

Getting Tenure and Becoming Full Professor— As a Basic Course Director

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In Fourteenth Century Rome, there was a conflict between the Catholics and the Jews . . . for those of you who have been students of mine; you know where I'm going with this. Not only have I facilitated this activity in just about every class I teach or training seminar I run, this activity, which illustrates the communication process, was my teaching presentation for my role as basic course director at Illinois State University, my home of 17 years. Why do I make reference to the Pope and the Rabbi in this essay? Because it was while participating in this activity at the University of North Texas that I decided I wanted to become a basic course director (much thanks to Brian Spitzberg and Michael Bruner). I fell in love with the teacher training process during my experiences in preparation for becoming a graduate teaching assistant during my master's program. I knew then that this was my career path. Since this time, the basic course has been my passion. It is in this role, that I get to prepare future teachers and scholars of communication—teachers who teach every first year student at our institution and thus, every major in our department.

As Steven Beebe so aptly states, the basic course is the *front porch* of our discipline (Spectra, 2013). He argues that in many cases, the basic course is the course that welcomes students to general education as well as the study of communication. When Dr. Beebe identified the basic course as his NCA presidential initiative, I was delighted. When he requested that I chair the task force on strengthening the basic course, I was honored and humbled. During a brainstorming session with the members of the task force, I was asked to write this essay on getting tenure and becoming full professor as a basic course director. I am happy to do so.

Let me begin by discussing my role as a communication scholar. I received my Ph.D. from the University of Oklahoma in Communication Education. My mentor, Gus Friedrich, nurtured my passion for teacher preparation and clearly distinguished this program as one that would prepare me to study both communication pedagogy (how to teach communication and be a BCD) and instructional communication (how to use communication to teach in all disciplines). Both of these areas would situate me to become a basic course director and communication scholar. In my role as a BCD, I train instructors how to teach communication specifically, but I also need to train them how to communicate effectively in the classroom. These domains of Communication Education have become my program of research and both inform my duties as a BCD.

As a basic course director, I have attended the Basic Course Director's (BCD) Conference (my training ground) over the years and recently, we compiled a list of BCD duties and responsibilities. As we compiled this list (hire, train, and supervise instructors; manage conflict; develop curriculum; develop workbooks and textbooks; research basic course issues; assess student learning and the program; serve on departmental, college, or university committees related to the basic

course), I was astounded at the magnitude of these tasks, but I was also encouraged as I realized these duties fit nicely within the teaching, research, and service responsibilities that are required of tenure and promotion at my institution.

As I reflect back on my experiences at ISU, I am most proud of the relationship I demonstrate between teaching, research, and service. I have used my experiences as basic course director as the impetus for research and my research to improve my teaching and teacher training. For example, when I first started preparing teachers to teach, my instructors had difficulty getting students to prepare for class. My curiosity about these student behaviors led me to begin a program of research on using certain instructional tools (reading objectives, extended comments, participation sheets) to motivate students to prepare to participate in class discussions (Rattenborg & Simonds, & Hunt, 2005). This research culminated in a training packet that all instructors could use to do the same. This packet includes a video on Leading Classroom Discussions, which has received a national Telly Award (Simonds, Simonds, & Hunt, 2004).

As a course director, I (and my co-director, Steve Hunt) wondered about the fairness and consistency of how multiple instructors evaluate student speeches. This line of research resulted in several publications as well as a criterion based training packet and series of videos that we have shared with numerous other universities (Stitt, Simonds, & Hunt, 2003; Simonds, Meyer, Hunt, & Simonds, 2009; See Simonds, Simonds, & Hunt videos in vitae). Additionally, as course director, it is my responsibility to account for student learning and program effectiveness. This responsibility and curiosity led to a line of research on using student portfolios for authentic assessment (Hunt, Simonds, & Hinchliffe, 2001; Jones, Simonds, & Hunt, 2006; Meyer, Kurts, Hines, Simonds, & Hunt, 2010; Mazer, Simonds, & Hunt, 2012; and others). This research has resulted in several presentations, publications, and teaching awards. Additionally, these efforts positioned my co-directors (Steve Hunt and John Hooker) and me well in the application process for the 2008 NCA Inaugural Program of Excellence Award.

In addition to the many research opportunities that being a BCD provides, there are multiple service commitments that are a direct result of the role. For example, I have served on the General Education Task Force, the Council for General Education, the Committee on Critical Inquiry, the Foundations of Excellence Task Force, the Illinois Articulation Initiative, the NCA Resolution Committee on the role of Communication in General Education, and now as chair of the NCA Task Force on the Basic Course. And while these service commitments have kept me quite busy, they have also allowed me to advocate for our department and our course in general education; thus, solidifying our position as the model for general education revision at our institution.

