: Job Duties and Letter of Support** - outline of job description and letter of support from CST Dr. Chair Linda Dickmeyer.

[Download File \(tdocan/promotion/Teaching Appendix 6 - CST 110 Director - Job Duties and Letter of Support.pdf\)](#)

### Teaching Effectiveness

**Appendix 7 - Summary of Student Evaluation of Instruction (SEIs)** - summarizes students' SEI feedback for my teaching from Fall 2011 to Spring 2015. Includes numerical ratings (4.9/5.0 average), thematic summary of open-ended responses, and access to all student comments.

[Download File \(tdocan/promotion/Teaching Appendix 7 - Analysis of SEI Data.pdf\)](#)

**Appendix 8 - Peer Teaching Evaluations** - four classroom teaching observations from peers highlight that my classes are very well structured and developed from clear student learning outcomes, and that I use innovative teaching techniques, connect well with students, and have an expert grasp on the course material.

[Download File \(tdocan/promotion/Teaching Appendix 8 - Teaching Evaluations.pdf\)](#)

**Appendix 9 - Sample Assignment Description, Rubric, and Student Work** - includes assignment description and rubric for the persuasive speech assignment I developed for CST 110, as well as student work annotated to illustrate learning outcomes.

[Download File \(tdocan/promotion/Teaching Appendix 9 - Assignment Description Rubric and Sample Student Work.pdf\)](#)

**Appendix 10 - Direct and Indirect Assessments of Student Learning** - includes four assessments of student learning I have completed that have been included in departmental and college reports.

[Download File \(tdocan/promotion/Teaching Appendix 10 - Direct and Indirect Assessment.pdf\)](#)

## C. Teaching Grants

Docan-Morgan, Tony, "Public Speaking Center & Student Research Presentations" (Funded), UW-L Faculty Development Grant, \$3,000. (November 15, 2013 - Present).

[Download File \(tdocan/congrant\\_teaching/CATL - Professional Development Grant - PSC.pdf\)](#)

Docan-Morgan, Tony, "CLS Small Grant - Creating a Public Speaking Center" (Funded), College Grant, \$3,500. (February 26, 2013 - August 2013).

[Download File \(tdocan/congrant\\_teaching/CLS Small Grant - Public Speaking Center - Final Report and Application.pdf\)](#)

Docan-Morgan, Tony, "CLS Small Grant - Orienting Communication Studies Majors and Minors: Video Recorded Interviews with CST Faculty and Instructional Academic Staff" (Funded), College Grant, \$3,500. (April 9, 2012 - May 2013).

[Download File \(tdocan/congrant\\_teaching/CLS Small Grant - CST 190 Videos - Final Report and Application.pdf\)](#)

Docan-Morgan, Tony, "CLS Technology Grant - Public Speaking Center Technology" (Funded), College Grant, \$11,486.65. (April 19, 2013 - May 15, 2013).

[Download File \(tdocan/congrant\\_teaching/CLS Tech Grant - Public Speaking Center.pdf\)](#)

## V. SCHOLARSHIP

### A. Scholarship Appendices

**Appendix 1 - External Letter** - provides expert, external evaluation of the quality and importance of my scholarship. Written by Dr. Gordon Nakagawa (Emeritus Professor, Communication Studies and Asian American Studies, California State University, Northridge).

[Download File \(tdocan/promotion/Research Appendix 1 - External Letter of Support.pdf\)](#)

**Appendix 2 - List and Access to Entire Program of Research** - lists and provides access to all of my scholarly publications. Demonstrates a developed and mature body of scholarship. The list is organized into two primary areas: (1) the study of how interpersonal relationships change due to verbal and nonverbal communication ( $n = 15$ ) and (2) pedagogical scholarship that focuses on the creation and promotion of student and instructor success resources ( $n = 15$ ).

[Download File \(tdocan/promotion/Research Appendix 2 - Program of Research.pdf\)](#)

**Appendix 3 - Public Scholarship** - one way I worked to extend the usefulness of my co-authored book chapter, "The Benefits and Necessity of Public Speaking Education," was to summarize and share it publically via a synopsis in UW-L's *Campus Connection*.

