

Application Details

Research and Development Minigrants for 2017-2018: Application Review

Application Title: The Case Study Challenge: Using HIPs to Develop HIPs

Application ID: #000052

Review Deadline: Jan 27, 2017 11:59:00 PM

Primary Appointment Title: Assistant Professor of Communication

Proposal Summary:

The positive correlation between High Impact Practices (HIPs) and student success is well documented (e.g., Kuh, 2008). The benefits of HIPs are especially evident among first-generation students and historically underrepresented groups – a reality that speaks to the very heart of CI’s student body (Huber, 2010). In light of HIPs’ potential benefit to enhance student learning, this proposed project engages two undergraduate Latino/a students in a faculty-student research learning community to assess an original community-based learning assignment entitled “The Case Study Challenge.” (For more detail about The Case Study Challenge assignment, please see Appendix A). The Case Study Challenge is a semester-long class assignment that requires students to actively apply concepts discussed during class to a real-world organization, while simultaneously helping to give back to the local community. It uses the HIPs of collaborate and community-based learning (Kuh, 2008). Working hand-in-hand with CI’s University Advancement, I piloted The Case Study Challenge in Fall 2016; in the 2017-2018 AY, a revised version of this assignment will be used in four sections of COMM/BUS/POLS 333: Nonprofit Management. Alongside two student researchers, this proposed project will assess The Case Study Challenge via student questionnaires and a focus group session. Results of our assessment will be used to (1) gauge student learning at CI, and (2) improve The Case Study Challenge’s effectiveness so that it can be (3) shared with fellow instructors of COMM/BUS/POLS 333: Nonprofit Management. Results will also be (4) recontextualized to offer best practices for HIPs and (5) shared with a larger academic audience via competitive conference paper and eventual journal submission, as well as (6) shared with a lay audience via CI’s Teaching & Learning Innovations Blog – always with the students granted first authorship. Finally, the project itself will (7) engage the two student researchers in undergraduate research and a learning community, while simultaneously (8) improving their likelihood of being accepted into graduate school by (9) introducing them to the processes and standards expected beyond CI.

Comments to the Administrator(s):

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A. EDUCATION

Ph.D., Communication, University of South Florida, 2012

Major: Organizational Communication

Minors: Intercultural/Interpersonal Communication and Applied Research Methods

Dissertation: *“The Diversity Paradox: Seeking Community in an Intercultural Church”*

M.A., Organizational/Interpersonal Communication, University of Arkansas at Little Rock, 2008

Major: Organizational Communication

Minors: Intercultural/Interpersonal Communication and Applied Research Methods

Thesis: *“Communicating Change: Postmodern Communication in a Modern Organization”*

B.Arch., Architecture, Drury University, 2005

Major: Architecture

Minors: Communication, Design Arts, Art History, and Global Studies

Capstone: *“The Eternal Torchbearer: A Remembrance of Life on the Dead Sea”*

B. ACADEMIC APPOINTMENTS

Assistant Professor, California State University Channel Islands, 2013-present

Instructor, University of South Florida, 2013

Lecturer, University of Tampa, 2011-2013

Graduate Teaching Associate, University of South Florida, 2009-2012

Instructor, Hillsborough Community College, 2012

Lecturer, Southwest Florida College, 2011

Research Assistant, College of Arts and Sciences, University of South Florida, 2011

Adjunct Instructor, University of Arkansas at Little Rock, 2009

Classroom Instructor, Benton High School, 2005-2009

C. HONORS AND AWARDS

1. Teaching Honors

Awarded, **Teachers on Teaching Series: Honoring the Pedagogy of J. Jacob Jenkins and Renee Hobbs**, National Communication Association, 2016

- *This award honors “the [Communication] discipline’s most impressive and effective teachers and ... provide[s] the audience an opportunity to hear directly from those faculty members and the students he or she inspired.”*

Awarded, **Top Four Paper**, Communication and Instruction Interest Group, Western States Communication Association, 2016

Top 5 Finalist, **Maximus Faculty Teaching Award**, Student Government and Maximus Awards Selection Committee, California State University Channel Islands, 2015

Selected, **Teaching and Learning Innovations Faculty Fellow**, Teaching and Learning Innovations Group, California State University Channel Islands, 2015

Awarded, **Top Rated GIFTS Submission** (Great Ideas for Teaching Students), Community College Interest Group, Western States Communication Association, 2015

Recognized, **Best Practices in Service-Learning**, Center for Community Engagement, California State University Channel Islands, 2015

Selected, **Rockstar@CI**, Teaching and Learning Innovations Group, California State University Channel Islands, 2014

Selected, **Blended Learning Preparation Program**, Teaching and Learning Innovations Group, California State University Channel Islands, 2013

Awarded, **Commendation for Outstanding Teaching by a Graduate Teaching Assistant**, Office of the Provost and the Academy for Teaching and Learning Excellence, University of South Florida, 2012

Awarded, **Graduate Teaching Certificate**, E-Teaching and Technology Group, University of South Florida, 2012

Awarded, **Certificate of Merit**, GIFTS Session (Great Ideas for Teaching Students), Florida Communication Association, 2012

Awarded, **Outstanding Achievement Award**, Department of Construction Technology, Benton High School, 2008

2. Research Honors

- Nominated, **“Best Book Award,”** National Communication Association’s International and Intercultural Division, 2015
- Awarded, **Top Paper**, Organizational Communication Interest Group, Western States Communication Association, 2014
- Awarded, **CME Award for Multicultural Engagement**, Center for Multicultural Engagement, California State University Channel Islands, 2014
- Awarded, **Top Student Paper**, Language and Social Interaction Division, Southern States Communication Association, 2013
- Awarded, **The National Stanley L. Saxton Applied Research Award**, Carl Couch Center for Social and Internet Research, University of Northern Iowa, 2012
- Awarded, **Top Student Paper**, Applied Communication Division, Southern States Communication Association, 2012
- Awarded, **Top Student Paper**, Intercultural Communication Division, Southern States Communication Association, 2012
- Selected, **NCA Doctoral Honors Seminar**, National Communication Association, North Dakota State University, 2011
- Awarded, **FCA Graduate Student Research Award**, Florida Communication Association, 2011
- Awarded, **Top Four Student Paper**, Applied Communication Division, National Communication Association, 2010
- Awarded, **Top Paper**, Argumentation Division, Central States Communication Association, 2009
- Awarded, **Top Student Paper**, Applied Communication Division, Southern States Communication Association, 2009
- Awarded, **Outstanding Participation**, Research One Graduate Student Symposium, The Office of Research & Innovation, University of South Florida, 2009
- Awarded, **Top Student Paper**, Graduate Research Forum, University of Arkansas at Little Rock, 2008
- Awarded, **Top Student Paper**, Graduate Student Caucus, Central States Communication Association, 2008

Finalist, **Graduate Student Thesis Award**, Department of Communication,
University of Arkansas at Little Rock, 2008

Awarded, **Top Paper**, Regional Writing Competition, American Christian Writers
Association, 2008

Selected, **Rhetoric Young Scholars Master Class**, Graduate Student Caucus,
Central States Communication Association, 2008

3. Service and Leadership Honors

Selected, **40 Under 40**, Pacific Coast Business Times, 2016

- *This award honors “40 community leaders under the age of 40 who are part of a new generation of dynamic leaders who are re-shaping the leadership ranks and the economy of the Tri-Counties.”*

Elected, **Legislative Assembly Member**, Executive Council, Western States
Communication Association, 2016

Elected, **Chair and Program Planner**, Interpersonal Communication Interest Group,
Western States Communication Association, 2015

Selected, **Ventura County Leadership Academy**, Camarillo, CA, 2014

Elected, **Vice-Chair**, Interpersonal Communication Interest Group, Western States
Communication Association, 2014

Selected, **ISLAS Ambassador**, Institutionalizing Student Learning, Access and
Success (Project ISLAS), California State University Channel Islands, 2014

Awarded, **Leader of Distinction**, Department of Academic and Student Affairs,
University of South Florida, 2013

- *This award is given to recipients who “exemplify exceptional leadership and service to the university and the community.”*

Awarded, **Golden Bull Award**, Department of Academic and Student Affairs,
University of South Florida, 2013

- *This award “is one of USF's highest honors given annually to students who encompass the spirit of USF and have demonstrated its values.”*

Selected, **ISLAS Academy Faculty Fellow**, Institutionalizing Student Learning,
Access and Success (Project ISLAS), California State University Channel Islands,
2013

Selected, **Honorary Associate**, Coordinated Management of Meaning (CMM)
Institute for Personal and Social Evolution, 2013

Elected, **2nd Vice President**, Florida Communication Association, 2011

Elected, **Membership Coordinator**, Florida Communication Association, 2010

4. Additional Honors

Selected, **Alumni Feature**, *HSA News*, Hammons School of Architecture, Drury University, 2014

Selected, **National Semifinalist**, Promising Beginnings Writing Contest, Christian Editor Connection, 2014

Selected, **Alumni Spotlight Interview**, College of Arts and Sciences, University of South Florida, 2013

Nominated, **Distinguished Young Alumnus Award**, Drury Alumni Association, Drury University, 2011

Selected, **Pi Gamma Mu International Honor Society**, Florida Eta Chapter, University of South Florida, 2009

Awarded, **Outstanding Presentation Award**, Mock Firms National Design Competition, Illinois Institute of Technology, 2008

Selected, **Keynote Address**, Bell City Alumni Association, Annual Alumni Banquet, 2008

D. LEADERSHIP EXPERIENCE

1. Leadership Appointments (see also Service below)

Legislative Assembly Member, Executive Council, Western States Communication Association, 2016-present

Chair, Model Communication Program Award Committee, Western States Communication Association, 2016-present

Chair, Member Services Committee, Western States Communication Association, 2016-present

Campus Coordinator, openCI, CSU Affordable Learning Solutions Initiative, California State University Channel Islands, 2016-present

Academic Program Advisor, Communication Program, California State University Channel Islands, 2016-present

Chair, Extended Education Committee, California State University Channel Islands, 2016-present

Co-Chair, Committee on Centers and Institutes, California State University Channel Islands, 2016-present

Faculty Lead, Project for Aligning Learning and Academic Success (Project ALAS), California State University Channel Islands, 2015-2016, 2016-present (tentative)

Board Member, Big Brothers Big Sisters of Ventura County, 2015-present

Chair, Distinguished Teaching Award Committee, Western States Communication Association, 2016-2017

Co-Chair, Campus Reading Celebration Taskforce, California State University Channel Islands, 2014-2016

Founder and Director, Student Mentoring Program, Communication Program, California State University Channel Islands, 2014-2016

Chair and Program Planner, Interpersonal Communication Interest Group, Western States Communication Association, 2015-2016

Co-Chair, Faculty Search Coordinating Committee (SCC), California State University Channel Islands, 2014-2015

Vice-Chair, Interpersonal Communication Interest Group, Western States Communication Association, 2014-2015

2nd Vice President, Florida Communication Association, 2011-2012

Membership Coordinator, Florida Communication Association, 2010-2011

Regional Event Coordinator and Managing Director, Special Olympics International (Area 10), Benton, AR, 2009

Communication Director, Special Olympics International (Area 10), Benton, AR, 2008-2009

2. Leadership Training (see also Professional Development below)

Leadership Certification, Ventura County Leadership Academy (VCLA), Camarillo, CA, 2014-2015

Leadership Mentor Program, College of Arts and Sciences, California State University Channel Islands, 2014-2015

E. RESEARCH AND SCHOLARSHIP

1. Research Areas

Organizational Communication
Organizational Leadership
Intercultural/Interpersonal Communication
Applied Communication Research

2. Research Foci

Community
Diversity Issues
Faith-Based Organizations
Positive Organizational Change

3. Publications

a. Peer Reviewed Book (1)

Jenkins, J. J. (2014a). *The diversity paradox: Seeking community in an intercultural church*. New York: Lexington Books.

b. Refereed Journal Articles (18)

Jenkins, J. J., & Clarke, T. (in press). Engaged journaling: Using experiential learning theory for in-class journaling activities. *International Journal of Teaching and Learning in Higher Education*. [**Pedagogical Publication**]

Gallardo, M., Jenkins, J. J., & Dillon, P. J. (in press). Exploring identity construction: Considerations of student identity expression within online modalities. *International Journal of Information Communication Technologies and Human Development*. [**Student Coauthored; Pedagogical Publication**]

Rennels, T., Gomez, D., Gonzalez, V., Rougeau, A., & Jenkins, J. J. (in press). (un)Welcomed: A critical analysis of congregational shell nouns. *Journal of Communication and Religion*. [**Student Coauthored**]

Van Ostrand, A., Wolfe, S., Juarez, A. A., Skinner, A., Visaiz, R., Jones, M., & Jenkins, J. J. (in press). Creating virtual communities that work: Best practices for users and developers of e-collaboration software. *International Journal of E-Collaboration*, 12(4). [**Student Coauthored**]

- Elliott, D., Gamino, M., & Jenkins, J. J. (2016). Creating community in the college classroom: Best practices for increased student success. *International Journal of Education and Social Science*, 3(6), 29-41. **[Student Coauthored; Pedagogical Publication]**
- Jenkins, J. J. (2015). Communicating church purpose: An expanded taxonomy for contemporary congregations. *Florida Communication Journal*, 43(1), 87-100.
- Jenkins, J. J. (2015). The professional classroom: “Real-world” knowledge and application. *Florida Communication Journal*, 43(1), 113-117. **[Pedagogical Publication]**
- Jenkins, J. J. (2014). A “community” of discipline: The paradox of diversity within an intercultural church. *Western Journal of Communication*, 78(2), 134-154.
- Jenkins, J. J. (2014). Communicating community: A culture-centered approach to racial/ethnic (in)equality. *Carolinas Communication Annual*, 30(1), 34-51.
- Pal, M., & Jenkins, J. J. (2014). Reimagining sustainability: An interrogation of the Corporate Knights’ 100. *Environmental Communication*, 8(3), 388-405.
- Jenkins, J. J. (2013). Managing the in-between: Dialectical tensions of researching an intercultural congregation. *Pennsylvania Communication Annual*, 69(1), 10-34. **[Lead Article]**
- Jenkins, J. J. (2013). Doubling down on student discussion: A simple technique for increased involvement. *Communication and Theater Association of Minnesota Journal*, 40, 56-58. **[Pedagogical Publication]**
- Jenkins, J. J. (2013). Organizational leadership in a postmodern world: Practical implications for contemporary religious leaders. *Journalism and Mass Communication*, 2(12), 1139-1149.
- Dillon, P. J., & Jenkins, J. J. (2013). Improving students’ formal writing: The IDOL writing device. *College Teaching*, 61(2), 82. **[Pedagogical Publication]**
- Purnell, D., & Jenkins, J. J. (2013). Breaking bread, creating community: Food’s ability to increase communal ties and relationship. *Florida Communication Journal*, 41(1), 73-84.
- Jenkins, J. J., & Dillon, P. J. (2012). “This is what we’re all about”: The (re)construction of an oppressive organizational structure. *Southern Communication Journal*, 77(4), 287-306.