So you ask, how did I get tenure and become a full professor as a basic course director—I did it by being fully committed to fulfilling my duties and responsibilities as a BCD in terms of teaching, research, and service. I have found that my role has provided many opportunities to demonstrate balanced and sustained efforts in all of the required areas to get tenure and promotion. I realize that I may be an anomaly in that I have always wanted to be a BCD and that this role is my passion, but this role has served me well, which is why, I am delighted, honored, and humbled to

serve as chair of this most important task force. Because now, at this juncture in my career, it is time to give back. When asked if I would share my tenure and promotion dossier as a BCD, I was happy and delighted to do so. So, with this essay, I provide my vitae which demonstrates the relationship between my role as a BCD and my efforts toward promotion and tenure. In this document, I include only those entries that relate directly to my role as a basic course director or clarify that published pieces relate to the basic course (communication pedagogy) or the training of basic course instructors (instructional communication).

I could not have done any of this without the support of my department and university. Members of my department and university valued my role and our course such that they supported my efforts toward promotion and tenure. Thus, my journey has implications for the structure of a tenure track position for basic course directors. I have been given reassigned time to perform my duties, another tenure track co-director and a graduate teaching assistant to manage the implementation of the course, and summer pay to plan and implement the intensive teacher training program. Additionally, I was encouraged to conduct research and assessment in basic course matters, serve in departmental and university level committees to advocate for the course, and was never made to feel that this work was not important or worthy of scholarship equal to that of other faculty members conducting scholarship in other areas. In fact, I have been rewarded for my efforts to make our program the model of excellence that it has come to be. None of this would have been possible without that unwavering support.

Moreover, I could not have done this without guidance from my teacher mentors, Gus Friedrich, Brian Spitzberg, and Michael Bruner; my Co-Directors, Steve Hunt, and John Hooker; my graduate student associate directors; my fellow BCDs; all of my students, teacher trainees, and fellow researchers; and my department chair, Larry Long. My commitment to and passion for being a BCD is shared with these individuals. It is through their support that I continue to thrive in this role. For that, I am forever grateful. And, while I will continue to facilitate the Pope and the Rabbi activity to teach the communication process, I will also continue to be a BCD. For me, the basic course is not only the *front porch* of my career, but it is the back porch. I started as a BCD and I hope to retire as a BCD. With that, I'll continue to try to solve this conflict between the Catholics and the Jews, take my lunch (an orange and a piece of flat unleavened bread) and eat it, too.

Curriculum Vita
Cheri J. Simonds

Educational Background

Doctor of Philosophy: University of Oklahoma, 1995

Master of Science: University of North Texas, 1990

Professional Experience

Professor 2008-Present, Illinois State University, Director of Basic Course.

Associate Professor 2003-2008, Illinois State University, Director of Basic Course.

Assistant Professor 1997-2003, Illinois State University, Director of Basic Course.

Adjunct Professor Fall 1996, University of North Texas, Responsible for teaching a graduate seminar in Organizational Communication.

Adjunct Instructor 1990-1996, University of Central Oklahoma, Responsible for teaching Public Speaking and Classroom Communication for Teachers.

Publications

Books (Most recent editions)

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2013). *Communication as Critical Inquiry* (5th ed. for Illinois State University). Boston, MA: Pearson Custom Publishing.

Simonds, C. J., & Cooper, P. J. (2011). *Communication for the classroom teacher*, (9th ed.). Needham Heights, MA: Allyn & Bacon.

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2010). *Public speaking: Prepare, present, participate*. Boston, MA: Allyn & Bacon.

Cooper, P. J., Calloway-Thomas, C., & Simonds, C. J. (2007). *Intercultural communication: A text with readings*. Needham Heights, MA: Allyn & Bacon.

Book Chapters (related to the basic course)

Mazer, J. P., Hunt, S. K., & Simonds, C. J. (2008). Incorporating critical thinking instructional strategies in the basic communication course. In Hugenburg, L. W., Morreale, S., Worley, D. W., Hugenberg, B., & Worley, D. A. (Eds.). *Best practices in the basic communication course: A training manual for instructors*. (pp. 81-90). Dubuque, IA: Kendall-Hunt Publishing Company.

Simonds, C. J. & Cawyer, C. (2003). Communication education. In Moffit, M., Baldwin, J., & Perry, S. (Eds.). *Communication theories for everyday life*. Needham Heights, MA: Allyn & Bacon.

Hinchliffe, L. J., Kubiak, C., Hunt, S. K., & Simonds, C. J. (2002). What students really cite: Findings from a content analysis of first-year student bibliographies. In J. K. Nims, R. Baier, R. Bullard, & E. Owen (Eds.), *Integrating information literacy into the college experience* (pp. 69-74). Ann Arbor, MI: Pierian Press.

Journal Editorship

Simonds, C. J. (Ed.), (2011). *Communication Teacher*, 25 (1-4). 1-255.

Journal Articles (18 of 26 relate to the basic course; others are instructional communication pieces that inform basic course training)

Mazer, J. P., Simonds, C. J., & Hunt, S. K. (2012). Application essays as an effective tool for assessing instruction in the basic communication course: A follow-up study. *Journal of the Scholarship of Teaching and Learning, 12* (4), 29-42.

Meyer, K. R., Kurtz, R. R., Hines, J. L., Simonds, C. J., & Hunt, S. K. (2010). Assessing preemptive argumentation in students' persuasive speech outlines. *Basic Communication Course Annual, 22*, 6-38.