[Download File \(tdocan/promotion/Research Appendix 3 - Public Scholarship.pdf\)](#)

### B. Intellectual Contributions

#### Published and Accepted

##### Academic Journal Articles

1. Docan-Morgan, T. (2014). Mingling with Students Before Class: What to Ask. *College Teaching*, 62(3), 117. (Accepted: March 2014, Published: July (3rd Quarter/Summer) 2014).  
<http://www.tandfonline.com/doi/abs/10.1080/87567555.2014.905444?journalCode=vc020#.V eC0ws7sd95>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Peer-reviewed	18%	Docan-Morgan, Tony		National

[Download File \(tdocan/intellcont/2014 - Mingling with Students.pdf\)](#)



2. Docan-Morgan, T. (2015). The Participation Log: Assessing Students' Classroom Participation. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 27(2), 6-7. (Accepted: January 2014, Published: April (2nd Quarter/Spring) 2015). <http://onlinelibrary.wiley.com/doi/10.1002/au.30016/abstract>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Peer-reviewed	unavailable	Docan-Morgan, T.		National

[Download File \(tdocan/intellcont/2015-Assessment Update.pdf\)](#)

3. Docan-Morgan, T., Huisman, D., Docan-Morgan, S. (2014). A 'Dynamic Knot' of Students: A Classroom Activity for Teaching Relational Dialectics. *Carolinas Communication Annual*, 30, 102-106. (Accepted: July 2014, Published: October (4th Quarter/Autumn) 2014). <http://www.carolinascommunication.org>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Peer-reviewed	25%	Docan-Morgan, Tony-80% Huisman, Dena-10% Docan-Morgan, Sara-10%	First author major contributor	State

[Download File \(tdocan/intellcont/2014-Relational Dialectics.pdf\)](#)

4. Docan-Morgan, T., Manusov, V. (2013). When a Small Thing Means so Much: Nonverbal Cues as Turning Points in Relationships. *Interpersona: An International Journal on Personal Relationships*, 7(1), 110-124. (Accepted: May 2013, Published: June 28, 2013). [interpersona.psychopen.eu](http://interpersona.psychopen.eu)

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Blind-Reviewed	35%	Docan-Morgan, Tony-40% Manusov, Valerie-40% Harvey, Jessica-20%	Other (indicate)	International

[Download File \(tdocan/intellcont/2013 - Nonverbal Turning Points.pdf\)](#)

5. Docan-Morgan, T. (2014). The Career Assignment: Helping Students Find Their Way. *Journal of Speech and Theatre Association of Missouri*, 44, 83-86. (Accepted: September 2014, Published: October (4th Quarter/Autumn) 2014). <http://speechandtheatre.org/journal/>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Blind-Reviewed	unavailable	Docan-Morgan, Tony		State

[Download File \(tdocan/intellcont/2014-Career Assignment.pdf\)](#)

6. Docan-Morgan, T. (2014). The Nonverbal Communication Course: Active Engagement in the Classroom and Online. *Syllabus*, 3, 1-17. (Accepted: June 2014, Published: October (4th Quarter/Autumn) 2014). <http://syllabusjournal.org>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Blind-Reviewed	unavailable	Docan-Morgan, Tony		International

[Download File \(tdocan/intellcont/2014 - Nonverbal Syllabus.pdf\)](#)

7. Docan-Morgan, T., Schmidt, T. (2012). Reducing Public Speaking Anxiety for Native and Non-native English Speakers: The Value of Systematic Desensitization, Cognitive Restructuring, and Skills Training. *Cross-Cultural Communication*, 8(5), 16-19. (Published: October (4th Quarter/Autumn) 2012).