Jenkins, J. J. (2012). Engaging the internet generation: An experiential analysis of the world's wealthiest nonprofit organizations. *Florida Communication Journal*, 40(1), 17-28.

Dillon, P. J., Roscoe, L. A., & Jenkins, J. J. (2012). African Americans and decisions about hospice care: Implications for health message design. *The Howard Journal of Communications*, 23(2), 175-193.

c. Book Chapters (7)

Jenkins, J. J. (in press). Common ground voices: An organizational case study for media relations. In B. St. John (Ed.), *Public relations strategies in action: A casebook*. Independence, KY: Cengage. **[Pedagogical Publication]**

Jenkins, J. J. (2015). Covert dysfunctional interactions (Supplemental teaching materials). In M. S. Vorell, H. J. Carmack, & J. A. Scarduzio (Eds.), *Surviving work: Toxic workplace communication*. Dubuque, IA: Kendall Hunt. **[Pedagogical Publication]**

Jenkins, J. J. (2015). Dysfunction at the organizational level (Supplemental teaching materials). In M. S. Vorell, H. J. Carmack, & J. A. Scarduzio (Eds.), *Surviving work: Toxic workplace communication*. Dubuque, IA: Kendall Hunt. **[Pedagogical Publication]**

Jenkins, J. J. (2015). Dysfunctional excess (Supplemental teaching materials). In M. S. Vorell, H. J. Carmack, & J. A. Scarduzio (Eds.), *Surviving work: Toxic workplace communication*. Dubuque, IA: Kendall Hunt. **[Pedagogical Publication]**

Jenkins, J. J., & Dillon, P. J. (2013). Learning through YouTube. In S. P. Ferris & H. Wilder (Eds.), *The plugged-in professor: Tips and techniques for teaching with social media* (pp. 81-90). Oxford, UK: Chandos Publishing. **[Pedagogical Publication]**

Jenkins, J. J., & Dillon, P. J. (2013). Facebook, identity, and deception: Explorations of online identity construction. In J. E. Aitken (Ed.), *Cases on Communication technology for second language acquisition and cultural learning* (pp. 5-8). Hershey, PA: IGI Global. **[Pedagogical Publication]**

Jenkins, J. J. (2012). From Paris with love: A case study for organizational learning. In J. S. Wrench (Ed.), *Casing organizational communication: Applying theory and research to the modern organization*. (pp. 53-56). Dubuque, IA: Kendall-Hunt. **[Pedagogical Publication]**

d. Reference Works (13)

- Jenkins, J. J. (in press). Communicative rationality. In J. Mattingly & G. J. Geoffrey (Eds.), *Encyclopedia of theory*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J., & Chen, N. (in press). Communication studies. In B. A. Arrigo & J. G. Golson (Eds.), *SAGE encyclopedia of surveillance, security, and privacy*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (in press). Google Earth. In B. A. Arrigo & J. G. Golson (Eds.), *SAGE encyclopedia of surveillance, security, and privacy*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (in press). Netflix. In C. L. McNeely, L. A. Schintler, & J. G. Golson (Eds.), *The SAGE encyclopedia of big data*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2015). Administration for Native Americans. In L. H. Cousins (Ed.), *Encyclopedia of human services and diversity*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Tossed salad metaphor. In M. J. Coleman & L. H. Ganong (Eds.), *The social history of the American family: An encyclopedia*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). National Medical Association. In T. L. Thompson & J. G. Golson (Eds.), *Encyclopedia of health communication*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Placebo effects. In T. L. Thompson & J. G. Golson (Eds.), *Encyclopedia of health communication*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Recency effect. In K. Harvey & J. G. Golson (Eds.), *Encyclopedia of social media and politics*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Ushahidi. In K. Harvey & J. G. Golson (Eds.), *Encyclopedia of social media and politics*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Stylometry. In T. R. Levine & J. G. Golson (Eds.), *Encyclopedia of deception*. Thousand Oaks, CA: SAGE Publications.

Jenkins, J. J. (2014). April Fool's Day. In T. R. Levine & J. G. Golson (Eds.), *Encyclopedia of deception*. Thousand Oaks, CA: SAGE Publications.

Jenkins, J. J., & Dillon, P. J. (2014). Siege of Mafeking. In T. R. Levine & J. G. Golson (Eds.), *Encyclopedia of deception*. Thousand Oaks, CA: SAGE Publications.

e. Invited Publications (4)

Jenkins, J. J. (2016). Meaning making machines: The patterns and peril of fundamental attribution error. *The Pedagogy Database*. Orlando, FL: Blue Sky Editorial, LLC. **[Pedagogical Publication]**

Jenkins, J. J. (2016). Silent lies: Nonverbal communication in Fox's *Lie to Me*. *The Pedagogy Database*. Orlando, FL: Blue Sky Editorial, LLC. **[Pedagogical Publication]**

Jenkins, J. J. (2013). The co-constructed classroom: Increasing student involvement, accountability, comprehension, and rapport. *Florida Communication Association Members Newsletter*, 3, 6. **[Pedagogical Publication]**

Jenkins, J. J. (2011). The view from here: A cultural analysis. In G. W. Driskill & A. L. Brenton (Eds.), *Student and instructor site for organizational culture in action* (2nd ed.). London: SAGE Publications. **[Pedagogical Publication]**

f. Book Review (1)

Jenkins, J. J. (2015, January 8). *Listening, thinking, being: Toward an ethics of attunement* by Lisbeth Lipari. [Review of the book *Listening, thinking, being: Toward an ethics of attunement*, by L. Lipari]. *International Journal of Listening*, 1-2.

g. Creative Publications (4)

Jenkins, J. J. (2016, September). Shop 'til you drop, shop Moorpark: Service-learning at California State University Channel Islands. *The Community Link Newspaper*.

Jenkins, J. J. (2016, September). Best practices for cultivating a sense of place in online/blended classrooms: An executive summary. Retrieved from <http://tlinnovations.cikeys.com/online-learning/virtual-turf/>

Jenkins, J. J. (2016, August). How to stop textbook publishers from milking students. *Ventura County Star*. Retrieved from <http://www.vcstar.com/opinion/columnists/j-jacob-jenkins-how-to-stop-textbook-publishers-from-milking-students-392ec75a-2d0b-2c1b-e053-010000-389343901.html>

Jenkins, J. J. (2016, April). It's all about the fundamentals: Best practices for teaching in online/blended classrooms. *Teaching & Learning Innovations Blog*. Retrieved from <http://tlinnovations.cikeys.com/online-learning/its-all-about-the-fundamentals/>

h. Manuscripts Under Review (3)

Jenkins, J. J. (under review). Organizing through resistance: Theorizing everyday acts of resistance as organizational process. *Communication Studies*.

Jenkins, J. J. (under review). A dialogue of diversity: Practical implications for intercultural organizations. *Southern Journal of Communication*.

Prather, K., Burns, B., Smidt, M., & Jenkins, J. J. (under review). Building community in online and blended classrooms: Best practices for instructors of higher education. *School Community Journal*. **[Student Coauthored; Pedagogical Submission]**

i. Manuscripts In Progress (2)

Chen, N., Burns, B., Prather, K., Nguyen, D., & Jenkins, J. J. (in progress). Diversifying the profession: Best practices for diversity hiring in higher education. **[Student Coauthored]**

Juarez, S., & Jenkins, J. J. (in progress). Voices of resistance: Communicating difference within intercultural organizations.

4. Conference Presentations

a. National Communication Association (20)

Van Ostrand, A., Wolfe, S., Juarez, A. A., Skinner, A., Visaiz, R., Jones, M., & Jenkins, J. J. (2016, November). *Creating virtual communities that work: Best practices for users and developers of virtual collaboration software*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Philadelphia, PA. **[Student Coauthored]**

- Jenkins, J. J. (2016, November). *Meaning making machines: The patterns and peril of fundamental attribution error*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Philadelphia, PA. **[Pedagogical Presentation]**
- Ward, M., Wrench, J., McNamee, L., Hinderaker, A., & Jenkins, J. J. (2016, November). *Organization and religion: Foundations for an emerging field*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Salt Lake City, UT.
- Rennels, T., Gomez, D., Gonzalez, V., Rougeau, A., Jenkins, J. J. (2015, November). *(un)Welcomed: A critical analysis of congregational shell nouns*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV. **[Student Coauthored]**
- Jenkins, J. J., & Driskill, G. W. (2015, November). *Communicating church purpose: An expanded taxonomy for contemporary religious organizations*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2015, November). *Organizational purpose: Paradox, promise, and potential*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2015, November). *Opportunities for ethnic conflict reduction through communication*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2015, November). *Embracing opportunity: Students communicating in intercultural reentry*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2013, November). *Organizing through resistance: Everyday resistance as organizational process*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.
- Jenkins, J. J. (2013, November). *A “community” of discipline: The paradox of diversity in an intercultural church*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.

- Jenkins, J. J. (2013, November). *“We a ‘rollup’ church:” Everyday acts of resistance in an intercultural congregation.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.
- Purnell, D., & Jenkins, J. J. (2013, November). *Making familial connections: Food’s ability to forge bonds and relationships.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.
- Jenkins, J. J. (2012, November). *Blinded by community: The paradox of metaphor within intercultural organizations.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
- Jenkins, J. J. (2012, November). *Managing the in-between: Dialectical tensions of researching an intercultural congregation.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
- Jenkins, J. J., & Pal, M. (2012, November). *Reimagining sustainability: An interrogation of the Corporate Knights’ Global 100.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
- Jenkins, J. J., Dillon, P. J. (2012, November). *Learning through YouTube.* GIFTS activity competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
[Pedagogical Presentation]
- Jenkins, J. J. (2011, November). *Communicating purpose.* Paper competitively selected for presentation at the annual convention of the National Communication Association, New Orleans, LA.
- Dillon, P. J., Roscoe, L., & Jenkins, J. J. (2011, November) *African Americans and hospice care: A qualitative meta-ethnography of decisions about hospice care.* Paper competitively selected for presentation at the annual convention of the National Communication Association, New Orleans, LA.
- Jenkins, J. J. (2011, July). *A “community” of meaning: Bottom-up interpretations of daily life.* Paper competitively selected for presentation at the National Communication Association Doctoral Honors Seminar, North Dakota State University, Fargo, ND.

Jenkins, J. J. (2010, November). *Organizational leadership in a postmodern world*. Paper competitively selected for presentation at the annual convention of the National Communication Association, San Francisco, CA. [**Awarded Top Four Student Paper**]

b. Western States Communication Association (9)

Prather, K., Burns, B., Smidt, M., & Jenkins, J. J. (2017, February). *Building community in online and blended classrooms: Best practices for instructors of higher education*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Salt Lake City, UT. [**Student Coauthored; Pedagogical Presentation**]

Jenkins, J. J. (2017, February). *Silent lies: Nonverbal communication in Fox's Lie to Me*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Salt Lake City, UT. [**Pedagogical Presentation**]

Elliott, D., Gamino, M., & Jenkins, J. J. (2016, February). *Creating community in the college classroom: Best practices for increased student success*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, San Diego, CA. [**Student Coauthored; Pedagogical Presentation; Awarded Top Four Paper**]

Crandall, H., Cunningham, C., Bean, H., Blevins, M., Downey, S., Eguchi, S., Jenkins, J. J., McConnel, K., & Rumpf, L. (2016, February). *Emerging trends in the communication discipline*. Panel discussion competitively selected for presentation at the annual convention of the Western States Communication Association, San Diego, CA.

Jenkins, J. J. (2015, February). *When intercultural communication goes well*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Spokane, WA.

Jenkins, J. J., & Clarke, T. (2015, February). *Engaged journaling: Using experiential learning theory to employ multiple learning styles*. GIFTS activity competitively selected for presentation at the annual convention of the Western States Communication Association, Spokane, WA. [**Top Rated Submission**]

Jenkins, J. J. (2014, February). *A dialogue of diversity: Practical implications for intercultural organizations*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Anaheim, CA. [**Awarded Top Paper**]

Jenkins, J. J. (2014, February). *The swampy lowlands: Dialectical tensions of researching a racially/ethnically diverse congregation*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Anaheim, CA.

Jenkins, J. J. (2014, February). *The diversity dilemma: Consequences of creating a “diverse community.”* Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Anaheim, CA.

c. Southern States Communication Association (13)

Jenkins, J. J. (2014, April). *The media toolbox: Applied activities for the communication classroom*. GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, New Orleans, LA. **[Pedagogical Presentation]**

Rennels, T., & Jenkins, J. J. (2013, April). *Inclusive intentions, exclusive results: A discourse analysis of congregational websites*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Louisville, KY. **[Awarded Top Student Paper]**

Jenkins, J. J., & Dillon, P. J. (2013, April). *Online identities: Facebook and the art of identity construction*. GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, Louisville, KY. **[Pedagogical Presentation]**

Jenkins, J. J. (2013, April). *Designing applied communication activities for communication studies*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Louisville, KY. **[Top Rated Panel; Pedagogical Presentation]**

Jenkins, J. J. (2012, April). *Co-constructing community: A culture-centered approach to racial (in)equality*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Awarded Top Student Paper]**

Jenkins, J. J., & Dillon, P. J. (2012, April). *“This is what we’re all about”: The (re)construction of an oppressive organizational structure*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Awarded Top Student Paper]**

Jenkins, J. J., & Dillon, P. J. (2012, April). *Weekly “reflexions.”* GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Pedagogical Presentation]**

Dillon, P. J., Jenkins, J. J. (2012, April). *Campaign evaluation: A focus group exercise* GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Pedagogical Presentation]**

Jenkins, J. J. (2011, March). *Coming of age: Organizational culture and identity.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Little Rock, AR.

Jenkins, J. J. (2011, March). *(Re)defining organizational purpose.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Little Rock, AR.