Mazer, J., Murphy, R., & Simonds, C. (2009). The effects of teacher self-disclosure via Facebook on teacher credibility. *Learning, Media, and Technology, 34* (2), 175-183.

Simonds, C., Meyer, K., Hunt, S., & Simonds, B. (2009). Speech evaluation assessment: An analysis of written speech feedback on instructor evaluation forms in the basic communication course. *Basic Communication Course Annual, 21*, 65-90.

Hunt, S. K., Simonds, C. J., & Simonds, B. K. (2009). Uniquely qualified, distinctively competent: Delivering 21st century skills in the basic course. *Basic Communication Course Annual, 21*, 1-29.

Meyer, K. R., Hunt, S. K., Comadena, M. E., Simonds, C. J., Simonds, B. K., & Baldwin, J. R. (2008). Assessing classroom management training for basic course instructors. *Basic Communication Course Annual, 20*, 35-71.

Comadena, M., Hunt, S., & Simonds, C. (2007). The Effects of Teacher Clarity, Nonverbal Immediacy, and Caring on Student Motivation, Affective- and Cognitive Learning: A Research Note. *Communication Research Reports, 24* (3), 241-248.

Mazer, J., Murphy, R., & Simonds, C. (2007). I'll See You On "Facebook": The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate. *Communication Education, 56*, 1-17.

Kussart, N., Hunt, S., & Simonds, C. (2007). Comparing student use of power in learning communities and regular classes. *The Basic Communication Course Annual, 19*, 72-103.

Meyer, K. R., Simonds, C. J., Simonds, B. K., Baldwin, J. R., Hunt, S. K., & Comadena, M. E. (2007). Designing classroom management training for basic course instructors. *Basic Communication Course Annual, 19*, 1-36.

Sprinkle, R., Hunt, S., Simonds, C., & Comadena, M. (2006). Fear in the classroom: An examination of teachers' use of fear appeals and students' learning outcomes. *Communication Education, 55*, 389-402.

Jones, A., Simonds, C. J., & Hunt, S. K. (2006). The use of application essays as an effective tool for assessing instruction in the basic communication course. *Communication Education, 54*, 161-169.

- Rattenborg, A. N., Simonds, C. J., & Hunt, S. K. (2005). Preparing to participate: An exploration of student engagement through student work and instructor's observations. *Basic Communication Course Annual*, 17, 94-133.
- Jones, A., Hunt, S., Simonds, C., Comadena, M., & Baldwin, J. (2004). Speech laboratories: An exploratory examination of potential pedagogical effects on students. *Basic Communication Course Annual*, 16, 105-138.
- Reynolds, D., Hunt, S., Simonds, C., & Cutbirth, C. (2004). Written speech feedback in the basic communication course: Are instructors too polite to students? *Basic Communication Course Annual*, 16, 36-71.
- Stitt, J., Simonds, C., & Hunt, S. (2003). Evaluation fidelity: An examination of criterion-based assessment and rater training in the speech communication classroom, *Communication Studies*, 54 (3). 341-353.
- Russ, T., Simonds, C., & Hunt, S. (2002). Coming Out in the Classroom . . . An Occupational Hazard?: The Influence of Sexual Orientation On Teacher Credibility and Perceived Student Learning, *Communication Education*, 51(3), 311-324.
- Cawyer, C., Simonds, C., & Davis, S. (2002). Mentoring to facilitate socialization: The case of the new faculty member, *International Journal of Qualitative Studies in Education*, 15(2), 225-242.
- Hunt, S. & Simonds, C. (2002). Extending learning opportunities in the basic communication course: Exploring the pedagogical benefits of speech laboratories. *Basic Course Annual*, 14. 61-86
- Hunt, S. Simonds, C., & Cooper, P. (2002). Communication and teacher education: Exploring a communication course for all teachers. *Communication Education* 51 (1), 81-94.
- Simonds, C. (2001). Reflecting on the relationship between instructional communication theory and teaching practices. *Communication Studies* 52 (4), 260-265.
- Hunt, S., Simonds, C., & Hinchliffe, L. (2001). Using student portfolios as authentic assessment, *Journal of Excellence in College Teaching*, 11(1), 57-77.
- Huffman, K. J., Carson, C. L., & Simonds, C. J. (2000). Critical thinking assessment: The link between critical thinking and student application. *Basic Communication Course Annual*, 12. 60-96.
- Simonds, C. (1997). Classroom Understanding: Expanding the notion of teacher clarity. *Communication Research Reports*, 14(3).279-290.
- Simonds, C. (1997). Challenge behavior in the college classroom. *Communication Research Reports*, 14(4). 481-492.
- Cawyer, C., Bystrom, D., Miller, J., Simonds, C., O'Brien, M., & Martin, J. (1994).

Communicating gender equity: Representation and portrayal of women and men in introductory communication textbooks, *Communication Studies*, 45(4), 325-331.

Conference Proceedings

Simonds, B. & Simonds, C. (2003). Producing and Integrating Video in Classroom Instruction: The Case of "Using Presentation Aids". In P. Kommers & G. Richards (Eds.), *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2003* (pp. 3026-3029). Chesapeake, VA: AACE.