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Peer-reviewed	50%	Docan-Morgan, Tony-90% Schmidt, Thomas-10%		International

[Download File \(tdocan/intellcont/2012 - Public Speaking Anxiety.pdf\)](#)



## Book Chapters in New Scholarly Books

8. Docan-Morgan, T., Nelson, L. (2015). *The Benefits and Necessity of Public Speaking Education* (pp. 1-16). Curious Academic Publishing, K. Vaidya: Public Speaking for the Curious: Why Study Public Speaking. (Accepted: April 2014, Published: August 2015).

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Editorial Board	invited	Docan-Morgan, Tony-85% Nelson, Laura-15%	First author major contributor	International

[Download File \(tdocan/intellcont/2015-Public Speaking.pdf\)](#)

9. Manusov, V., Docan-Morgan, T., Harvey, J. (2014). *Nonverbal Firsts: When Nonverbal Cues are the Impetus of Relational and Personal Change in Romantic Relationships* (pp. 153-172). Hampshire: Palgrave Macmillan. (Accepted: May 2014, Published: November 2014). <http://www.palgrave.com/page/detail/the-social-psychology-of-nonverbal-communication-aleksandra-kostic/?K=9781137345851>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Editorial Board	invited	Manusov, Valerie-40% Docan-Morgan, Tony-40% Harvey, Jessica-20%	Other (indicate)	International

[Download File \(tdocan/intellcont/2014-Nonverbal Firsts.pdf\)](#)

## Encyclopedia Entries

10. Docan-Morgan, T. *Observational Measurement: Proxemics* (pp. 1-4). Thousand Oaks, CA: The SAGE Encyclopedia of Communication Research Methods. (Accepted: August 2015). <https://us.sagepub.com/en-us/nam/communication-media-studies>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Editorial Board	invited	Docan-Morgan, Tony		International

[Download File \(tdocan/intellcont/2017-Proxemics.pdf\)](#)

11. Docan-Morgan, T. *Observational Measurement: Touch* (pp. 1-4). Thousand Oaks, CA: The SAGE Encyclopedia of Communication Research Methods. (Accepted: August 2015). <https://us.sagepub.com/en-us/nam/communication-media-studies>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Editorial Board	invited	Docan-Morgan, Tony		International

[Download File \(tdocan/intellcont/2017-Touch.pdf\)](#)

## Published Questionnaire in Database

12. Docan-Morgan, T., Docan, C. (2014). *Internet Infidelity Scale* (pp. 1-6). Washington, DC: PsycTESTS. (Accepted: January 2014, Published: April (2nd Quarter/Spring) 7, 2014). <http://www.apa.org/pubs/databases/psyc-tests/>

Type of Review	Acceptance Rate	Author Workload	Author Ordering	Audience of Circulation
Editorial Board	invited	Docan-Morgan, Tony-90% Docan, Carol-10%		International

[Download File \(tdocan/intellcont/PsycTests-Internet Infidelity Scale-database view.pdf\)](#)

[Download File \(published scale/questionnaire\)](#) note: original study published in 2007; questionnaire published in 2014.

## Other Scholarly Activities

### Papers presented at teaching and academic conferences

Docan-Morgan, T., 17th Annual UW-La Crosse Conference on Teaching & Learning, CATL, La Crosse, WI, "The Participation Log: Assessing Students' Classroom Participation", <http://www.uwlax.edu/CATL/conferences/>. (Date Presented: September 1, 2015).

Meeting Type	Scope	Format of Presentation	Published in Proceedings?	Refereed Proceedings?	Invited or Accepted	Published Elsewhere?
	Local	Poster			Accepted	

[Download File \(tdocan/present/2015-Assessment Update.pdf\)](#)

Docan-Morgan, T., 16th Annual UW-La Crosse Conference on Teaching & Learning, CATL, La Crosse, WI, "Mingling with Students Before Class: What to Ask", <http://www.uwlax.edu/CATL/conferences/>. (Date Presented: August 28, 2014).