Jenkins, J. J. (2011, March). *Teaching despite technology: A reflexive examination of technological pedagogy.* Panel discussion competitively selected for presentation at the annual convention of the Southern States Communication Association, Little Rock, AR. **[Pedagogical Presentation]**

Jenkins, J. J. (2009, April). *Postmodern communication in a modern/pre-modern organization.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Norfolk, VA. **[Awarded Top Student Paper]**

Jenkins, J. J. (2009, April). *Using organizational culture to improve the present human condition.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Norfolk, VA.

d. Central States Communication Association (3)

Jenkins, J. J. (2009, April). *Trump v. O’Donnell: The communication analysis of a celebrity conflict.* Paper competitively selected for presentation at the annual convention of the Central States Communication Association, Saint Louis, MO. **[Awarded Top Paper]**

Jenkins, J. J. (2009, April). *Postmodern communication: A contemporary instrument of measure.* Paper competitively selected for presentation at the annual convention of the Central States Communication Association, Saint Louis, MO.

Jenkins, J. J. (2008, April). *Refusing reality: The (mis)communication of Einstein's theory of relativity*. Paper competitively selected for presentation at the annual convention of the Central States Communication Association, Madison, WI. **[Awarded Top Student Paper]**

e. Florida Communication Association (7)

Jenkins, J. J. (2012, October). *The co-constructed classroom*. GIFTS activity competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Awarded Certificate of Merit; Pedagogical Presentation]**

Jenkins, J. J. (2012, October). *Methodological challenges: New approaches, best practices, and lessons learned*. Panel discussion competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Pedagogical Presentation]**

Hand, S., & Jenkins, J. J. (2012, October). *Structuration in the Vampire Diaries: Moral alignment and gender norms*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Student Coauthored]**

Cooper, E., & Jenkins, J. J. (2012, October). *Grace for change: The social construction of John Newton's "Amazing Grace."* Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Student Coauthored]**

Jenkins, J. J. (2011, October). *Organizational identity: A website experience analysis of the world's wealthiest nonprofit organizations*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL.

Jenkins, J. J. (2011, October). *Casting the creator: Embodiments of god in English-speaking film and television, 1930-1989*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL.

Jenkins, J. J. (2011, October). *Organizational purpose: A rhetorical analysis of Rick Warren's The Purpose Driven Church*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL.

f. Online Learning Consortium (1)

Leafstedt, J., Hannans, J., McGarry, M., & Jenkins, J. J. (2016, April). “*So you have a domain... Now what?*” Panel submission accepted for presentation at the annual convention of the Online Learning Consortium (OLC) Innovate, New Orleans, LA. **[Pedagogical Presentation]**

g. University of South Florida (5)

Jenkins, J. J. (2013, April). *The professional classroom: Connecting the classroom to the “real world.”* GIFTS activity selected for presentation at the 2nd Annual Pedagogy Potluck, University of South Florida, Tampa, FL. **[Pedagogical Presentation]**

Jenkins, J. J. (2012, April). *The paradox of metaphor: (Mis)understandings of “community” within an intercultural organization.* Poster competitively selected for presentation at the University of South Florida Graduate Student Research Symposium, Tampa, FL.

Pal, M., & Jenkins, J. (2011, November). *The Sustainability of Escobar: An interrogation of the Corporate Knights’ Global 100.* Paper competitively selected for presentation at the Center for India Studies’ Eastern and Indigenous Perspectives on Sustainability and Conflict Resolution, University of South Florida, Tampa, FL.

Jenkins, J. J. (2010, October). *Applied organizational leadership.* Poster competitively selected for presentation at the University of South Florida Graduate Student Research Symposium, Tampa, FL.

Jenkins, J. J. (2009, October). *The communication of innovation.* Poster competitively selected for presentation at the University of South Florida Graduate Student Research Symposium, Tampa, FL.

h. University of Arkansas at Little Rock (1)

Jenkins, J. J. (2008, November). *Changing church: Postmodern communication in a modern faith-based organization.* Paper selected for presentation at the University of Arkansas at Little Rock Graduate Research Forum, Little Rock, AR. **[Awarded Top Student Paper]**

i. Submissions Under Review (1)

Hannans, J., & Jenkins, J. J. (under review). *Reducing costs, igniting change: OpenCI.* Proposal under review for presentation at the annual convention of the Online Learning Consortium (OLC) Innovate, New Orleans, LA.

E. ACADEMIC FUNDING

1. Grants/Requests Under Review

a. External Funding (1)

CMM Fellowship Program. (under review). *Coordinated Management of "Community:" Meaning-Making within Racially/Ethnically Diverse Congregations*. The CMM Institute for Personal and Social Evolution and The Waterhouse Family Institute for the Study of Communication and Society: \$2,000.00.

b. Internal Funding (1)

UNIV 392 Grant. (under review). *Intercultural Communication and Design: Study Abroad Course to London, England*. California State University Channel Islands: \$34,952.80.

2. Grants/Requests Funded

a. External Funding (7)

California College Textbook Affordability Act of 2015 (AB798). (2016). *openCI: Affordable Learning Solutions Initiative*. Co-PIs: Jaime Hannans and Jill Leafstedt. California State University, William and Flora Hewlett Foundation, and The Bill and Melinda Gates Foundation: \$50,000.00

Collaborative Course Redesign. (2016). *Redesign for 5+ Sections of COMM 333: Nonprofit Management using Open Education Resources (OERs)*. Co-PIs: Cynthia King and Karen Lang. California State University, William and Flora Hewlett Foundation, and The Bill and Melinda Gates Foundation: \$5,700.00

Telecommunications Development and Community Sustainability Grant. (2015). *Practical Implications for Virtual Collaboration Users, Managers, and Developers*. AT&T and The Henry L. "Hank" Lacayo Institute: \$25,000.00.

WFI Research Grant. (2012). *Community as Metaphor*. The Waterhouse Family Institute for the Study of Communication and Society, Villanova University: \$2,540.00.

Travel Stipend. (2011). NCA Doctoral Honors Seminar, National Communication Association: \$250.00.

Recruitment Grant. (2009). Department of Communication, University of Missouri: \$250.00.

Research Travel Grant. (2008). Fitzgibbon-Dermidoff Foundation, Birmingham, MI: \$500.00.

b. Internal Funding (28)

Faculty Research and Development Mini-Grant. (2016). *Defy(ning) Diversity: Understandings of Difference within Intercultural Organizations*. Research and Sponsored Programs, California State University Channel Islands: \$5,000.00.

SRSC Student Research Travel Award. (2016). *Teachers on Teaching Series: Honoring the Pedagogy of J. Jacob Jenkins and Renee Hobbs*. Funding for CI student – Kellie Prather – to present a competitively selected nomination at the annual convention of the National Communication Association, Philadelphia, PA. Student Research Steering Council, California State University Channel Islands: \$700.00.

SRSC Student Research Travel Award. (2016). *Creating Community in the College Classroom: Best Practices for Increased Student Success*. Funding for CI student – Dedreiana Elliot – to present a competitively selected research submission at the annual convention of the Western States Communication Association, San Diego, CA. Student Research Steering Council, California State University Channel Islands: \$800.00.

Research Travel Grant. (2016). *Creating Community in the College Classroom: Best Practices for Increased Student Success*. Competitively selected paper presentation at the annual convention of the Western States Communication Association, San Diego, CA. Teaching and Learning Innovations Group, California State University Channel Islands: \$979.00.

Instructionally Related Activities (IRA) Grant. (2016). *Campus Reading Celebration*. Co-PIs: Debra Hoffman and Joan Peters. California State University Channel Islands: \$30,275.00.

Conference Travel Stipend. (2016). “*So You Have a Domain... Now What?: Lessons Learned for Faculty and Administrators*.” Panel presentation at the annual convention of OLC Innovate. Teaching and Learning Innovations Group, California State University Channel Islands: \$1,875.00.

Faculty Fellowship Program. (2015). *Creating Community in Blended and Online Courses*. Teaching and Learning Innovations Group, California State University Channel Islands: \$9,370.00.

Project Vista Faculty-Student Research Learning Community (RLC). (2015). *Creating Community in the Classroom: Best Practices in Higher Education*. Project Vista, California State University Channel Islands: \$4,152.00.

- SPIRaL Grant. (2015). *Learning Spaces: UNIV 198 Team-Taught Course*. Co-PI: Matthew Cook. Stepladder Program for Interdisciplinary Research and Learning, California State University Channel Islands: \$7,500.00.
- Instructionally Related Activities (IRA) Grant. (2015). *Reagan Library Tour for Learning Spaces (UNIV 198)*. Co-PI: Matthew Cook. California State University Channel Islands: \$703.00.
- UNIV 392 Grant. (2015). *Intercultural Communication and Design: Study Abroad Course to London, England*. California State University Channel Islands: \$23,076.90.
- Faculty Development Project Stipend. (2015). *Organizing through Resistance: Theorizing Everyday Resistance as Organizational Process*. Center for Multicultural Engagement (CME), California State University Channel Islands: \$1,000.00.
- Instructionally Related Activities (IRA) Grant. (2015). *Campus-wide Colloquium: Media Campaigns and Hospice Care*. Co-PI: Nien-Tsu Nancy Chen. California State University Channel Islands: \$1,570.00.
- Instructionally Related Activities (IRA) Grant. (2015). *Communication for Social Change: Campus-Wide Lecture and Class Presentation*. Co-PI: Nien-Tsu Nancy Chen. California State University Channel Islands: \$820.00.
- Integrative Project Stipend. (2015). *A Dialogue of Diversity: Practical Implications for Fostering Intercultural Organizations*. Center for Integrative Studies (CIS), California State University Channel Islands: \$750.00. [partially funded for \$500]
- Participation Stipend. (2015). *CI Keys Innovator Workshop*. Teaching and Learning Innovations Group, California State University Channel Islands: \$300.00.
- Project Vista Faculty-Student Research Learning Community (RLC). (2014). *The Exclusionary Discourse of Congregational Shell Nouns*. Project Vista, California State University Channel Islands: \$4,152.00.
- SPIRaL Grant. (2014). *CI Learn Module for Research Methods Re-Design*. Co-PI: Christina Smith. Stepladder Program for Interdisciplinary Research and Learning, California State University Channel Islands: \$3,500.00.
- Faculty Research and Development Mini-Grant. (2014). *Communicating Purpose: An Expanded Taxonomy of Purpose for Contemporary Faith-based Organizations*. Research and Sponsored Programs, California State University Channel Islands: \$3,000.00.

Teaching with Technology Video Series Stipend. (2014). *Online Persona (3-Video Series)*. Teaching and Learning Innovations Group, California State University Channel Islands: \$500.00.

Student Research Assistant for Department Assessment. (2014). The Western Association of Schools and Colleges (WASC), California State University Channel Islands: \$2,400.00.

Instructionally Related Activities (IRA) Grant. (2013). *Campus-wide Colloquium: Health Disparities at End-of-Life*. Co-PI: Christina Smith. California State University Channel Islands: \$1,550.00.

Instructionally Related Activities (IRA) Grant. (2013). *Organizational Consulting Website*. California State University Channel Islands: \$650.00.

ISLAS Academy Faculty Fellowship. (2013). Institutionalizing Student Learning, Access and Success (Project ISLAS), California State University Channel Islands: \$1,500.00.

Research Presentation Grant. (2012). Student Government Association, University of South Florida: \$500.00.

Research Travel Grant. (2012). Department of Communication, University of South Florida: \$200.00.

Research Presentation Grant. (2011). Student Government Association, University of South Florida: \$500.00.

Research Travel Grant. (2011). Department of Communication, University of South Florida: \$500.00.

Research Presentation Grant. (2010). Student Government Association, University of South Florida: \$500.00.

3. Grants/Requests Not Funded

a. External Funding (5)

NCA Project and Event Grant. (2014). *Communication and Organizational Purpose*. Executive Committee of the National Communication Association: \$3,960.00. [not funded]

Project Grant for Researchers. (2013). *Communicating Purpose: An Expanded Taxonomy for Contemporary Faith-Based Organizations*. The Louisville Institute, Louisville, KY: \$3,980.00. [not funded]

Micro Grants for International Dialogue. (2012). *Organizing Resistance: Everyday Resistance as Organizational Process*. The Center for International Dialogue, Council of Communication Associations: \$2,662.90. [not funded]

GriffinHarte Research Grant. (2012). *Co-Constructing Community: A Culture-Centered Approach to Racial (in)Equality* The GriffinHarte Foundation: \$2,540.00. [not funded]

WFI Research Grant. (2012). *A "Community" of Purpose*. Waterhouse Family Institute for the Study of Communication and Society, Villanova University: \$3,980.00. [not funded]

b. Internal Funding (4)

Faculty Research and Development Mini-Grant. (2015). *Faculty-Student Research and Reflexivity: Best Practices for Instructor-Led Undergraduate Research Projects*. Research and Sponsored Programs, California State University Channel Islands: \$6,000.00. [not funded]

SPIRaL Grant. (2014). *Communicating Purpose: An Expanded Taxonomy for Contemporary Faith-based Organizations*. Stepladder Program for Interdisciplinary Research and Learning and The W. M. Keck Foundation: \$10,150.00. [not funded]

Foundation Funds. (2014). *The Communal Classroom: Seeking "Community" in Higher Education*. California State University Channel Islands: \$4,940.00. [not funded]

Instructionally Related Activities (IRA) Grant. (2013). *Mock Consulting Firm*. California State University Channel Islands: \$288.00. [not funded]

5. Grant Reports

Jenkins, J. J. (2015). *Organizing Through Resistance: Theorizing Everyday Resistance as Organizational Process*. Final report of project submitted for distribution to the Center for Multicultural Engagement (CME), California State University Channel Islands.

Jenkins, J. J. (2012). *Community as Metaphor*. Final report of research findings submitted for distribution to the Waterhouse Family Institute for the Study of Communication and Society, Villanova University.