Instructional Materials (related to the basic course)

Rattenborg, A. N., Simonds, C. J., & Hunt, S. K. (2010). Instructor's Manual and Test Bank with Teacher Training for *Public Speaking: Prepare, Present, Participate*. Needham Heights, MA: Allyn & Bacon.

Simonds, C. J., & Hunt, S. K. (Semi-Annually). Communication and critical inquiry student workbook. Champaign, IL: Stipes.

Rattenborg, A., & Simonds, C. (2004). Preparing to participate: Changing the way we spend time in class. *Teaching Ideas for the Basic Communication Course, VIII* (L. Hugenberg & B. Hugenberg, Eds.). 1-8.

Simonds, C. J. (2002). Reflections on Research and Teaching. *The Catalyst: Newsletter from the Center for the Advancement of Teaching*. Illinois State University, 4.

Simonds, C. & Carson, C. (2000). Assessing student participation: An exercise in critical thinking. *Teaching Ideas for the Basic Communication Course, IV* (L. Hugenberg & B. Hugenberg, Eds.). 107-111.

Simonds, C. J. (1999). Pennies From Heaven. *Communication Teacher*, 14 (1). 19-20.

Simonds, C. J., & Czarnik, J. (1999). Evaluation challenges: An exercise in critical thinking. In Williams, G. Instructor's manual for Andrews, P., Andrews, J., & Williams, G. *Public speaking: Connecting you and your audience*. Boston, MA: Houghton Mifflin.

Simonds, C. J., & Hunt, S. K. (1999). Using student portfolios as Authentic assessment of the basic communication course. *Teaching Ideas for the Basic Communication Course III* (L. Hugenberg & B. Hugenberg, Eds.).

Simonds, C. J., & McKinney, K. (1999). Some guidelines for professional presentations. *The Department Chair*, 10 (1). 16-17.

Simonds, C. J. (1998). Expectations. *The insider's guide to teaching at ISU*. Normal, IL: Illinois State University.

Videos

Simonds, B. K., Simonds, C. J., & Hunt, S. K. (2009). Video. *Using Presentation Aids*. Boston: Allyn & Bacon.

Simonds, C. J., Simonds, B. K., & Hunt, S. K. (2004). Video. *Leading instructional discussions*. Prentice Hall.

Simonds, C. J., Simonds, B. K., & Hunt, S. K. (2004). Video. *Preparing students to participate*. Prentice Hall.

Simonds, C. J., Simonds, B. K., & Hunt, S. K. (2004). Video. *Engaging in class discussions*. Prentice Hall.

Simonds, C. J., Simonds, B. K., & Hunt, S. K. (2002). Video. *Coliseum: A training video for Criterion based evaluation of informative speeches*. ISU Communication Productions.

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2002). Video. *Using Presentation Aids*. Boston: Houghton Mifflin.

Simonds, C. J., Simonds, B. K., & Hunt, S. K. (2000). Video. *Tornadoes: A training video for criterion based evaluation of informative speeches*. Boston: McGraw-Hill.

Simonds, C. J., & Simonds, B. K. (1998). Video. *Culture in the Classroom*. Normal, IL: Pallas Productions.

Competitively Selected Presentations (related to the basic course)

**Simonds, C. J. (2013, April). Basic Course Top Panel: Nationalizing the Core Objectives: (Re)Evaluating What is Possible in the Basic Communication Course. Presented at the Central States Communication Association's annual conference in Kansas City, MO. (with others).

Simonds, C. J. (2012, November). The Conversion Experience: From Public Speaking to a Hybrid Basic Course. Presented at the National Communication Association's annual conference in Orlando, FL. (with others).

Simonds, C. J. (2011, November). Who's Driving the Textbook Bus?: The Role of Voice in Authorship. Presented at the National Communication Association's annual conference in New Orleans, LA. (with others).

Simonds, C. J. (2011, June). Exploring the Pedagogy of Engagement: Strategies for Infusing the Political Engagement Project into General Education. Panel presentation at the American Democracy Project national meeting in Orlando. (with S. Hunt, B. Simonds, & M. Spialek).

Simonds, C. J. (2011, April). A Home in Academic Administration?: Lessons and Challenges from the Front Lines. Presented at the Central States Communication Association's annual conference in Milwaukee, WI. (with others).

Simonds, C. J. (2010, November). Building the Bridge Between the Practice and Publication of Assessment Research in *Communication Teacher*. Presented at the National Communication Association's annual conference in San Francisco, CA. (with others).

Simonds, C. J. (2010, November). Shameless Self-Promoters: Basic Course Directors Building Bridges. Presented at the National Communication Association's annual conference in San Francisco, CA. (with others).

Simonds, C. J. (2010, November). Scholar to Scholar Presents: The Scholarship of Teaching and Learning. Respondent at the National Communication Association's annual conference in San Francisco, CA.

Simonds, C. J. (2010, April). Engaging Students Through E-Textbooks: Changes and Challenges in the Basic Course. Presented at the meeting of the Central States Communication Association, Cincinnati, OH.

Simonds, C. J. (2010, April). A Career in Teaching Communication: Hiring Practices of Two and Four Year Institutions. Panel presented for the graduate caucus at the meeting of the Central States Communication Association, Cincinnati, OH. (with others).