Meeting Type	Scope	Format of Presentation	Published in Proceedings?	Refereed Proceedings?	Invited or Accepted	Published Elsewhere?
	Local	Poster			Accepted	

[Download File \(tdocan/present/2014 - Mingling with Students.pdf\)](#)

Docan-Morgan, T. (Co-Presenter), Baines, L. (Co-Presenter), Crank, V. (Co-Presenter), Sobota, J. (Co-Presenter), Friesen, K. (Co-Presenter), 16th Annual UW-La Crosse Conference on Teaching & Learning, CATL, La Crosse, WI, "Murphy Learning Center: How Can We Help Your Students?", <http://www.uwlax.edu/CATL/conferences/>. (Date Presented: August 28, 2014).

Meeting Type	Scope	Format of Presentation	Published in Proceedings?	Refereed Proceedings?	Invited or Accepted	Published Elsewhere?
	Local	Oral Presentation			Accepted	

[Download File \(tdocan/present/CATL-2014-MLCPanel.pdf\)](#)

Docan-Morgan, T. (Co-Author/Co-Presenter), National Association of Communication Centers, Phoenix, AZ, "How To Build A Public Speaking Center", <https://newcollege.asu.edu/sites/default/files/call/images/nacc-2014-program.pdf>. (Date Presented: April 11, 2014, Date Accepted: March 2014, Date Submitted: February 2014).

Meeting Type	Scope	Format of Presentation	Published in Proceedings?	Refereed Proceedings?	Invited or Accepted	Published Elsewhere?
	National	Oral Presentation			Accepted	

[Download File \(tdocan/present/Conference-How To Build A Center.pdf\)](#)

Udermann, B. (Presenter & Author), Docan-Morgan, T. (Co-Presenter), Developing Dynamic Presentations, CATL, La Crosse, WI, <http://www.uwlax.edu/catl/conferences/>. (Date Presented: June 13, 2012).

Meeting Type	Scope	Format of Presentation	Published in Proceedings?	Refereed Proceedings?	Invited or Accepted	Published Elsewhere?
	Local	Oral Presentation			Invited	

[Download File \(tdocan/present/CATL-2013-activity example.pptx\)](#)

### Research Currently in Progress

"How Nonverbal Touch Manifests as a Relational Turning Point in Human Relationships" (Ongoing)

"A National Survey of Basic Communication Course Directors' Best Practices" (Ongoing)

### Contracts, Grants, and Sponsored Research

Docan-Morgan, Tony, "CLS Small Grant - A National Survey of Basic Communication Course Directors' Best Practices" (Funded), College Grant, \$5,000. (June 2014 - Present).

[Download File \(tdocan/congrant\\_research/CLS Small Grant - Basic Course.pdf\)](#)

## Student Research

### Undergraduate Research

Gager, Samantha, & Penkala, Drew, Communication Studies, "Question Prompts during Intercultural Encounters," Ongoing. (Started October 2015). Role: Faculty advisor/mentor.

Olevson, Hannah, Communication Studies, "Fitting In: An Examination of American Study Abroad Students' Nonverbal Expectancy Violations During Their Time Abroad," Completed. (October 2012 - April 2015). Role: Faculty advisor/mentor.

Dates and Locations Presented: UW-L's Annual Celebration of Research and Creativity – Oral Presentation. (April 2015).

Schmidt, Thomas, Communication Studies, "Reducing Public Speaking Anxiety for Native and Non-Native English Speakers (co-author)," Completed. (March 2012 - November 2012).

Role: After I collected data, I taught Tom how to input, interpret, and analyze quantitative data, as well as how to display findings. I collaborated with Tom as I wrote our manuscript. We published the manuscript in Cross-Cultural Communication.

## VI. SERVICE

### A. Service Appendices/Evidence

#### University Service Leadership on CAPS

**Appendix 1 - Committee on Academic Policies and Standards (CAPS) 2014-2015 Final Report** - includes a summary of committee activities, reports, and policies, all of which I wrote and led as committee chair.