F. TEACHING

1. Teaching Evaluations

a. California State University Channel Islands

Summary of university core items (scale 1-4; 4 = highest possible score)

I understood the learning outcomes for this course: 3.64
To me, the course content seemed well organized: 3.58
To me, class sessions seemed well organized: 3.51
Time spent in class sessions furthered my understanding of course material: 3.50
Examples and illustrations provided in this course aided my understanding: 3.60
Provided concepts that helped me see connections among specific topics: 3.62
The course was a valuable learning experience for me: 3.57
The assignments in this course aided my learning: 3.53
I was able to effectively use instructor feedback to increase my learning: 3.55
I learned ways of reasoning that I could apply to other disciplines: 3.60
My learning experience increased my appreciation for the subject covered: 3.58
I gained awareness of the relevance and importance of the course material: 3.55
The course made a relevant contribution to my overall education: 3.58
I felt I was evaluated fairly in this class: 3.70
I felt I was treated with respect in this class: 3.70
The class atmosphere supported my learning: 3.65
I felt encouraged to contribute civil dialogue to this class: 3.66
When I sought outside help from the instructor, I received it: 3.71
I felt welcome to seek help and advice from the instructor: 3.69
The help I received from the instructor was useful to my learning: 3.65
Total average across all categories: 3.61

b. University of South Florida

Summary of university core items (scale 1-5; 5 = highest possible score)

Overall rating of instructor: 4.65
Description of course objectives and assignments: 4.64
Communication of ideas and information: 4.65
Expression of expectations for performance: 4.68
Availability to assist students outside of class: 4.62
Respect and concern for the students: 4.67
Stimulation of interest in the course: 4.59
Facilitation of learning: 4.64
Total average across all categories: 4.64

c. University of Tampa

Summary of university core items (scale 1-5; 5 = highest possible score)

The learning objectives of the course were met: 4.67

I know more about this subject now than before I took this course: 4.60

My skills in the area have improved as a result of taking this course: 4.60

The class discussion helped a great deal: 4.60

The way this course was organized helped a great deal: 4.60

The professor's level of enthusiasm for the subject helped a great deal: 4.59

Overall, the instructor helped a great deal: 4.67

Total average across all categories: 4.62

2. Courses Taught

a. California State University Channel Islands (16)

Capstone Seminar (COMM 499): 3 sections

This course required students to complete an original research study or 90 hours of service-learning with a community partner in the local area. [New Preparation; Service-Learning Curriculum; Team-Taught Course]

Independent Study (COMM 494): 6 sections

This course included the supervision of upper-division student research projects in the field of communication. [New Preparation; Blended Learning Format]

Internship Seminar (COMM 492): 1 section

This course provided students credit for completing a communication-related internship that applied specific course skills and concepts. [New Preparation; Blended Learning Format]

Communication and Innovation (COMM 490): 1 section

This course focused on the conceptualization, development, and effective dissemination of communicative innovations. [New Preparation; Newly Developed Course for the Program]

Community Leadership Field Study (COMM 455): 1 section

This course explored styles, strategies, and approaches to leadership in both the nonprofit and not-for-profit sectors with a particular emphasis on Ventura County. [New Preparation; Newly Developed Course for the Program]

Organizational Communication (COMM 442): 11 sections

This course explored the role human communication plays in constituting, maintaining, and influencing organizational settings. [Service-Learning Curriculum]

Intercultural Communication and Design (UNIV 392): 1 section
This course explored the reflexive way(s) in which communication processes influence the built environment, and vice versa. [New Preparation; Newly Developed Course for the Program; Study Abroad Course in London, England]

Nonprofit Leadership (COMM 333): 4 sections
This course explored legal, social, political, and financial issues unique to the nonprofit and not-for-profit sectors, as well as innovative approaches to organizational leadership. [New Preparation; Newly Developed Course for the Program]

Nonprofit Management (COMM 333): 5 sections
This course used a semester-long “Case Study Challenge” to apply course content to an actual nonprofit in the area, effectively putting the students’ skills and knowledge into action, while actively giving back to our local community. [New Preparation; Newly Developed Course for the Program]

Multicultural Conversations/Intercultural Communication (COMM321): 2 sections
This course discussed the broad range of communication processes and practices that occur among/within various (inter)cultural backgrounds.

Communication Research Methods (COMM 310): 1 section
This course introduced students to the rationale, process, and methodology of human communication research.

Professional Communication (COMM 225): 2 sections
This course focused on the application of practical and “real-world” skills/abilities: resumes, cover letters, in-person/online interviews, etc. [New Preparation; Newly Developed Course for the Program; Blended Learning Format]

Group Communication (COMM 220): 1 section
This course covered both the theoretical and practical implication of group communication, ranging from conflict resolution to teamwork strategies to group decision-making processes. [New Preparation; Blended Learning Format]

Introduction to Communication Studies (COMM 200): 1 section
This course developed students’ communication skills, both personal and professionally, via verbal literacy and critical thinking. [Service-Learning Curriculum]

Learning Spaces (UNIV 198): 1 section
This course explored the spaces – both physical and immaterial – in which human knowledge and understanding is gained, shared, and/or created. [New Preparation; Newly Developed Course for the Program; Interdisciplinary Team-Taught Course]

The Diversity Paradox (OLLI 1015-1): 1 section

This course explored the peril, promise, and potential of America's increasingly diversified population by surveying both historical and contemporary conceptions of difference – with a particular emphasis on issues of race/ethnicity. [New Preparation; Newly Developed Course for the OLLI Program]

b. University of South Florida (4)

Communication, Culture, and Community (SPC 4714): 2 sections

This course explored communication's role in co-creating, maintaining, and understanding a shared sense of "community." [New Preparation; Service-Learning Curriculum]

Interpersonal Communication (SPC 3301): 6 sections

This course focused on the practical application of interpersonal theory through group activities, class discussion, and personal reflection. [New Preparation; Portfolio-Based Curriculum]

Public Speaking (SPC 2608): 6 sections

This course prepared students for public dialogue in a variety of settings: social, personal, academic, and vocational. [New Preparation]

Persuasion (SPC 2541): 5 sections

This course offered a critical lens for which to view, organize, and interpret mediated forms of communication: news, politics, advertising, branding, and popular culture. [New Preparation]

c. University of Tampa (7)

Communication Research Methods (COMM 470): 1 section

This course introduced students to a variety of qualitative and quantitative research methods, including surveys, interviews, artifact analysis, and ethnographic fieldwork. [New Preparation]

Intercultural Communication (COMM 401): 2 sections

This course focused on socio-cultural dynamics that affect the communication process: content, structure, and context. [New Preparation; Action-Inquiry Curriculum]

Advertising Writing (COMM 383): 1 section

This course introduced students to the art of copywriting for the marketing of a product, business, person, opinion, or idea. [New Preparation; Peer-Critique Curriculum]

Organizational Communication (COMM 301): 1 section

This course used a guest-lecture format to explore key issues in the field; lecturers included: Dr. Stan Deetz, Dr. Linda Putnam, Dr. Brenda Allen, and Dr. Patrice Buzzanell. [New Preparation]

Visual Literacy (COMM 232): 1 section

This course trained students to recognize, understand, interpret, and create visual communication on their own. [New Preparation; Peer-Critique Curriculum]

Mass Media and Society (COMM 224): 2 sections

This course offered students a critical introduction to mediated society by drawing upon theories of rhetoric, social psychology, media studies, and cultural studies. [New Preparation]

Speech for Business and the Professions (SPE 208): 3 sections

This course covered situations and techniques commonly encountered in professional settings: interviews, briefs, and problem-solving conferences. [New Preparation]

d. Hillsborough Community College (1)

Introduction to Public Speaking (SPC 1608): 1 section

This course focused on the basic methods of public presentation and critical thinking, with additional foci on research and writing.

e. Southwest Florida College (1)

Communication Dynamics (SPC 1608): 1 section

This course developed students' presentation and critical thinking/listening skills through speech preparation and delivery. [New Preparation]

f. University of Arkansas at Little Rock (1)

Speech Communication (SPC 1300): 1 section

This course improved students' communication skills through verbal literacy and critical thinking skills. [New Preparation; Service-Learning Curriculum]

g. Benton High School (5)

Engineering II (DCT 3000): 8 sections

This course built upon lessons learned in Engineering I by introducing students to infrastructure design, master planning, and advanced computer modeling techniques. [New Preparation; Service-Learning Format]

Engineering I (DCT 2800): 8 sections

This course introduced students to the foundations of structural design: electrical, plumbing, and mechanical (HVAC) systems. [New Preparation]

Architecture II (DCT 2600): 8 sections

This course built upon lessons learned in Architecture I by introducing advanced rendering techniques, with particular emphasis on collaborative and sustainable design. [New Preparation; Service-Learning Curriculum]

Architecture I (DCT 2400): 8 sections

This course introduced students to advanced CADD techniques, with particular emphasis on modern and postmodern design. [New Preparation]

Drafting and Design (DCT 1400): 16 sections

The course introduced students to the key periods and practitioners of design, as well as traditional drafting and design methods. [New Preparation]

3. Invited Lectures

Jenkins, J. J. (2016, October), "Organizational Communication: A Primer." *COMM 200 – Introduction to Communication Studies*. California State University Channel Islands, Camarillo, CA.

Jenkins, J. J. (2014, September), "The Diversity Paradox." *COMM 310 – Communication Research Methods*. California State University Channel Islands, Camarillo, CA.

Jenkins, J. J. (2012, November). "Frank Lloyd Wright: The Master Works." *SPC 4030 – Women and Communication*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2012, November). "Research Process and Methodology." *SPC 7325 - Qualitative Methods*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2011, November). "Co-Constructing Community." *SPC 4714 - Communication, Culture, and Community*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2011, July). "Systems Theory and Application." *SPC 4431 - Family Communication*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2011, July). "Perception in Interpersonal Communication." *SPC 3301 - Interpersonal Communication*. Department of Communication, University of South Florida, Tampa, FL.

- Jenkins, J. J. (2010, February). "Speaking of Persuasion." *SPC 2608 - Public Speaking*, University of South Florida, Tampa, FL.
- Jenkins, J. J. (2008, October). "The Narrative Paradigm." *SPC 2450 - Introduction to Graduate Studies*. Department of Communication, University of Arkansas at Little Rock, Little Rock, AR.
- Jenkins, J. J. (2008, October). "Presenting Success." *SPC 2100 - Communication Training*. Department of Communication, University of Arkansas at Little Rock, Little Rock, AR.
- Jenkins, J. J. (2008, September). "Graduate Research: Hints, Tips, and Guidelines." *SPC 2000 - Introduction to Communication Research*. Department of Communication, University of Arkansas at Little Rock, Little Rock, AR.

4. Faculty-Student Collaborative Campus Presentations

- Prather, K., Burns, B., & Jenkins, J. J. (September, 2016). *Building Community in Online and Blended Classrooms: Best Practices for Instructors of Higher Education*. Presented as part of the Teaching and Learning Innovations Group Online Preparation Program, California State University Channel Islands, Camarillo, CA.
- Van Ostrand, A., Skinner, A., Wolfe, S., Juarez, A. A., Visaiz, R., Jones, M., & Jenkins, J. J. (March, 2016). *Creating virtual communities that work: Best practices for users and developers of virtual collaboration software*. Ventura County Industry Day Expo, California State University Channel Islands, Camarillo, CA.
- Dedreiana, E., & Gamino, M., & Jenkins, J. J. (September, 2015). *Creating community in the college classroom: Best practices or increased student success*. Presented at the Project Vista Faculty-Student Research Learning Community (RLC) Banquet, California State University Channel Islands, Camarillo, CA.
- Gomez, D., Gonzalez, V., Rougeau, A., & Jenkins, J. J. (September, 2014). *Cracking open the shells of "family" and "community:" A critical analysis of congregational shell nouns*. Presented at the Project Vista Faculty-Student Research Learning Community (RLC) Banquet, California State University Channel Islands, Camarillo, CA.

G. PROFESSIONAL DEVELOPMENT

1. Workshops Presented

a. California State University Channel Islands (16)

“Co-Constructing Classroom Community: Tips & Techniques for Increased Student Success,” Faculty Development Workshop, 2017

“Open Pedagogy,” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“Conflict Management: Do’s and Don’ts and Don’t Even Think About Its,” University Experience Program, California State University Channel Islands, 2016

“The Diversity Paradox: The Promise, Peril, and Potential of Difference in America.” Taste of OLLI, California State University Channel Islands, 2016

“Building Community in Online Classrooms: Best Practices for Instructors of Higher Education,” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“openCI: Curbing the Cost of College Textbooks (Part 1 of 3),” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“openCI: Curbing the Cost of College Textbooks (Part 2 of 3),” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“openCI: Curbing the Cost of College Textbooks (Part 3 of 3),” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“Lollipop Moments: Developing the Leader (That is Already) Within,” Professional Development Workshop Series, California State University Channel Islands, 2016

Summary of participant evaluations (scale 1-5; 5 = highest possible score)

The speaker’s overall performance: 4.80

Preparation and organization: 4.90

Understanding of the topic: 4.95

Delivery of information in a professional manner: 4.95

Use of pertinent learning materials: 4.85

Use of up-to-date learning materials: 4.90

Use of interactive exercises and effective learning tools: 4.55

Adequate time given for questions and discussion: 4.65

Overall satisfaction with session: 4.70

“Warring at Work: Best Practices for Conflict Management in the Workplace,”
University Experience Program, California State University Channel Islands, 2016

“Creating Classroom Community: Tips and Techniques for Increased Student
Success,” Institutionalizing Student Learning, Access and Success (Project
ISLAS), California State University Channel Islands, 2015

“Blended Learning Preparation Program,” Teaching and Learning Innovations Group,
California State University Channel Islands, 2015

“Faculty Showcase Presentation,” Teaching and Learning Innovations Group,
California State University Channel Islands, 2015

“Organizing through Resistance: Theorizing Everyday Resistance as Organizational
Process,” Center for Multicultural Engagement (CME) Awards Presentation,
California State University Channel Islands, 2015

“Learning Communities: Classroom Community and Student Success,”
Institutionalizing Student Learning, Access and Success (Project ISLAS),
California State University Channel Islands, 2014

“The Communal Classroom: Increasing Student Success Through ‘Community,’”
Institutionalizing Student Learning, Access and Success (Project ISLAS),
California State University Channel Islands, 2014

b. University of South Florida (1)

“Best Practices for Teaching Interpersonal Communication,” Graduate Teaching
Associate Training Workshop. Department of Communication, University of
South Florida, 2012

2. Workshops Attended

a. California State University Chancellor’s Office (3)

“Mobilizing the CSU Textbook Affordability Landscape,” Affordable Learning
Solutions (AL\$) Initiative, 2016

“AL\$ Campus Coordinator Webinar,” Affordable Learning Solutions Initiative
(AL\$), 2016

“Ed Map: Innovative Marketplace,” California State University Online, 2016

b. California State University Channel Islands (37)