Simonds, C. J. (2010, April). Getting Engaged: Marrying the Classroom to Communities in the Basic Communication Course. Panel presented at the meeting of the Central States Communication Association, Cincinnati, OH. (with J. McDade, B. Asbury, C. Bruckner, & J. Durham).

Simonds, C. J. (2009, November). Five Years Out: Basic Course Division Spotlight Panel presented at the National Communication Association's annual conference in Chicago, IL. (with others).

Simonds, C. J., Soliman, L., Setvin, T., & Doman, C. (2009, November). Changing the Nature of Assessment to Advance the Status of Communication Instruction. Panel presented at the National Communication Association's annual conference in Chicago, IL.

Simonds, C. J., Simonds, B. K., Hunt, S. K. (2009, November). Speech Evaluation Training. Competitively selected short course at the National Communication Association's annual conference in Chicago, IL.

Simonds, C. J. (2008, November). An Unfortunate Trend in Job Advertisements: Assessing the Qualifications for and Responsibilities of Basic Course Directors. Panel presented at the National Communication Association's annual conference in San Diego, CA. (with others).

Simonds, C. J. (2008, November). Best Practices for Establishing Interdisciplinary Relationships for the Basic Communication Course. Panel presented at the National Communication Association's annual conference in San Diego, CA. (with others).

Simonds, C. J. (2008, April). State of the basic course I: What are we doing right? What are we doing wrong? Featured panel presented at the meeting of the Central States Communication Association, Madison, WI. (with others).

Simonds, C. J. (2008, April). State of the basic course II: What does the future hold for the basic course? Featured panel presented at the meeting of the Central States Communication Association, Madison, WI. (with others).

Simonds, C. J., Simonds, B. K., Hunt, S. K. (2007, November). Teaching ethical and critical listening using instructional discussion and speech evaluation training. Competitively selected short course at the National Communication Association's annual conference in Chicago, IL.

**Hunt, S. K., Simonds, B. K., & Simonds, C. J. (2007, November). Uniquely qualified, distinctively competent: Delivering 21st century skills in the basic course. Top paper presented at the meeting of the National Communication Association, Chicago, IL.

Mazer, J., Simonds, C. J., Hunt, S. K., & Jones, A. (2007, November). Authentic portfolio assessment in the communication classroom: Two studies exploring the use of application essays as an effective tool for assess instruction in the basic course. Presented at the meeting of the National Communication Association, Chicago, IL.

Simonds, C. J. (2007, November). Faith, intellect and ethics: Managing faith-based topics in the basic course. Panel presentation at the meeting of the National Communication Association, Chicago, IL. (with others).

Hunt, S. K., Simonds, C. J., & Simonds, B. K. (2006, November). Enhancing critical thinking and information literacy in the basic Communication course. Competitively selected short course at the National Communication Association's annual conference in San Antonio, TX.

Simonds, C. J., Meyer, K. R., Hunt, S. K., & Simonds, B. K. (2006, November). Speech evaluation assessment: An analysis of written speech feedback on instructor evaluation forms in the basic communication course. Presented at the meeting of the National Communication Association, San Antonio, TX.

Simonds, C. J., (2006, April). Shaping the future of the basic course: Speech evaluation training and assessment across three universities. Presented at the meeting of the Central States Communication Association, Indianapolis, IN. (with others).

Simonds, C. J., Hunt, S. K., & Simonds, B. K. (2005, November). Facilitating student participation through instructional discussion. Competitively selected short course at the National Communication Association's annual conference in Boston, MA.

Simonds, C. J., & Hunt, S. K., (2005, November). Working together to promote student learning: Building partnerships that facilitate general education reform. Paper presented that the annual meeting of the National Communication Association, Boston, MA.

Simonds, B. K., Simonds, C. J., & Hunt, S. K. (2005, April). Video: Leading instructional discussions. Presented at the meeting of the Central States Communication Association, Kansas City, MO.

Simonds, C. J. (2005, April). The status of speech communication education programs in the central states region. Presented at the meeting of the Central States Communication Association, Kansas City, MO. (with others).

Simonds, C. J., & Hunt, S. K. (2005, April). Beyond traditional public speaking pedagogy: An alternative group assignment for the basic communication course. Presented at the meeting of the Central States Communication Association, Kansas City, MO.

**Rattenborg, A., Simonds, C., & Hunt, S. (2004, November). Preparing to participate: An exploration of student engagement through student work and instructors' observations. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.

Simonds, B., Simonds, C., Hunt, S., & McCann, B. (2004, April). How to teach powerpoint skills in a public speaking course without using class time: An interactive media tutorial for presentation authoring. Participant on interactive panel presented at the meeting of the Central States Communication Association, Cleveland, OH.

Simonds, C. (2004, April). Finding the right textbook and supplementary materials. Interactive panel presented at the Annual Meeting of Central States Communication Association in Cleveland, OH. (with others).

Rattenborg, A., & Simonds, C. (2003, November). Using reading objectives and participation sheets. Paper presented at the Annual National Communication Association Convention in Miami, FL.