[Download File \(tdocan/promotion/Service Appendix 1 - CAPS Final Report.pdf\)](#)

**Appendix 2 - Committee on Academic Policies and Standards (CAPS): Letters of Support** - includes letters of support that attest to my service leadership, collaboration, and positive outcomes from Robert Wolf (Professor of Finance), Jan von Ruden (Records and Registration), Sandy Keller (CLS Dean's Assistant), Guy Herling (SAH Dean's Assistant), and Lynn Weiland (Assistant Director in Continuing Education and Extension).

[Download File \(tdocan/promotion/Service Appendix 2 - CAPS - Letters of Support.pdf\)](#)

#### University Service & Advocacy Promoting Effective Communication

**Appendix 3 - Public Speaking Workshops at UW-L: Summary and Data** - offers a summary of **33** service workshops, thematic analysis of attendees' feedback, resulting adaptations I have made, and assessment data. Data demonstrates that **721** UW-L students have benefitted from these workshops.

[Download File \(tdocan/promotion/Service Appendix 3 - Public Speaking Workshops.pdf\)](#)

**Appendix 4 - Public Speaking Workshops at UW-L: Letters of Support** - includes letters of support from select instructors and staff whom have requested that I design and facilitate public speaking workshops. Letters are from Professor Jennifer Terpstra (ART 399), Dr. Mary Hamman (BUS 230), Betsy Knowles (BUS 230), and Larry Slezniow (Women Moving Ahead Conference).

[Download File \(tdocan/promotion/Service Appendix 4 - Workshop Letters of Support.pdf\)](#)

**Appendix 5 - Public Speaking Workshops at UW-L: Handout Created for ART 399** - I created a custom handout and 90-120 minute workshop on panel presentations for students in ART 399 (Seminar in Professional Practices and Problems).

[Download File \(tdocan/promotion/Service Appendix 5 - Workshop Handout - ART 399.pdf\)](#)

#### Evidence of Contributions to Field and Public

**Appendix 6 - External Letter of Support Regarding Service Contributions to the Field and University** - addresses the value of my service contributions to the Communication Centers field, as well as my success in creating the Public Speaking Center at UW-L. Written by Bonnie Wentzel, Director of the Communication Assessment Learning Lab at Arizona State University and the Vice Chair of the Communication Centers Section of the National Communication Association.

[Download File \(tdocan/promotion/Service Appendix 6 - External Letter of Support.pdf\)](#)

**Appendix 7 - Wisconsin Meetings Magazine Interview** - article for which I was interviewed and cited, titled, "Speak Easier: Five Tips to Make Your Next Speaking Engagement More Effective," provides practical public speaking advice.

[Download File \(tdocan/promotion/Service Appendix 7 - Wisconsin Meetings.pdf\)](#)

## **College and Department Leadership and Mentorship**

**Appendix 8 - College Service Leadership - Creative Imperatives Email** - unsolicited email from a UW-L student commenting on my support, time invested in the UW-L Public Speaking Competition, and service for Creative Imperatives, the annual School of Arts and Communication festival.

[Download File \(tdocan/promotion/Service Appendix 8 - College Service Leadership - Creative Imperatives Email.pdf\)](#)

**Appendix 9 - Advisee Letter of Support** - letter of support from a former student addressing my service and impact as an adviser.

[Download File \(tdocan/promotion/Service Appendix 9 - Service and Impact as Adviser.pdf\)](#)

**Appendix 10 - Faculty Mentee Letter of Support** - letter addressing the impact of my mentorship in the College of Liberal Studies Faculty Mentoring Program.

[Download File \(tdocan/promotion/Service Appendix 10 - Service and Impact as Faculty Mentor.pdf\)](#)

## **B. Service**

### **Department Service**

Executive Committee, Member. (August 2014 - Present)

Drafted proposals for changes in departmental bylaws, policies, and procedures, and forwarded these proposals to the department as a whole for its consideration. Specific proposals included revisions to the CST entrance requirements for majors and evaluation procedures for the Basic Course Director. Reviewed, discussed, and voted on student appeals for CST program entrance.