- “Active Learning Strategies,” Division of Academic Affairs and the Teaching & Learning Innovations Group, 2016
- “Writing to Learn,” Division of Academic Affairs and the Teaching & Learning Innovations Group, 2016
- “Digital Badges,” Teaching & Learning Innovations Group, 2016
- “General Education Design and Assessment Institute,” Undergraduate Studies and University Experience Program, 2016
- “Co-creating and Maintaining a Truly Collaborative Work Environment: What Does it Take?,” Professional Development Program, 2016
- “Campus Assessment, Response, and Evaluation Preparedness” Campus Assessment, Response, and Evaluation (CARE) Team, 2016
- “In the Media,” Communication and Marketing Office, 2016
- “Dreamer (AB 540) Informational Session and Ally Training,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2015
- “Towards Excellence and Equity: Unconscious Bias Training,” Center for International Affairs and Institutionalizing Student Learning, Access and Success (Project ISLAS), 2015
- “5 Essential Elements to Online/Blended Learning,” Course Construction Workshop Series, Teaching and Learning Innovations Group, 2015
- “Building Online Learning Modules,” Course Construction Workshop Series, Teaching and Learning Innovations Group, 2015
- “Creating and Building Online Assessments,” Course Construction Workshop Series, Teaching and Learning Innovations Group, 2015
- “CI Keys Innovator Workshop,” Teaching and Learning Innovations Group, 2015
- “Managing Difficult Students,” Staff Development Workshop, Provost’s Office and Sociology Program, 2015
- “Where We Live Now: Using Social Explorer to Examine the Racial and Socioeconomic Characteristics of American Neighborhoods,” Institutionalizing Student Learning, Access and Success (Project ISLAS) and the Student Success Project, 2014

- “Infusing International Perspectives Across the Curriculum,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2014
- “MOOCs: A (Mostly) Reasoned Discussion of Education’s Latest Phenomenon,” ‘Technology: Change, Threat, Opportunity’ Discussion Series, 2014
- “Stop Abuse for Everyone (SAFE) Training,” The SAFE on Campus Program and Center for Multicultural Engagement, 2014
- “Santa Rosa Writing Retreat,” University Writing Center, 2014
- “Conveying Power and Influence through Body Language,” Professional Development Workshop Series, 2014
- “Student Success Initiative Meeting,” Project VISTA and Student Success Partnership, 2014
- “Harnessing the Power of Stories,” Professional Development Workshop Series, 2014
- “Team Dynamics,” Professional Development Workshop Series, 2014
- “Teaching in the Dark: Learning through Risk and Vulnerability,” ‘Technology: Change, Threat, Opportunity’ Discussion Series, 2014
- “Technology will Destroy Higher Education – If We Let It,” Institutionalizing Student Learning, Access and Success (Project ISLAS) and the Student Success Project, 2014
- “CI Scholarship Review Workshop,” Department of Financial Aid, 2014
- “First Generation College Student Survey Findings,” Project VISTA, 2014
- “Creating a Level Playing Field,” Professional Development Workshop Series, 2014
- “Blending Learning Preparation Program,” Teaching and Learning Innovations Group, 2014
- “Blending Learning Refresh,” Teaching and Learning Innovations Group, 2014
- “A Closer Look at Blended Coursework,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013
- “Active Learning and ‘High Impact’ Practices,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Teaching Reflection as a Genre,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Examining Culture and Diversity,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Infusing Service Learning and Civic Engagement Across the Curriculum,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“General Education 3.0: Signature Assignments and Outcomes,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Using Diversity to Springboard Student Success,” STEM Diversity Series, Project ACCESO, 2013

b. University of South Florida (11)

“Learning Communities,” E-Teaching and Technology Group, 2012

“Designing Online Courses,” E-Teaching and Technology Group, 2012

“Groups 2.0: Successful Projects Online,” E-Teaching and Technology Group, 2012

“Teaching Online Using Canvas LMS,” E-Teaching and Technology Group, 2012

“New Technologies for Instruction,” E-Teaching and Technology Group, 2011

“Strategies for Effective Online Teaching,” E-Teaching and Technology Group, 2011

“Teaching Online with Second Life,” E-Teaching and Technology Group, 2011

“Promoting a Culture of Student Success,” Office of Student Success, 2011

“Inquiry-Based Teaching,” Center for 21st Century Teaching Excellence, 2010

“Writing Case Studies,” Center for 21st Century Teaching Excellence, 2010

“Active Learning: Teaching Passion and Ration,” Center for 21st Century Teaching Excellence, 2010

3. Professional Certifications

“Leadership Certification,” Ventura County Leadership Academy (VCLA), Camarillo, CA, 2015

“Stop Abuse for Everyone (SAFE) Certification,” The SAFE on Campus Program and Center for Multicultural Engagement, 2014

“Certificate in Foundations in Human Research Protection,” Institutional Review Board, California State University Channel Islands, 2013

“Graduate Teaching Certificate,” E-Teaching and Technology Group, University of South Florida, 2012

“Written Competency in the field of Drafting Occupations,” National Occupational Competency Testing Institute, Big Rapids, MI, 2008

“Performance Competency in the field of Drafting Occupations,” National Occupational Competency Testing Institute, Big Rapids, MI, 2008

H. INTERNATIONAL EXPERIENCE

1. Teaching Abroad

California State University Channel Islands, Camarillo, CA, 2015
England

2. Study Abroad

Drury University, Springfield, MO, 2004
Italy
France
Austria
Belgium
Germany
Vatican City
The Netherlands

3. Humanitarian Work

International Mission Board, Richmond, VA, 2001
Zambia
England
Botswana
Zimbabwe

International Mission Board, Richmond, VA, 2000
Japan
China
Mexico

4. Additional Travel

Independent Study, 2012

Peru

Personal Travel, 2005-2015

Belize

Ireland

Canada

Scotland

St. Lucia

Costa Rica

Cayman Islands

I. SERVICE

1. Editorial Responsibilities

Member, Editorial Board, *Iowa Journal of Communication*, 2014-present

Member, Editorial Board, *Florida Communication Journal*, 2011-present

2. Reviewing

a. Journals

Communication Quarterly, 2015-present

Northwest Journal of Communication, 2015-present

Western Journal of Communication, 2014-present

Health Communication, 2014-present

Journal of Applied Communication Research, 2013-present

Southern Communication Journal, 2013-present

Communication Monographs, 2012-present

Florida Communication Journal, 2011-present

b. Book Publishers

Bedford/St. Martin's, 2015, 2016

Rowman and Littlefield Publishing Group, 2014

3. Professional Memberships and Positions Held

a. International Communication Association

b. International Listening Association

Member, ILA Research Committee, 2013-present
Member, ILA Business Committee, 2013-present

c. National Communication Association

Member, Research Awards Committee, Applied Communication Division, 2014
Member, Best Published Book Award Committee, Ethnography Division, 2013
Member, Awards Subcommittee, Ethnography Division, 2013
Member, Nominating Committee, Applied Communication Division, 2012-2013

d. Western States Communication Association

Legislative Assembly Member, Executive Council, 2016-present
Chair, Model Communication Program Award Committee, 2016-present
Chair, Member Services Committee, 2016-present
Chair, Distinguished Teaching Award Committee, 2016-2017
Chair, Interpersonal Communication Interest Group, 2015-2016
Ex-Officio Member, Distinguished Teaching Award Committee, 2016
Program Planner, Interpersonal Communication Interest Group, 2015-2016
Member, Member Services Committee, 2014-2016
Vice-Chair, Interpersonal Communication Interest Group, 2014-2015

e. Southern States Communication Association

Member, Nominating Committee, Applied Communication Division, 2012-2013

f. CMM Institute for Personal and Social Evolution

Faculty Resource Volunteer, 2013-2016
Honorary Associate, 2013-2014

g. Association for Education in Journalism and Mass Communication

Judge, Best of the Web Design Competition, 2015

h. Northwest Communication Association

i. California Faculty Association

j. Florida Communication Association

Member, Editorial Board, *Florida Communication Journal*, 2011-present
Member, Fiscal Auditing Committee, 2012-2013
Member, Nominating Committee, 2012-2013

2nd-Vice President/Membership Coordinator, 2011-2012
Member, Executive Board, 2011-2012
Judge, Competitive Poster Session, 2012

k. American Institute of Architects

4. Conference Participation

a. International Listening Association

Reviewer, International Listening Association Annual Convention, 2013

b. National Communication Association

Reviewer, Great Ideas for Teaching Students (GIFTS) Division, 2015, 2016
Reviewer, Organizational Communication Division, 2011, 2013, 2014, 2015, 2016
Reviewer, Spiritual Communication Division, 2013, 2014, 2015
Reviewer, Applied Communication Division, 2009, 2010, 2011, 2012, 2014, 2016
Reviewer, Ethnography Division, 2013
Reviewer, Interpersonal Communication Division, 2010, 2011, 2012, 2013
Reviewer, Critical and Cultural Studies Division, 2010, 2013

Panel Chair, Applied Communication Division, 2010, 2011, 2014, 2016
Panel Chair, Interpersonal Communication Division, 2013
Panel Chair, Spiritual Communication Division, 2013
Panel Chair, Organizational Communication Division, 2010

Panel Respondent, Spiritual Communication Division, 2013

c. Western States Communication Association

Reviewer, Organizational Communication Interest Group, 2013, 2014, 2015
Reviewer, Intercultural Communication Interest Group, 2013, 2014, 2015
Reviewer, Interpersonal Communication Interest Group, 2013, 2014, 2015, 2016
Reviewer, Undergraduate Scholars Research Conference, 2013, 2014, 2015, 2016
Reviewer, Rhetoric and Public Address Interest Group, 2014

Panel Chair, Organizational Communication Interest Group, 2015, 2016
Panel Chair, Rhetoric and Public Address Interest Group, 2015
Panel Chair, Intercultural Communication Interest Group, 2014
Panel Chair, Undergraduate Scholars Research Conference, 2014
Panel Respondent, Organizational Communication Interest Group, 2014, 2015
Panel Respondent, Rhetoric and Public Address Interest Group, 2015
Panel Respondent, Intercultural Communication Interest Group, 2014
Panel Respondent, Undergraduate Scholars Research Conference, 2014

d. Southern States Communication Association

Reviewer, Applied Communication Division, 2012, 2013, 2015
Reviewer, Interpersonal Communication Division, 2012, 2013
Reviewer, Intercultural Communication Division, 2013
Reviewer, Interpersonal Communication Division, 2012, 2013
Reviewer, Applied Communication Division, 2009, 2011

Panel Respondent, Interpersonal Communication Division, 2013
Panel Respondent, Applied Communication Division, 2011

e. Florida Communication Association

Reviewer, Competitive Paper Division, 2012
Panel Chair, Competitive Paper Division, 2012
Panel Moderator, Great Ideas for Teaching Students Session, 2011

5. University Service (California State University Channel Islands)

a. Program

Academic Program Advisor, 2016-present
Founder and Director, Student Mentoring Program, 2014-present

Member, Curriculum Assessment Team (WASC), 2013-present
Member, Faculty Search Committee, 2014, 2015, 2016
Member, Curriculum Development Team, 2013-2015

Freshmen/Transfer Student Workshop, Discover CI, 2014, 2015, 2016
Lecturer Observer/Evaluator, 2013, 2016
Project ALAS Transfer Student Success Academy Program Representative, 2016
Commencement Marshal, 2014
Mock Interviewer, Communication Capstone Course, 2013
Invited Speaker, Capstone Gala, 2013

b. University

Campus Coordinator, openCI, CSU Affordable Learning Solutions Initiative,
Teaching and Learning Innovations Group, 2016-present
Chair, Extended Education Committee, California State University Channel
Islands, 2016-present
Faculty Lead, Project for Aligning Learning and Academic Success (ALAS),
2015-2016, 2016-present (tentative)
Co-Chair, Campus Reading Celebration Task Force, 2014-present
Co-Chair, Committee on Centers and Institutes, 2016-present
Co-Chair, Faculty Search Coordinating Committee, 2014-2015

University Ambassador, ISLAS Academy, Institutionalizing Student Learning, Access Success (Project ISLAS), 2014
Faculty Fellow, ISLAS Academy, Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

Member, Investiture Committee, 2016-present
Member, Senate Executive Committee, 2015-present
Member, Historically Underrepresented Groups (HUGs) Ad Hoc Group, 2015-present
Member, Physical Master Plan Committee, 2015-present
Member, Extended Education Advisory Committee, 2015-present
Member, Campus Reading Partnership, Project for Aligning Learning and Academic Success (ALAS), 2015-present
Member, Academic Appeals Committee, 2014-present
Member, Faculty Search Committee, Faculty Development Coordinator, Teaching and Learning Innovations Group, 2016
Member, University Advancement Planning Committee, 2015-2016
Member, Department of Academic Affairs Strategic Planning Committee, 2015-2016
Member/Faculty Senator, Center for Multicultural Engagement, 2014-2016
Member, Faculty Search Coordinating Committee, 2013-2016
Member, East Campus Development Area Planning Group, 2015
Member, CI Dreamers Center Task Force, 2015
Member, Foundation Funds Review Committee, 2015
Member, Senate Structure Task Force, 2014-2015
Member/Faculty Partner, Channel Islands Consortium for Subtidal and Aerial Investigations with Remotely Piloted Systems, 2014-2015
Member, Undergraduate Learning Committee, WASC, 2014-2015
Member, Stop Abuse for Everyone (SAFE) Subcommittee, 2014-2015
Member, University Scholarship Committee, 2014
External Member, Faculty Search Committee, Educational Leadership Program, 2014
Member, Campus Reading Task Force, 2013-2014
Member, Campus Acquisitions Committee, 2013-2014

Invited Speaker, Faculty Highlight Series, University Convocation, 2014, 2016
Faculty Interviewer, Center for International Programs, 2016
Panel Participant, New Faculty Orientation Panel, 2016
Peer Evaluator, UNIV Studies/Experience, 2015, 2016
Moderator, Faculty Diversity at CI: A HUGs Conversation, MVS School of Business and Economics, 2015
Interview Volunteer, Campaign for CI Initiative, 2015
ESRM Research Poster Judge, 7th Annual SAGE Undergraduate Research Symposium, 2015
Mock Interviewer, UNIV 300, 2014

c. Student Organizations

Faculty Advisor, Island News Club, California State University Channel Islands, 2015-present

Program Planner and Speaker, "Destination You: Self-Awareness Student Workshop," Housing and Residential Education, 2015

Invited Speaker and Event Moderator, "Expecto Patronum: Effective Communication Styles," Housing and Residential Education, 2015