**Simonds, C. (2003, November). Speech feedback: Looking in at best practices and looking out at new opportunities. Paper presented at the Annual National Communication Association Convention in Miami, FL. (with others).

Reynolds, D., Hunt, S., Simonds, C., & Cutbirth, C. (2003, November). Written speech feedback in the basic communication course: Are instructors too polite to students? Paper presented at the Annual National Communication Association in Miami, FL.
Simonds, C. (2003, April). Ethical issues in data gathering in the basic course. Paper presented at the Annual Central States Communication Association's Convention in Omaha, NE. (with others).

Rattenborg, A., Simonds, C., & Hunt, S. (2003, April). The use of reading objectives and participation sheets as effective tools to help motivate students. Paper presented at the Annual Central States Communication Association's Convention in Omaha, NE.

Jones, A., Hunt, S., Simonds, C., & Comadena, M. (2003, April). The next step: Assessing the effects of speech laboratories on students' public speaking anxiety and uncertainty. Paper presented at the Annual Central States Communication Association's Convention in Omaha, NE.

Simonds, C. (2003, April). The basic course at a crossroads: Promoting the basic course to multiple constituencies. Panel presented at the Annual Central States Communication Association's Convention in Omaha, NE. (with others).

Note APA Format Change Hereon

Basic course teacher training programs in action: The trainer's perspective. Panel presented at the Annual National Communication Association Convention in New Orleans, LA, November, 2002. (with others.)

**The use of artifacts as effective tools for assessing student learning in the Basic Communication course. Paper presented at the Annual National Communication Association Convention in New Orleans, LA, November, 2002. (with A. Jones, and S. Hunt).

The stories and legacies of CSCA award winning teachers. Panel presented at the Annual Central States Communication Association's Convention in Milwaukee, WI, April, 2002. (with S. Titsworth, P. Turman, and D. McMahan).

Assessing speaking and listening skills: Creating criteria. Panel presented at the Annual Central States Communication Association's Convention in Milwaukee, WI, April, 2002. (with S. Hunt, D. Jennings, and W. Major).

**Extending learning opportunities in the basic communication course: Exploring the pedagogical benefits of speech laboratories. Paper presented at the Annual National Communication Association's Convention in Atlanta, GA, November, 2001. (with S. Hunt).

**Evaluation Fidelity: An Examination of Criterion-Based Assessment and Rater Training in the Speech Communication Classroom. Paper presented at the Annual National Communication Association's Convention in Atlanta, GA, November, 2001. (with J. Stitt and S. Hunt).

Using student portfolios as authentic assessment of the basic course in communication. Paper presented at the National Assessment Institute in Indianapolis, IN, 2000 and the Annual Central States Communication Association Convention in Cincinnati, OH, 2001. (with S. Hunt and L. Hinchliffe).

GTA Training for the basic course: What are we doing and how do we know if we are doing it well? Panel presented at the Annual Central States Communication Association Convention in Detroit, MI, 2000. (with S. Hunt, M. Beall, and R. Smith).

**Critical issues for socialization and training master's level communication GTAs. Panel presented at the Annual National Communication Association's Convention in Chicago, IL, November, 1999. (with Carol Cawyer, Scott Myers, and K. David Roach).

What should we teach in the basic course. Panel presented at the Annual National Communication Association's Convention in Chicago, IL, November, 1999. (with Don Yoder, Lawrence Hugenberg, and Jackie Buckrup).

Teaching and assessing values and ethics in the basic course. Panel presented at the Annual National Communication Association's Convention in Chicago, IL, November, 1999. (with Don Yoder and Robert Jackson).

Critical thinking assessment: The link between critical thinking and student application. Paper presented at the Sixty-Seventh Annual Central States Communication Association Convention in St. Louis, MO, April, 1999 (with Karla Huffman and Christine Carson).

Generation next in communication studies: Considering the future of communication teaching, research, and service. Spotlight program presented at the Sixty-Seventh Annual Central States Communication Association Convention in St. Louis, MO, April, 1999. (with others).

**Denotes Top Paper/Panel

Guest Lectures and University Presentations (related to the basic course)

Simonds, C. J. (August, 2013). Aligning Common Core Standards with General Education: One-Day Faculty Immersion Seminar with Follow-up Sessions presented to area faculty (Heartland Community College, University High School, Illinois State University) as part of an Illinois Board of Education grant at Illinois State University.

Simonds, C. J. (May, 2013). Speaking Extensive Experiences at Illinois College. One-day workshop on Communication in your Discipline presented to faculty at Illinois College, Jacksonville, IL.

Simonds, C. J. (July, 2012). Classroom Communication and Pedagogy Workshop presented as part of the CTLT Faculty Fellows Program at Illinois State University.

Simonds, C. J. (April, 2012). Communicators' Conference: Encouraging Effective Speaking and Listening in the Classroom Workshop on Speech Evaluation Training at Illinois State University. (with Anna Wright).

Simonds, C. J. (January, 2010). Teaching portfolio workshop. Presented to the faculty of Lincoln College, Lincoln, IL.

Simonds, C. J. (April, 2007). Listening. Presented to the Central Illinois Teachers of English, Illinois State University.