Curriculum Committee, Member. (August 2013 - Present)

Reviewed all aspects of department curriculum, reviewed and recommended all LX forms submitted for departmental approval, recommended new courses and courses for deletion from curriculum, coordinated course offerings from emphasis areas, and served as departmental representative for CST core in scheduling process.

Peer Teaching Evaluations. (October 2012 - Present)

Conducted in-class peer teaching evaluations, wrote detailed evaluation reports, and conducted follow-up discussions. Includes 9 evaluations for IAS and 3 for faculty.

Personnel Committee, Member. (January 2012 - Present)

Reviewed non-tenured faculty and IAS for retention and/or tenure. Provided in-depth, supportive, and one-on-one mentoring for multiple non-tenured faculty and IAS.

Assessment Committee, Member. (September 2009 - Present)

Created CST 110 General Education assessment plan and measure. Served as a resource to the department on assessment issues, stimulated discussion on assessment issues, and promoted the use of assessment results.

Department Webmaster. (September 2008 - September 2014)

Created new department website and content; switched to UW-L template; added student resources, including student organizations, undergraduate research, career options, campus diversity, commonly used forms; created alumni resources and faculty profiles; maintained and updated the website on a frequent basis.

CST 110 Common Syllabus Committee, Member. (March 2012 - May 2014)

Provided direction for CST 110 curriculum, assessment, and assignments.

Hiring Committee - Advocacy and Communication Criticism, Chair. (October 5, 2012 - April 20, 2013)  
Chaired Hiring Committee for Advocacy and Communication Criticism position. Facilitated and provided leadership for writing the position description, advertising the position, working with Human Resources, creating interview questions, evaluating candidates' applications and Skype interviews, evaluating and selecting semi-finalists and finalists, organizing finalists' campus visits, and recommending a hire to the Dean's Office.

Hiring Committee - Organizational and Professional Communication, Chair. (October 5, 2012 - April 20, 2013)

Chaired Hiring Committee for Organizational and Professional Communication position. Facilitated and provided leadership for writing the position description, advertising the position, working with Human Resources, creating interview questions, evaluating candidates' applications and Skype interviews, evaluating and selecting semi-finalists and finalists, organizing finalists' campus visits, and recommending a hire to the Dean's Office.

Ad hoc CST 110 textbook committee, Member. (February 2012 - April 2012)

Reviewed approximately 10 textbooks for use in CST 110, discussed strengths and drawbacks of each textbook, and recommended one textbook for CST 110.

## **College Service**

CLS Recruitment and Retention Committee, Member. (August 2014 - Present)

Worked collaboratively to create a survey measuring IAS experiences at UW-L, analyzed results, and made recommendations to the dean on matters related to recruitment and retention of faculty, staff, and students.

CLS Academic Oversight Committee, Member. (August 2013 - August 2014)

Worked collaboratively to review, evaluate, and formally approve new programs housed within CLS (majors, minors, emphases, certificate programs, etc.) and CLS core and degree program requirements. The committee worked to maintain and safeguard the integrity of the CLS-related programs as appropriate for the diverse needs of the college and to encourage pedagogical, interdisciplinary and programmatic innovations in the college.

School of Arts and Communication - Mission Statement Task Force, Member. (November 2012 - November 2013)

Worked with SAC colleagues to draft a SAC mission statement.

## **University Service**

### **Committee Involvement**

Academic Policies & Standards (CAPS) (Member 2013-2014, Chair 2014-2015, Member 2015-2016)

As chair, I led the formulation and review of policies and standards concerning admissions, advising, retention, advanced standing, probation, dismissal, readmission, the grading system, and graduation honors for undergraduate students. I worked collaboratively to supervise the administration of these standards and formulate procedures for hearing student appeals and petitions on academic matters not resolved by administrative offices of the university.

Public Speaking Center Director. (August 2012 - Present)

Created and direct the Public Speaking Center (purely service role for during Fall 2012, Spring 2013, and Fall 2013). I recruit and train peer consultants, publicize the Center, create public speaking resources, and collaborate with other campus units.