Invited Speaker, "Effective Communication," Interpersonal Communication Student Leader Training Session, Housing and Residential Education, 2015

Invited Speaker, "Automatic Success: Lift Your Grade Event," Housing and Residential Education, 2014

6. Community Service

a. Volunteer/Pro Bono Work

Board Member, Big Brothers Big Sisters of Ventura County, 2015-present
Communication Director, Special Olympics International (Area 10), Benton, AR, 2008-2009

Cycling Coach, Special Olympics International (Area 10), Benton, AR, 2008-2009

Bowling Coach, Special Olympics International (Area 10), Benton, AR, 2008-2009

GED Tutor and Test Administrator, Lions World Services for the Blind, Little Rock, AR, 2007-2008

School Mentor, Big Brothers Big Sisters of the Ozarks, Springfield, MO, 2001-2002

Volunteer Coordinator, Ozark Mission Project, Conway, AR, 2007-2008

Staff Member, Camp Barnabas, Purde, MO, 2000-2002

Member, Outreach and Alumni Recruitment Committee, Ventura County Leadership Academy (VCLA) Leadership Team, 2016-present

Member, Curriculum Design Committee, Ventura County Leadership Academy (VCLA) Leadership Team, 2015-present

Member, Fund Development Committee, Big Brothers Big Sisters of Ventura County, 2015-2016

Member, "Big Jamboree" Fundraising Event Committee, Big Brothers Big Sisters of Ventura County, 2015-2016

Member, Strategic Planning Committee, Big Brothers Big Sisters of Ventura County, 2015-2016

Member, Board of Governors, Opportunity International, Oak Brook, IL, 2009-2015

Organizational Consultant, Common Ground Christian Church, Tampa, FL, 2009-2013

Organizational Volunteer, Amazing Love Ministries, Inc., Tampa, FL, 2011

Guest Lecturer, Common Ground Christian Church, Tampa, FL, 2011

Community Speech and Debate Judge, Florida Qualifying Tournament, National Forensics and Communication Association, Lutz, FL, 2010

Food Distribution Volunteer, Angel Food Ministries, Tampa, FL, 2009-2010

Event Coordinator, Special Olympics International (Area 10), Benton, AR, 2009

Graphic Designer, Fashionably Modest, NPO, Springfield, MO, 2009

Product Design Team Member, The Mentoring Project, Portland, OR, 2008-2009

Wish Granting Volunteer, Make-a-Wish Foundation of America, Little Rock, AR, 2007-2009

Hospitality Volunteer, The Manna House, Memphis, TN, 2008

Design/Build Team Member, Habitat for Humanity, Benton, AR, 2007

b. Community Speaking Engagements

Jenkins, J. J. (2015, November). "Learning to Lead," Library Lecture Series, Ventura Public Library, Ventura, CA.

Jenkins, J. J. (2008, April). "Keynote Address," Bell City Alumni Association, Annual Alumni Banquet, Cape Girardeau, MO.

Jenkins, J. J. (2007, November). "Life for the Lifeless." Little Rock Civitan Club, Civitan International, Little Rock, AR.

Jenkins, J. J. (2007, October). "Buried Alive." Benton Lions Club, Lions Club International, Benton, AR.

J. INDUSTRY APPOINTMENTS

Design Technician, SW Rodgers Site Development and Contracting, Washington, DC, 2005

Architectural Intern, PM Architecture, Springfield, MO, 2004-2005

CADD Specialist, BDA Architects, Benton, AR, 2003

J. JACOB JENKINS, Ph.D.

Assistant Professor of Communication
California State University Channel Islands
One University Drive
Camarillo, CA 93012-8599
813.600.9978
jacob.jenkins@csuci.edu

A. EDUCATION

Ph.D., Communication, University of South Florida, 2012

Major: Organizational Communication

Minors: Intercultural/Interpersonal Communication and Applied Research Methods

Dissertation: *“The Diversity Paradox: Seeking Community in an Intercultural Church”*

M.A., Organizational/Interpersonal Communication, University of Arkansas at Little Rock, 2008

Major: Organizational Communication

Minors: Intercultural/Interpersonal Communication and Applied Research Methods

Thesis: *“Communicating Change: Postmodern Communication in a Modern Organization”*

B.Arch., Architecture, Drury University, 2005

Major: Architecture

Minors: Communication, Design Arts, Art History, and Global Studies

Capstone: *“The Eternal Torchbearer: A Remembrance of Life on the Dead Sea”*

B. ACADEMIC APPOINTMENTS

Assistant Professor, California State University Channel Islands, 2013-present

Instructor, University of South Florida, 2013

Lecturer, University of Tampa, 2011-2013

Graduate Teaching Associate, University of South Florida, 2009-2012

Instructor, Hillsborough Community College, 2012

Lecturer, Southwest Florida College, 2011

Research Assistant, College of Arts and Sciences, University of South Florida, 2011

Adjunct Instructor, University of Arkansas at Little Rock, 2009

Classroom Instructor, Benton High School, 2005-2009

C. HONORS AND AWARDS

1. Teaching Honors

Awarded, **Teachers on Teaching Series: Honoring the Pedagogy of J. Jacob Jenkins and Renee Hobbs**, National Communication Association, 2016

- *This award honors “the [Communication] discipline’s most impressive and effective teachers and ... provide[s] the audience an opportunity to hear directly from those faculty members and the students he or she inspired.”*

Awarded, **Top Four Paper**, Communication and Instruction Interest Group, Western States Communication Association, 2016

Top 5 Finalist, **Maximus Faculty Teaching Award**, Student Government and Maximus Awards Selection Committee, California State University Channel Islands, 2015

Selected, **Teaching and Learning Innovations Faculty Fellow**, Teaching and Learning Innovations Group, California State University Channel Islands, 2015

Awarded, **Top Rated GIFTS Submission** (Great Ideas for Teaching Students), Community College Interest Group, Western States Communication Association, 2015

Recognized, **Best Practices in Service-Learning**, Center for Community Engagement, California State University Channel Islands, 2015

Selected, **Rockstar@CI**, Teaching and Learning Innovations Group, California State University Channel Islands, 2014

Selected, **Blended Learning Preparation Program**, Teaching and Learning Innovations Group, California State University Channel Islands, 2013

Awarded, **Commendation for Outstanding Teaching by a Graduate Teaching Assistant**, Office of the Provost and the Academy for Teaching and Learning Excellence, University of South Florida, 2012

Awarded, **Graduate Teaching Certificate**, E-Teaching and Technology Group, University of South Florida, 2012

Awarded, **Certificate of Merit**, GIFTS Session (Great Ideas for Teaching Students), Florida Communication Association, 2012

Awarded, **Outstanding Achievement Award**, Department of Construction Technology, Benton High School, 2008

2. Research Honors

- Nominated, **“Best Book Award,”** National Communication Association’s International and Intercultural Division, 2015
- Awarded, **Top Paper**, Organizational Communication Interest Group, Western States Communication Association, 2014
- Awarded, **CME Award for Multicultural Engagement**, Center for Multicultural Engagement, California State University Channel Islands, 2014
- Awarded, **Top Student Paper**, Language and Social Interaction Division, Southern States Communication Association, 2013
- Awarded, **The National Stanley L. Saxton Applied Research Award**, Carl Couch Center for Social and Internet Research, University of Northern Iowa, 2012
- Awarded, **Top Student Paper**, Applied Communication Division, Southern States Communication Association, 2012
- Awarded, **Top Student Paper**, Intercultural Communication Division, Southern States Communication Association, 2012
- Selected, **NCA Doctoral Honors Seminar**, National Communication Association, North Dakota State University, 2011
- Awarded, **FCA Graduate Student Research Award**, Florida Communication Association, 2011
- Awarded, **Top Four Student Paper**, Applied Communication Division, National Communication Association, 2010
- Awarded, **Top Paper**, Argumentation Division, Central States Communication Association, 2009
- Awarded, **Top Student Paper**, Applied Communication Division, Southern States Communication Association, 2009
- Awarded, **Outstanding Participation**, Research One Graduate Student Symposium, The Office of Research & Innovation, University of South Florida, 2009
- Awarded, **Top Student Paper**, Graduate Research Forum, University of Arkansas at Little Rock, 2008
- Awarded, **Top Student Paper**, Graduate Student Caucus, Central States Communication Association, 2008

Finalist, **Graduate Student Thesis Award**, Department of Communication,
University of Arkansas at Little Rock, 2008

Awarded, **Top Paper**, Regional Writing Competition, American Christian Writers
Association, 2008

Selected, **Rhetoric Young Scholars Master Class**, Graduate Student Caucus,
Central States Communication Association, 2008

3. Service and Leadership Honors

Selected, **40 Under 40**, Pacific Coast Business Times, 2016

- *This award honors “40 community leaders under the age of 40 who are part of a new generation of dynamic leaders who are re-shaping the leadership ranks and the economy of the Tri-Counties.”*

Elected, **Legislative Assembly Member**, Executive Council, Western States
Communication Association, 2016

Elected, **Chair and Program Planner**, Interpersonal Communication Interest Group,
Western States Communication Association, 2015

Selected, **Ventura County Leadership Academy**, Camarillo, CA, 2014

Elected, **Vice-Chair**, Interpersonal Communication Interest Group, Western States
Communication Association, 2014

Selected, **ISLAS Ambassador**, Institutionalizing Student Learning, Access and
Success (Project ISLAS), California State University Channel Islands, 2014

Awarded, **Leader of Distinction**, Department of Academic and Student Affairs,
University of South Florida, 2013

- *This award is given to recipients who “exemplify exceptional leadership and service to the university and the community.”*

Awarded, **Golden Bull Award**, Department of Academic and Student Affairs,
University of South Florida, 2013

- *This award “is one of USF's highest honors given annually to students who encompass the spirit of USF and have demonstrated its values.”*

Selected, **ISLAS Academy Faculty Fellow**, Institutionalizing Student Learning,
Access and Success (Project ISLAS), California State University Channel Islands,
2013

Selected, **Honorary Associate**, Coordinated Management of Meaning (CMM)
Institute for Personal and Social Evolution, 2013

Elected, **2nd Vice President**, Florida Communication Association, 2011

Elected, **Membership Coordinator**, Florida Communication Association, 2010

4. Additional Honors

Selected, **Alumni Feature**, *HSA News*, Hammons School of Architecture, Drury University, 2014

Selected, **National Semifinalist**, Promising Beginnings Writing Contest, Christian Editor Connection, 2014

Selected, **Alumni Spotlight Interview**, College of Arts and Sciences, University of South Florida, 2013

Nominated, **Distinguished Young Alumnus Award**, Drury Alumni Association, Drury University, 2011

Selected, **Pi Gamma Mu International Honor Society**, Florida Eta Chapter, University of South Florida, 2009

Awarded, **Outstanding Presentation Award**, Mock Firms National Design Competition, Illinois Institute of Technology, 2008

Selected, **Keynote Address**, Bell City Alumni Association, Annual Alumni Banquet, 2008

D. LEADERSHIP EXPERIENCE

1. Leadership Appointments (see also Service below)

Legislative Assembly Member, Executive Council, Western States Communication Association, 2016-present

Chair, Model Communication Program Award Committee, Western States Communication Association, 2016-present

Chair, Member Services Committee, Western States Communication Association, 2016-present

Campus Coordinator, openCI, CSU Affordable Learning Solutions Initiative, California State University Channel Islands, 2016-present

Academic Program Advisor, Communication Program, California State University Channel Islands, 2016-present

Chair, Extended Education Committee, California State University Channel Islands, 2016-present

Co-Chair, Committee on Centers and Institutes, California State University Channel Islands, 2016-present

Faculty Lead, Project for Aligning Learning and Academic Success (Project ALAS), California State University Channel Islands, 2015-2016, 2016-present (tentative)

Board Member, Big Brothers Big Sisters of Ventura County, 2015-present

Chair, Distinguished Teaching Award Committee, Western States Communication Association, 2016-2017

Co-Chair, Campus Reading Celebration Taskforce, California State University Channel Islands, 2014-2016

Founder and Director, Student Mentoring Program, Communication Program, California State University Channel Islands, 2014-2016

Chair and Program Planner, Interpersonal Communication Interest Group, Western States Communication Association, 2015-2016

Co-Chair, Faculty Search Coordinating Committee (SCC), California State University Channel Islands, 2014-2015

Vice-Chair, Interpersonal Communication Interest Group, Western States Communication Association, 2014-2015

2nd Vice President, Florida Communication Association, 2011-2012

Membership Coordinator, Florida Communication Association, 2010-2011

Regional Event Coordinator and Managing Director, Special Olympics International (Area 10), Benton, AR, 2009

Communication Director, Special Olympics International (Area 10), Benton, AR, 2008-2009

2. Leadership Training (see also Professional Development below)

Leadership Certification, Ventura County Leadership Academy (VCLA), Camarillo, CA, 2014-2015

Leadership Mentor Program, College of Arts and Sciences, California State University Channel Islands, 2014-2015

E. RESEARCH AND SCHOLARSHIP

1. Research Areas

Organizational Communication
Organizational Leadership
Intercultural/Interpersonal Communication
Applied Communication Research

2. Research Foci

Community
Diversity Issues
Faith-Based Organizations
Positive Organizational Change

3. Publications

a. Peer Reviewed Book (1)

Jenkins, J. J. (2014a). *The diversity paradox: Seeking community in an intercultural church*. New York: Lexington Books.

b. Refereed Journal Articles (18)

Jenkins, J. J., & Clarke, T. (in press). Engaged journaling: Using experiential learning theory for in-class journaling activities. *International Journal of Teaching and Learning in Higher Education*. [**Pedagogical Publication**]

Gallardo, M., Jenkins, J. J., & Dillon, P. J. (in press). Exploring identity construction: Considerations of student identity expression within online modalities. *International Journal of Information Communication Technologies and Human Development*. [**Student Coauthored; Pedagogical Publication**]

Rennels, T., Gomez, D., Gonzalez, V., Rougeau, A., & Jenkins, J. J. (in press). (un)Welcomed: A critical analysis of congregational shell nouns. *Journal of Communication and Religion*. [**Student Coauthored**]

Van Ostrand, A., Wolfe, S., Juarez, A. A., Skinner, A., Visaiz, R., Jones, M., & Jenkins, J. J. (in press). Creating virtual communities that work: Best practices for users and developers of e-collaboration software. *International Journal of E-Collaboration*, 12(4). [**Student Coauthored**]