Simonds, C. J., (2006, October). Training issues for GTAs and new teachers. Presented at the Illinois Speech and Theatre Association Conference in Matteson, IL.

Simonds, C. J., (2006, October). Overview of general education changes to Com 110. Presented to the ESL instructors at Illinois State University.

Simonds, C. J., (2006, April). Shaping the future of the basic course: Speech evaluation training and assessment across three universities. Presented at the meeting of the Central States Communication Association, Indianapolis, IN. (with others).

Assist in the implementation of the General Education Critical Inquiry Colloquium, Semi-Annually in January and August, (with others).

Simonds, C. J., Rattenborg, A., & Simonds, B. K. (2005, October). Preparing students to participate. Short course presented at the Illinois Speech and Theatre Association Conference in Bloomington, IL.

Simonds, C. J., Hines, J. L., Mazer, J. P., Meyer, K., Quinlan, M., Tsoumbakopoulos, V., and VanHoose, K. J. (April, 2005). Portfolio assessment in the basic communication course: Reflections of the GTA training program. Presented for the Ewing Symposium, Bloomington, IL.

Simonds, C. J. (2005, April). Aspres-lunch conversation (focused on general education reform). Presented for the Ewing Symposium, Bloomington, IL (with J. Rosenthal, J. Neuleib, C. Lamonica, & S. Hunt).

Simonds, C. J. & Hunt, S. K. (2005, April). Short Course: Teaching the college course on communication for the classroom teacher. Presented at Central States Communication Association in Kansas City, MO. (with others).

Rosenthal, J., Hunt, S. K., Simonds, C. J., Lamonica, C., Neuleib, J., Heggie, L., Hootman, J., Kahl, C. (2005, January). General education post FOI: Critical thinking and information literacy. Presented as part of the Center for the Advancement of Teaching Symposium on Teaching & Learning, Bloomington, IL.

Simonds, C., (2004). Speech Evaluation Training, August 31, Invited Guest Trainer at Kansas University.

Simonds, C., (2004). Speech Evaluation Training, September 3, Invited Guest Trainer at Ohio University.

Simonds, C., & Hunt, S. (2002). Language and Communication: Teaching and Training at ISU, October 10, Invited Guest Speaker at the University of Northern Iowa.

Rattenborg, A., Simonds, C. (2002). The use of reading objectives and participation sheets to assess students' preparation for and participation in the basic Communication course. Illinois State University 2002 Teaching Symposium sponsored by the Center for Advancement of Teaching.

Jones, A., Hunt, S., & Simonds, C. (2001). The use of artifacts as effective tools for assessing student learning in the Basic Communication course. Illinois State University 2001 Teaching Symposium sponsored by the Center for Advancement of Teaching.

Fitzgibbons, D., Hesse, D., McKinney, K., Simonds, C., & Wazienski, R. (2000). Evaluating/Grading students: What are our options? March 2000 University Teaching Workshop sponsored by the Center for Advancement of Teaching. Illinois State University.

Hinchliffe, L. J., Simonds, C. J., Lamonica, C., & Farmer-Dougan, V. (1999). The semester after: The influence of Foundations of Inquiry. Illinois State University 1999 Teaching Symposium sponsored by the Center for Advancement of Teaching.

Simonds, C. J., & Hunt, S. K. (1999). Classroom assessment techniques. May 1999 University Teaching Workshop sponsored by the Center for Advancement of Teaching. Illinois State University.

Simonds, C. J. (1999 & 2000). The use of student portfolios. First-Year Faculty Summer Teaching Institutes sponsored by the Center for Advancement of Teaching. Illinois State University.

Simonds, C. J., & Smith, B. (1999). Classroom behavior issues. August 1999 University Teaching Workshop sponsored by the Center for Advancement of Teaching. Illinois State University.

Simonds, C. J. (1999). Language and Communication Outcomes. Presented as part of the General Education Coordinating Committee's brown bag open forum on Inner Core Course outcomes.

Hunt, S. K., Simonds, C. J., Hinchliffe, L. J. (1999). Using student portfolios as authentic assessment of Language and Communication. Presented as part of the General Education Coordinating Committee's brown bag open forum on Inner Core Course assessment.

Simonds, C. J., & Smith, B. (1998). Authority issues in the classroom. August 1998 University Teaching Workshop sponsored by the Center for Advancement of Teaching. Illinois State University. Program and assessment provided.

Simonds, C. J., & Smith, B. (1998). Classroom management and authority issues. Special session for graduate teaching assistants sponsored by the Center for Advancement of Teaching, September 16. Illinois State University.

Honors and Grants (related to the basic course)

Recipient of the College of Arts and Sciences Outstanding Service Award, Illinois State University, 2012.

Recipient of a \$500 grant for planning and presenting a CTLT Faculty Fellows Workshop on Classroom Communication and Pedagogy.

2010 2nd Place Winner of the National Broadcasting Society's professional video competition in the Instructional, Corporate, or Training category for *Using Presentation Aids* (with B. Simonds and S. Hunt).

Recipient of the 2009 Team Excellence Award for Success 101, Illinois State University.