Senate Election Committee, Member. (August 2015 - Present)

Complete an audit of the list of Instructional Academic Staff and Academic Librarian members to revise the list of those who qualify as members of the faculty; count and review signatures on Faculty Senate nominating petitions; distribute and count the ballots for Faculty Senate officers.

Faculty Senate, Member. (August 2014 - Present)

Worked collaboratively to investigate, study, debate, and deliberate on all matters of general faculty concern and exercise review authority in these matters if it deems such exercise is in the best interests of the university.

UW-L Public Speaking Competition. (May 2014 - Present)

Created and led UW-L's Public Speaking Competition during 2014-2015, which promotes and showcases student success in public speaking. I worked collaboratively with CST 110 instructors, organized 3 rounds of speeches, scheduled 36 student speakers, recruited and trained 26 judges, and hosted the semifinal and finals rounds which comprised 500 audience members.

Murphy Learning Center Committee, Member. (September 2013 - Present)

Collaborated regularly with tutor coordinators to advance the mission of the Murphy Learning Center.

Website Advisory Committee, Member. (April 2013 - Present)

Assessed campus website needs and made recommendations regarding form and content for the UW-L website. I provided leadership in the creation of a survey measuring stakeholder perceptions of proposed website changes.

Center for Advancing Teaching & Learning Advisory Group, Member. (August 2011 - Present)

Offered feedback on CATL offerings, programs, and services.

IRB, Member. (August 2010 - Present)

Reviewed research protocols/applications for the use of human subjects in research proposed by faculty, staff, and students of UW-L. I review and provide feedback on approximately 50 IRB protocols/applications per year.

Hiring Committee - Website Content Manager/Designer (University Communications), Member. (May 2013 - July 2013)

Served on hiring committee for web content manager/designer position (for iComm and University Communications). Our committee hired Jacob Speer.

National Conference on Undergraduate Research, Reviewer. (October 2012 - December 2012)

Served as a reviewer for student research presentations for the NCUR conference at UW-L.

UW-L Celebration of Student Research and Creativity, Student Research Reviewer. (2010 - 2011)

Served as a reviewer for student research presentations.

## **Professional Service**

Awards Committee, National Association of Communication Centers. (March 2015 - Present).

Reviewed extensive award nominee files, provided feedback on each nominee, and cast votes for nominees.

Reviewer, *Syllabus*. (December 2014 - Present).

Provided in-depth scholarly review of syllabi and teaching resources.

Reviewer, *Communication Reports*. (October 2012 - Present).

Provided in-depth scholarly review of research articles.

Reviewer, *Journal of the Scholarship of Teaching and Learning*. (October 2008 - Present).

Provided in-depth scholarly review of research articles.

Reviewer, National Communication Association - Communication Centers Section. (April 2015).

Reviewed and provided detailed feedback for conference panel presentation proposals for the Communication Centers Section of the National Communication Association.

Reviewer, *Activities for Teaching Communication in the University Classroom*. (May 2014).

Provided in-depth review of Bedford/St. Martin's, "GIFTS Collection: Activities for Teaching Communication in the University Classroom."

Reviewer, *Atlantic Journal of Communication*. (March 2011 - March 2012).

Provided in-depth scholarly review of research articles.

Reviewer, National Communication Association Conference. (2009 - 2011).  
Reviewed and evaluated 10 classroom teaching activities for the Great Ideas for Teaching Speech (GIFTS) division.

### **Service Presentations**

Docan-Morgan, Tony, Public Speaking Workshops - presented in UW-L classes, Women Moving Ahead Conference, School of Arts and Communication Recruitment Day, Creative Imperatives, UW-L. (2011-2015).  
Created and facilitated **33 public speaking workshops at UW-L**. A total of **721** attendees have taken part in these workshops and have responded that the workshops are helpful, engaging, and organized, and contributed to their public speaking skill development (i.e., increased skill in developing speech content, delivery, visual aids, establishing credibility).  
[Download File \(tdocan/promotion/Public Speaking Workshops.pdf\)](#)