- Elliott, D., Gamino, M., & Jenkins, J. J. (2016). Creating community in the college classroom: Best practices for increased student success. *International Journal of Education and Social Science*, 3(6), 29-41. **[Student Coauthored; Pedagogical Publication]**
- Jenkins, J. J. (2015). Communicating church purpose: An expanded taxonomy for contemporary congregations. *Florida Communication Journal*, 43(1), 87-100.
- Jenkins, J. J. (2015). The professional classroom: “Real-world” knowledge and application. *Florida Communication Journal*, 43(1), 113-117. **[Pedagogical Publication]**
- Jenkins, J. J. (2014). A “community” of discipline: The paradox of diversity within an intercultural church. *Western Journal of Communication*, 78(2), 134-154.
- Jenkins, J. J. (2014). Communicating community: A culture-centered approach to racial/ethnic (in)equality. *Carolinas Communication Annual*, 30(1), 34-51.
- Pal, M., & Jenkins, J. J. (2014). Reimagining sustainability: An interrogation of the Corporate Knights’ 100. *Environmental Communication*, 8(3), 388-405.
- Jenkins, J. J. (2013). Managing the in-between: Dialectical tensions of researching an intercultural congregation. *Pennsylvania Communication Annual*, 69(1), 10-34. **[Lead Article]**
- Jenkins, J. J. (2013). Doubling down on student discussion: A simple technique for increased involvement. *Communication and Theater Association of Minnesota Journal*, 40, 56-58. **[Pedagogical Publication]**
- Jenkins, J. J. (2013). Organizational leadership in a postmodern world: Practical implications for contemporary religious leaders. *Journalism and Mass Communication*, 2(12), 1139-1149.
- Dillon, P. J., & Jenkins, J. J. (2013). Improving students’ formal writing: The IDOL writing device. *College Teaching*, 61(2), 82. **[Pedagogical Publication]**
- Purnell, D., & Jenkins, J. J. (2013). Breaking bread, creating community: Food’s ability to increase communal ties and relationship. *Florida Communication Journal*, 41(1), 73-84.
- Jenkins, J. J., & Dillon, P. J. (2012). “This is what we’re all about”: The (re)construction of an oppressive organizational structure. *Southern Communication Journal*, 77(4), 287-306.

Jenkins, J. J. (2012). Engaging the internet generation: An experiential analysis of the world's wealthiest nonprofit organizations. *Florida Communication Journal*, 40(1), 17-28.

Dillon, P. J., Roscoe, L. A., & Jenkins, J. J. (2012). African Americans and decisions about hospice care: Implications for health message design. *The Howard Journal of Communications*, 23(2), 175-193.

c. Book Chapters (7)

Jenkins, J. J. (in press). Common ground voices: An organizational case study for media relations. In B. St. John (Ed.), *Public relations strategies in action: A casebook*. Independence, KY: Cengage. **[Pedagogical Publication]**

Jenkins, J. J. (2015). Covert dysfunctional interactions (Supplemental teaching materials). In M. S. Vorell, H. J. Carmack, & J. A. Scarduzio (Eds.), *Surviving work: Toxic workplace communication*. Dubuque, IA: Kendall Hunt. **[Pedagogical Publication]**

Jenkins, J. J. (2015). Dysfunction at the organizational level (Supplemental teaching materials). In M. S. Vorell, H. J. Carmack, & J. A. Scarduzio (Eds.), *Surviving work: Toxic workplace communication*. Dubuque, IA: Kendall Hunt. **[Pedagogical Publication]**

Jenkins, J. J. (2015). Dysfunctional excess (Supplemental teaching materials). In M. S. Vorell, H. J. Carmack, & J. A. Scarduzio (Eds.), *Surviving work: Toxic workplace communication*. Dubuque, IA: Kendall Hunt. **[Pedagogical Publication]**

Jenkins, J. J., & Dillon, P. J. (2013). Learning through YouTube. In S. P. Ferris & H. Wilder (Eds.), *The plugged-in professor: Tips and techniques for teaching with social media* (pp. 81-90). Oxford, UK: Chandos Publishing. **[Pedagogical Publication]**

Jenkins, J. J., & Dillon, P. J. (2013). Facebook, identity, and deception: Explorations of online identity construction. In J. E. Aitken (Ed.), *Cases on Communication technology for second language acquisition and cultural learning* (pp. 5-8). Hershey, PA: IGI Global. **[Pedagogical Publication]**

Jenkins, J. J. (2012). From Paris with love: A case study for organizational learning. In J. S. Wrench (Ed.), *Casing organizational communication: Applying theory and research to the modern organization*. (pp. 53-56). Dubuque, IA: Kendall-Hunt. **[Pedagogical Publication]**

d. Reference Works (13)

- Jenkins, J. J. (in press). Communicative rationality. In J. Mattingly & G. J. Geoffrey (Eds.), *Encyclopedia of theory*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J., & Chen, N. (in press). Communication studies. In B. A. Arrigo & J. G. Golson (Eds.), *SAGE encyclopedia of surveillance, security, and privacy*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (in press). Google Earth. In B. A. Arrigo & J. G. Golson (Eds.), *SAGE encyclopedia of surveillance, security, and privacy*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (in press). Netflix. In C. L. McNeely, L. A. Schintler, & J. G. Golson (Eds.), *The SAGE encyclopedia of big data*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2015). Administration for Native Americans. In L. H. Cousins (Ed.), *Encyclopedia of human services and diversity*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Tossed salad metaphor. In M. J. Coleman & L. H. Ganong (Eds.), *The social history of the American family: An encyclopedia*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). National Medical Association. In T. L. Thompson & J. G. Golson (Eds.), *Encyclopedia of health communication*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Placebo effects. In T. L. Thompson & J. G. Golson (Eds.), *Encyclopedia of health communication*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Recency effect. In K. Harvey & J. G. Golson (Eds.), *Encyclopedia of social media and politics*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Ushahidi. In K. Harvey & J. G. Golson (Eds.), *Encyclopedia of social media and politics*. Thousand Oaks, CA: SAGE Publications.
- Jenkins, J. J. (2014). Stylometry. In T. R. Levine & J. G. Golson (Eds.), *Encyclopedia of deception*. Thousand Oaks, CA: SAGE Publications.

Jenkins, J. J. (2014). April Fool's Day. In T. R. Levine & J. G. Golson (Eds.), *Encyclopedia of deception*. Thousand Oaks, CA: SAGE Publications.

Jenkins, J. J., & Dillon, P. J. (2014). Siege of Mafeking. In T. R. Levine & J. G. Golson (Eds.), *Encyclopedia of deception*. Thousand Oaks, CA: SAGE Publications.

e. Invited Publications (4)

Jenkins, J. J. (2016). Meaning making machines: The patterns and peril of fundamental attribution error. *The Pedagogy Database*. Orlando, FL: Blue Sky Editorial, LLC. **[Pedagogical Publication]**

Jenkins, J. J. (2016). Silent lies: Nonverbal communication in Fox's *Lie to Me*. *The Pedagogy Database*. Orlando, FL: Blue Sky Editorial, LLC. **[Pedagogical Publication]**

Jenkins, J. J. (2013). The co-constructed classroom: Increasing student involvement, accountability, comprehension, and rapport. *Florida Communication Association Members Newsletter*, 3, 6. **[Pedagogical Publication]**

Jenkins, J. J. (2011). The view from here: A cultural analysis. In G. W. Driskill & A. L. Brenton (Eds.), *Student and instructor site for organizational culture in action* (2nd ed.). London: SAGE Publications. **[Pedagogical Publication]**

f. Book Review (1)

Jenkins, J. J. (2015, January 8). *Listening, thinking, being: Toward an ethics of attunement* by Lisbeth Lipari. [Review of the book *Listening, thinking, being: Toward an ethics of attunement*, by L. Lipari]. *International Journal of Listening*, 1-2.

g. Creative Publications (4)

Jenkins, J. J. (2016, September). Shop 'til you drop, shop Moorpark: Service-learning at California State University Channel Islands. *The Community Link Newspaper*.

Jenkins, J. J. (2016, September). Best practices for cultivating a sense of place in online/blended classrooms: An executive summary. Retrieved from <http://tlinnovations.cikeys.com/online-learning/virtual-turf/>

Jenkins, J. J. (2016, August). How to stop textbook publishers from milking students. *Ventura County Star*. Retrieved from <http://www.vcstar.com/opinion/columnists/j-jacob-jenkins-how-to-stop-textbook-publishers-from-milking-students-392ec75a-2d0b-2c1b-e053-010000-389343901.html>

Jenkins, J. J. (2016, April). It's all about the fundamentals: Best practices for teaching in online/blended classrooms. *Teaching & Learning Innovations Blog*. Retrieved from <http://tlinnovations.cikeys.com/online-learning/its-all-about-the-fundamentals/>

h. Manuscripts Under Review (3)

Jenkins, J. J. (under review). Organizing through resistance: Theorizing everyday acts of resistance as organizational process. *Communication Studies*.

Jenkins, J. J. (under review). A dialogue of diversity: Practical implications for intercultural organizations. *Southern Journal of Communication*.

Prather, K., Burns, B., Smidt, M., & Jenkins, J. J. (under review). Building community in online and blended classrooms: Best practices for instructors of higher education. *School Community Journal*. **[Student Coauthored; Pedagogical Submission]**

i. Manuscripts In Progress (2)

Chen, N., Burns, B., Prather, K., Nguyen, D., & Jenkins, J. J. (in progress). Diversifying the profession: Best practices for diversity hiring in higher education. **[Student Coauthored]**

Juarez, S., & Jenkins, J. J. (in progress). Voices of resistance: Communicating difference within intercultural organizations.

4. Conference Presentations

a. National Communication Association (20)

Van Ostrand, A., Wolfe, S., Juarez, A. A., Skinner, A., Visaiz, R., Jones, M., & Jenkins, J. J. (2016, November). *Creating virtual communities that work: Best practices for users and developers of virtual collaboration software*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Philadelphia, PA. **[Student Coauthored]**

- Jenkins, J. J. (2016, November). *Meaning making machines: The patterns and peril of fundamental attribution error*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Philadelphia, PA. **[Pedagogical Presentation]**
- Ward, M., Wrench, J., McNamee, L., Hinderaker, A., & Jenkins, J. J. (2016, November). *Organization and religion: Foundations for an emerging field*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Salt Lake City, UT.
- Rennels, T., Gomez, D., Gonzalez, V., Rougeau, A., Jenkins, J. J. (2015, November). *(un)Welcomed: A critical analysis of congregational shell nouns*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV. **[Student Coauthored]**
- Jenkins, J. J., & Driskill, G. W. (2015, November). *Communicating church purpose: An expanded taxonomy for contemporary religious organizations*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2015, November). *Organizational purpose: Paradox, promise, and potential*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2015, November). *Opportunities for ethnic conflict reduction through communication*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2015, November). *Embracing opportunity: Students communicating in intercultural reentry*. Panel discussion competitively selected for presentation at the annual convention of the National Communication Association, Las Vegas, NV.
- Jenkins, J. J. (2013, November). *Organizing through resistance: Everyday resistance as organizational process*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.
- Jenkins, J. J. (2013, November). *A “community” of discipline: The paradox of diversity in an intercultural church*. Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.

- Jenkins, J. J. (2013, November). *“We a ‘rollup’ church:” Everyday acts of resistance in an intercultural congregation.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.
- Purnell, D., & Jenkins, J. J. (2013, November). *Making familial connections: Food’s ability to forge bonds and relationships.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Washington, DC.
- Jenkins, J. J. (2012, November). *Blinded by community: The paradox of metaphor within intercultural organizations.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
- Jenkins, J. J. (2012, November). *Managing the in-between: Dialectical tensions of researching an intercultural congregation.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
- Jenkins, J. J., & Pal, M. (2012, November). *Reimagining sustainability: An interrogation of the Corporate Knights’ Global 100.* Paper competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
- Jenkins, J. J., Dillon, P. J. (2012, November). *Learning through YouTube.* GIFTS activity competitively selected for presentation at the annual convention of the National Communication Association, Orlando, FL.
[Pedagogical Presentation]
- Jenkins, J. J. (2011, November). *Communicating purpose.* Paper competitively selected for presentation at the annual convention of the National Communication Association, New Orleans, LA.
- Dillon, P. J., Roscoe, L., & Jenkins, J. J. (2011, November) *African Americans and hospice care: A qualitative meta-ethnography of decisions about hospice care.* Paper competitively selected for presentation at the annual convention of the National Communication Association, New Orleans, LA.
- Jenkins, J. J. (2011, July). *A “community” of meaning: Bottom-up interpretations of daily life.* Paper competitively selected for presentation at the National Communication Association Doctoral Honors Seminar, North Dakota State University, Fargo, ND.

Jenkins, J. J. (2010, November). *Organizational leadership in a postmodern world*. Paper competitively selected for presentation at the annual convention of the National Communication Association, San Francisco, CA. [**Awarded Top Four Student Paper**]

b. Western States Communication Association (9)

Prather, K., Burns, B., Smidt, M., & Jenkins, J. J. (2017, February). *Building community in online and blended classrooms: Best practices for instructors of higher education*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Salt Lake City, UT. [**Student Coauthored; Pedagogical Presentation**]

Jenkins, J. J. (2017, February). *Silent lies: Nonverbal communication in Fox's Lie to Me*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Salt Lake City, UT. [**Pedagogical Presentation**]

Elliott, D., Gamino, M., & Jenkins, J. J. (2016, February). *Creating community in the college classroom: Best practices for increased student success*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, San Diego, CA. [**Student Coauthored; Pedagogical Presentation; Awarded Top Four Paper**]

Crandall, H., Cunningham, C., Bean, H., Blevins, M., Downey, S., Eguchi, S., Jenkins, J. J., McConnel, K., & Rumpf, L. (2016, February). *Emerging trends in the communication discipline*. Panel discussion competitively selected for presentation at the annual convention of the Western States Communication Association, San Diego, CA.

Jenkins, J. J. (2015, February). *When intercultural communication goes well*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Spokane, WA.

Jenkins, J. J., & Clarke, T. (2015, February). *Engaged journaling: Using experiential learning theory to employ multiple learning styles*. GIFTS activity competitively selected for presentation at the annual convention of the Western States Communication Association, Spokane, WA. [**Top Rated Submission**]

Jenkins, J. J. (2014, February). *A dialogue of diversity: Practical implications for intercultural organizations*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Anaheim, CA. [**Awarded Top Paper**]

Jenkins, J. J. (2014, February). *The swampy lowlands: Dialectical tensions of researching a racially/ethnically diverse congregation*. Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Anaheim, CA.