Recipient of the 2008 Inaugural Program of Excellence Award sponsored by the National Communication Association's Basic Course Division.

Recipient of the 2008 School of Communication Graduate Student Association Faculty Service Award.

Recipient of the 2008 Rives Excellence in Undergraduate Education Award (with Steve Hunt).

Recipient of the 2007 College of Arts & Sciences Dean's Award for Outstanding Teaching.

Recipient of the 2006 Outstanding University Teacher—Category I, Illinois State University.

Recipient of the 2005 College of Arts & Sciences Outstanding Teacher Award, Illinois State University.

2005 Bronze Telly Award Winner for *Leading Instructional Discussions*. (w/ Brent Simonds and Steve Hunt).

Recipient of \$30,000 grant to produce videos for Prentice Hall Publishing Company on facilitating instructional discussions (with Steve Hunt and Brent Simonds).

Recipient of the Center for the Advancement of Teachings \$1,200 Teaching & Learning Development Grant to conduct departmental assessment.

Recipient of \$25,000 Grant to produce a video for Houghton Mifflin Publishing Company on "Using Presentation Aids"

Recipient of Illinois State University's Scholarship of Teaching and Learning Grant for \$1,500 (w/ Allison Rattenborg and Steve Hunt)

Recipient of the 2000-2001 Illinois State University Teaching Initiative Award.

Recipient of \$380 Supplemental Travel Grant from Illinois State University's Assessment Office (November 2000).

Recipient of the 2000 Outstanding New Teacher Award, Central States Communication Association

Recipient of a \$2000 Teaching/Learning Development Grant from Illinois State University's Center for the Advancement of Teaching (Summer 2000). "A content analysis of student portfolios to assess learning in Language and Communication, COM 110," with Steve Hunt.

Recipient of a \$9850 Grant from Illinois State University's Office of Undergraduate Studies to support course assessment of the General Education Program (Summer 1999). "Using student portfolios as authentic assessment of COM 110 Language and Communication," with Steve Hunt and Lisa Jannike-Hinchliffe.

Professional Service Activities (related to the basic course)

Chair of NCA President, Steven Beebe's, Task Force on Strengthening the Basic Course.

Invited Guest Speaker for the 2013 NCA Summer Chair's Conference on the Role of Communication in General Education in Washington, D.C.

Member of the Graduate Faculty Retreat Work Team, 2013.

Member of the Faculty Dimension Team on Illinois State University's Foundations of Excellence Task Force, 2012—2013.

Member of the Illinois Articulation Initiative, 2012 to present.

Attended the Illinois Articulation Initiative Bridging the Gap: Using the Common Core for Secondary/Postsecondary Alignment workshop (April 2012) at Heartland Community College.

Co-Authored NCA Resolutions on Communication in General Education and Communication Across the Curriculum.

Attended the NCATE Colloquium and participated in the Communication Education showcase session in preparation for NCATE Accreditation visit.

Hosted the 50th Anniversary of the Basic Course Director's Conference in Normal, IL.

Editor of *Communication Teacher*, a National Communication Association Journal.

Chair of the Outstanding New Teacher Award Presented at the meeting of the Central States Communication Association, Cleveland, OH.

Editorial Board and Reviewer for *The Basic Communication Course Annual*.

Editorial Board and Reviewer for *The Communication Teacher*. Pedagogy Journal of National Communication Association.

Served as Chair of Central States Communication Association's Outstanding New Teacher Award, 2003.

Elected Secretary, Basic Course Division, National Communication Association, November 2000.

Served as Chair and Program Planner, Communication Education Division, Central States Communication Association, 2000

Elected Vice-Chair, Communication Education Division, Central States Communication Association, April 1999

Elected Nominating Committee, Basic Course Division, National Communication Association, November 1999.

Elected Nominating Committee, Instructional Development Division, National Communication Association, November 1999.

Elected Secretary, Communication Education Division, Central States Communication Association, April 1998

Chapter/Book Reviewer for Allyn & Bacon Publishing Co., Houghton Mifflin Publishing Co., Mayfield Publishing Co., St. Martin's Press, and Wadsworth Publishing Co.

Chapter Consultant and Editor for St. Martin's Press.

Script Advisor and author of Leader's Guides for three supplementary videos being produced by St. Martin's Press.

Teaching Interests

Public Speaking
Classroom Communication
Communication Pedagogy
Instructional Communication
Communication Assessment
Social Emotional Learning

Research Interests

Teacher Clarity, Credibility, and Immediacy
Student Initiated Challenges
Portfolio Assessment
GTA Training
Speech Evaluation and Feedback
Student Engagement

Association Memberships

National Communication Association, 1992-Present
Instructional Development Division (Nominating Committee, 2000)
Basic Course Division (Nominating Committee, 2000; Secretary, 2001)
Central States Communication Association, 1992-Present
Communication Education Division (Secretary, 1998; Vice-Chair, 1999; Chair, 2000)
Basic Course Division (Secretary, 1999-2001)
Oklahoma Speech, Theatre, and Communication Association, 1992-1996
Communication Division (Chair, 1997)
Illinois Speech and Theatre Association, 1998-Present