Docan-Morgan, Tony, "Improving Students' Oral Communication Skills", CBA Dean's Office and the Assurance of Learning Task Force, La Crosse, WI. (April 3, 2015).  
Facilitated a discussion with College of Business Administration faculty and IAS about improving students' oral communication skills. We discussed the role of CST 110 and Public Speaking Center on campus, strategies instructors can implement for building on CST 110 students' skill sets, and bridges to build between CST 110, the Public Speaking Center, and the CBA.  
[Download File \(tdocan/present\\_service/CBA-1.pptx\)](#)

Docan-Morgan, Tony, "Public Relations and Digital Media in the Public Speaking Center", UW-L. (September 28, 2015).  
Spoke to students in CST 378 (Computer Mediated Communication) about the how the Public Speaking Center uses public relations and digital media. For a course project, students in CST 378 will create a digital communication campaign proposal to increase the Center's campus visibility.

Docan-Morgan, Tony, "Majoring in Communication Studies", UW-L. (October 2011).  
Gave a presentation and participated in a roundtable discussion about the Communication Studies major and Interpersonal Communication emphasis to students in CST 190: Introduction to Communication Studies.

### **Professional Membership**

National Communication Association.  
NCA is a scholarly society and as such works to enhance the research, teaching, and service produced by its members on topics of both intellectual and social significance.

## **VII. ADDITIONAL INFORMATION**

### **A. Awards and Honors**

Highly Meritorious, Department of Communication Studies, UW-L. (2009-2015).

2013 Most Outstanding Professor, Residence Life. (April 2, 2013).

Letters of Commendation for Teaching - I have received multiple letters from Dr. Paula Knudson, Assistant Chancellor & Dean of Students, regarding the positive impact I have had on UW-L students. Each letter includes specific comments from graduating seniors addressing my positive impact. (2012-2015).

Nominated for Outstanding Professor of the Year, Residence Life. (April 8, 2012).

National Residence Hall Honorary, National Residence Hall. (March 4, 2012).



## B. Faculty Development

### Activities Attended

Workshop, "Microaggressions and Student Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (October 5, 2015).

Instructional-Related Conference, "17th Annual UW-La Crosse Conference on Teaching and Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, Wisconsin, United States. (September 1, 2015).

Workshop, "Science of Learning Seminar: Motivation for Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (May 8, 2015).

Workshop, "Course Review and Revision: Moving Forward with Course Redesign," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (April 30, 2015).

Workshop, "Course Review and Revision: Getting Students Ready for Assignments," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (April 23, 2015).

Instructional-Related Conference, "16th Annual UW-La-Crosse Conference on Teaching and Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, Wisconsin, United States. (August 26, 2014).

Instructional-Related Conference, "Basic Course Director Summer Institute," National Communication Association, Dayton, OH, United States. (June 19, 2014 - June 22, 2014).

Instructional-Related Conference, "Faculty College," University of Wisconsin System, Richland, WI, United States. (May 27, 2014 - May 30, 2014).

Attended Conference, "National Association of Communication Centers Conference," National Association of Communication Centers, Glendale, AZ, United States. (April 11, 2014 - April 12, 2014).

Workshop, "Come Out & PLA: Prior Learning Assessment," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (March 13, 2014).

Workshop, "Improving Peer and Instructor Feedback on Writing," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (February 28, 2014).

Instructional-Related Conference, "Winter 2014 UW-L Conference on Teaching & Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (January 21, 2014).

Instructional-Related Conference, "15th Annual UW-La-Crosse Conference on Teaching and Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, Wisconsin, United States. (August 27, 2013).

Workshop, "Blended Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (September 21, 2012).

Instructional-Related Conference, "14th Annual UW-La-Crosse Conference on Teaching and Learning," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, Wisconsin, United States. (August 26, 2012).

Workshop, "Developing Dynamic Presentations," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (June 13, 2012).

Workshop, "Self and Peer Evaluation of Online Instruction," UW-La Crosse Center for Advancing Teaching & Learning, La Crosse, WI, United States. (December 9, 2011).