Jenkins, J. J. (2014, February). *The diversity dilemma: Consequences of creating a “diverse community.”* Paper competitively selected for presentation at the annual convention of the Western States Communication Association, Anaheim, CA.

c. Southern States Communication Association (13)

Jenkins, J. J. (2014, April). *The media toolbox: Applied activities for the communication classroom*. GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, New Orleans, LA. **[Pedagogical Presentation]**

Rennels, T., & Jenkins, J. J. (2013, April). *Inclusive intentions, exclusive results: A discourse analysis of congregational websites*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Louisville, KY. **[Awarded Top Student Paper]**

Jenkins, J. J., & Dillon, P. J. (2013, April). *Online identities: Facebook and the art of identity construction*. GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, Louisville, KY. **[Pedagogical Presentation]**

Jenkins, J. J. (2013, April). *Designing applied communication activities for communication studies*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Louisville, KY. **[Top Rated Panel; Pedagogical Presentation]**

Jenkins, J. J. (2012, April). *Co-constructing community: A culture-centered approach to racial (in)equality*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Awarded Top Student Paper]**

Jenkins, J. J., & Dillon, P. J. (2012, April). *“This is what we’re all about”: The (re)construction of an oppressive organizational structure*. Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Awarded Top Student Paper]**

Jenkins, J. J., & Dillon, P. J. (2012, April). *Weekly “reflexions.”* GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Pedagogical Presentation]**

Dillon, P. J., Jenkins, J. J. (2012, April). *Campaign evaluation: A focus group exercise* GIFTS activity competitively selected for presentation at the annual convention of the Southern States Communication Association, San Antonio, TX. **[Pedagogical Presentation]**

Jenkins, J. J. (2011, March). *Coming of age: Organizational culture and identity.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Little Rock, AR.

Jenkins, J. J. (2011, March). *(Re)defining organizational purpose.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Little Rock, AR.

Jenkins, J. J. (2011, March). *Teaching despite technology: A reflexive examination of technological pedagogy.* Panel discussion competitively selected for presentation at the annual convention of the Southern States Communication Association, Little Rock, AR. **[Pedagogical Presentation]**

Jenkins, J. J. (2009, April). *Postmodern communication in a modern/pre-modern organization.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Norfolk, VA. **[Awarded Top Student Paper]**

Jenkins, J. J. (2009, April). *Using organizational culture to improve the present human condition.* Paper competitively selected for presentation at the annual convention of the Southern States Communication Association, Norfolk, VA.

d. Central States Communication Association (3)

Jenkins, J. J. (2009, April). *Trump v. O’Donnell: The communication analysis of a celebrity conflict.* Paper competitively selected for presentation at the annual convention of the Central States Communication Association, Saint Louis, MO. **[Awarded Top Paper]**

Jenkins, J. J. (2009, April). *Postmodern communication: A contemporary instrument of measure.* Paper competitively selected for presentation at the annual convention of the Central States Communication Association, Saint Louis, MO.

Jenkins, J. J. (2008, April). *Refusing reality: The (mis)communication of Einstein's theory of relativity*. Paper competitively selected for presentation at the annual convention of the Central States Communication Association, Madison, WI. **[Awarded Top Student Paper]**

e. Florida Communication Association (7)

Jenkins, J. J. (2012, October). *The co-constructed classroom*. GIFTS activity competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Awarded Certificate of Merit; Pedagogical Presentation]**

Jenkins, J. J. (2012, October). *Methodological challenges: New approaches, best practices, and lessons learned*. Panel discussion competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Pedagogical Presentation]**

Hand, S., & Jenkins, J. J. (2012, October). *Structuration in the Vampire Diaries: Moral alignment and gender norms*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Student Coauthored]**

Cooper, E., & Jenkins, J. J. (2012, October). *Grace for change: The social construction of John Newton's "Amazing Grace."* Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL. **[Student Coauthored]**

Jenkins, J. J. (2011, October). *Organizational identity: A website experience analysis of the world's wealthiest nonprofit organizations*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL.

Jenkins, J. J. (2011, October). *Casting the creator: Embodiments of god in English-speaking film and television, 1930-1989*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL.

Jenkins, J. J. (2011, October). *Organizational purpose: A rhetorical analysis of Rick Warren's The Purpose Driven Church*. Paper competitively selected for presentation at the annual convention of the Florida Communication Association, Orlando, FL.

f. Online Learning Consortium (1)

Leafstedt, J., Hannans, J., McGarry, M., & Jenkins, J. J. (2016, April). “*So you have a domain... Now what?*” Panel submission accepted for presentation at the annual convention of the Online Learning Consortium (OLC) Innovate, New Orleans, LA. **[Pedagogical Presentation]**

g. University of South Florida (5)

Jenkins, J. J. (2013, April). *The professional classroom: Connecting the classroom to the “real world.”* GIFTS activity selected for presentation at the 2nd Annual Pedagogy Potluck, University of South Florida, Tampa, FL. **[Pedagogical Presentation]**

Jenkins, J. J. (2012, April). *The paradox of metaphor: (Mis)understandings of “community” within an intercultural organization.* Poster competitively selected for presentation at the University of South Florida Graduate Student Research Symposium, Tampa, FL.

Pal, M., & Jenkins, J. (2011, November). *The Sustainability of Escobar: An interrogation of the Corporate Knights’ Global 100.* Paper competitively selected for presentation at the Center for India Studies’ Eastern and Indigenous Perspectives on Sustainability and Conflict Resolution, University of South Florida, Tampa, FL.

Jenkins, J. J. (2010, October). *Applied organizational leadership.* Poster competitively selected for presentation at the University of South Florida Graduate Student Research Symposium, Tampa, FL.

Jenkins, J. J. (2009, October). *The communication of innovation.* Poster competitively selected for presentation at the University of South Florida Graduate Student Research Symposium, Tampa, FL.

h. University of Arkansas at Little Rock (1)

Jenkins, J. J. (2008, November). *Changing church: Postmodern communication in a modern faith-based organization.* Paper selected for presentation at the University of Arkansas at Little Rock Graduate Research Forum, Little Rock, AR. **[Awarded Top Student Paper]**

i. Submissions Under Review (1)

Hannans, J., & Jenkins, J. J. (under review). *Reducing costs, igniting change: OpenCI.* Proposal under review for presentation at the annual convention of the Online Learning Consortium (OLC) Innovate, New Orleans, LA.

E. ACADEMIC FUNDING

1. Grants/Requests Under Review

a. External Funding (1)

CMM Fellowship Program. (under review). *Coordinated Management of "Community:" Meaning-Making within Racially/Ethnically Diverse Congregations*. The CMM Institute for Personal and Social Evolution and The Waterhouse Family Institute for the Study of Communication and Society: \$2,000.00.

b. Internal Funding (1)

UNIV 392 Grant. (under review). *Intercultural Communication and Design: Study Abroad Course to London, England*. California State University Channel Islands: \$34,952.80.

2. Grants/Requests Funded

a. External Funding (7)

California College Textbook Affordability Act of 2015 (AB798). (2016). *openCI: Affordable Learning Solutions Initiative*. Co-PIs: Jaime Hannans and Jill Leafstedt. California State University, William and Flora Hewlett Foundation, and The Bill and Melinda Gates Foundation: \$50,000.00

Collaborative Course Redesign. (2016). *Redesign for 5+ Sections of COMM 333: Nonprofit Management using Open Education Resources (OERs)*. Co-PIs: Cynthia King and Karen Lang. California State University, William and Flora Hewlett Foundation, and The Bill and Melinda Gates Foundation: \$5,700.00

Telecommunications Development and Community Sustainability Grant. (2015). *Practical Implications for Virtual Collaboration Users, Managers, and Developers*. AT&T and The Henry L. "Hank" Lacayo Institute: \$25,000.00.

WFI Research Grant. (2012). *Community as Metaphor*. The Waterhouse Family Institute for the Study of Communication and Society, Villanova University: \$2,540.00.

Travel Stipend. (2011). NCA Doctoral Honors Seminar, National Communication Association: \$250.00.

Recruitment Grant. (2009). Department of Communication, University of Missouri: \$250.00.

Research Travel Grant. (2008). Fitzgibbon-Dermidoff Foundation, Birmingham, MI: \$500.00.

b. Internal Funding (28)

Faculty Research and Development Mini-Grant. (2016). *Defy(ning) Diversity: Understandings of Difference within Intercultural Organizations*. Research and Sponsored Programs, California State University Channel Islands: \$5,000.00.

SRSC Student Research Travel Award. (2016). *Teachers on Teaching Series: Honoring the Pedagogy of J. Jacob Jenkins and Renee Hobbs*. Funding for CI student – Kellie Prather – to present a competitively selected nomination at the annual convention of the National Communication Association, Philadelphia, PA. Student Research Steering Council, California State University Channel Islands: \$700.00.

SRSC Student Research Travel Award. (2016). *Creating Community in the College Classroom: Best Practices for Increased Student Success*. Funding for CI student – Dedreiana Elliot – to present a competitively selected research submission at the annual convention of the Western States Communication Association, San Diego, CA. Student Research Steering Council, California State University Channel Islands: \$800.00.

Research Travel Grant. (2016). *Creating Community in the College Classroom: Best Practices for Increased Student Success*. Competitively selected paper presentation at the annual convention of the Western States Communication Association, San Diego, CA. Teaching and Learning Innovations Group, California State University Channel Islands: \$979.00.

Instructionally Related Activities (IRA) Grant. (2016). *Campus Reading Celebration*. Co-PIs: Debra Hoffman and Joan Peters. California State University Channel Islands: \$30,275.00.

Conference Travel Stipend. (2016). “*So You Have a Domain... Now What?: Lessons Learned for Faculty and Administrators*”. Panel presentation at the annual convention of OLC Innovate. Teaching and Learning Innovations Group, California State University Channel Islands: \$1,875.00.

Faculty Fellowship Program. (2015). *Creating Community in Blended and Online Courses*. Teaching and Learning Innovations Group, California State University Channel Islands: \$9,370.00.

Project Vista Faculty-Student Research Learning Community (RLC). (2015). *Creating Community in the Classroom: Best Practices in Higher Education*. Project Vista, California State University Channel Islands: \$4,152.00.

- SPIRaL Grant. (2015). *Learning Spaces: UNIV 198 Team-Taught Course*. CO-PI: Matthew Cook. Stepladder Program for Interdisciplinary Research and Learning, California State University Channel Islands: \$7,500.00.
- Instructionally Related Activities (IRA) Grant. (2015). *Reagan Library Tour for Learning Spaces (UNIV 198)*. Co-PI: Matthew Cook. California State University Channel Islands: \$703.00.
- UNIV 392 Grant. (2015). *Intercultural Communication and Design: Study Abroad Course to London, England*. California State University Channel Islands: \$23,076.90.
- Faculty Development Project Stipend. (2015). *Organizing through Resistance: Theorizing Everyday Resistance as Organizational Process*. Center for Multicultural Engagement (CME), California State University Channel Islands: \$1,000.00.
- Instructionally Related Activities (IRA) Grant. (2015). *Campus-wide Colloquium: Media Campaigns and Hospice Care*. Co-PI: Nien-Tsu Nancy Chen. California State University Channel Islands: \$1,570.00.
- Instructionally Related Activities (IRA) Grant. (2015). *Communication for Social Change: Campus-Wide Lecture and Class Presentation*. Co-PI: Nien-Tsu Nancy Chen. California State University Channel Islands: \$820.00.
- Integrative Project Stipend. (2015). *A Dialogue of Diversity: Practical Implications for Fostering Intercultural Organizations*. Center for Integrative Studies (CIS), California State University Channel Islands: \$750.00. [partially funded for \$500]
- Participation Stipend. (2015). *CI Keys Innovator Workshop*. Teaching and Learning Innovations Group, California State University Channel Islands: \$300.00.
- Project Vista Faculty-Student Research Learning Community (RLC). (2014). *The Exclusionary Discourse of Congregational Shell Nouns*. Project Vista, California State University Channel Islands: \$4,152.00.
- SPIRaL Grant. (2014). *CI Learn Module for Research Methods Re-Design*. Co-PI: Christina Smith. Stepladder Program for Interdisciplinary Research and Learning, California State University Channel Islands: \$3,500.00.
- Faculty Research and Development Mini-Grant. (2014). *Communicating Purpose: An Expanded Taxonomy of Purpose for Contemporary Faith-based Organizations*. Research and Sponsored Programs, California State University Channel Islands: \$3,000.00.

Teaching with Technology Video Series Stipend. (2014). *Online Persona (3-Video Series)*. Teaching and Learning Innovations Group, California State University Channel Islands: \$500.00.

Student Research Assistant for Department Assessment. (2014). The Western Association of Schools and Colleges (WASC), California State University Channel Islands: \$2,400.00.

Instructionally Related Activities (IRA) Grant. (2013). *Campus-wide Colloquium: Health Disparities at End-of-Life*. Co-PI: Christina Smith. California State University Channel Islands: \$1,550.00.

Instructionally Related Activities (IRA) Grant. (2013). *Organizational Consulting Website*. California State University Channel Islands: \$650.00.

ISLAS Academy Faculty Fellowship. (2013). Institutionalizing Student Learning, Access and Success (Project ISLAS), California State University Channel Islands: \$1,500.00.

Research Presentation Grant. (2012). Student Government Association, University of South Florida: \$500.00.

Research Travel Grant. (2012). Department of Communication, University of South Florida: \$200.00.

Research Presentation Grant. (2011). Student Government Association, University of South Florida: \$500.00.

Research Travel Grant. (2011). Department of Communication, University of South Florida: \$500.00.

Research Presentation Grant. (2010). Student Government Association, University of South Florida: \$500.00.

3. Grants/Requests Not Funded

a. External Funding (5)

NCA Project and Event Grant. (2014). *Communication and Organizational Purpose*. Executive Committee of the National Communication Association: \$3,960.00. [not funded]

Project Grant for Researchers. (2013). *Communicating Purpose: An Expanded Taxonomy for Contemporary Faith-Based Organizations*. The Louisville Institute, Louisville, KY: \$3,980.00. [not funded]

Micro Grants for International Dialogue. (2012). *Organizing Resistance: Everyday Resistance as Organizational Process*. The Center for International Dialogue, Council of Communication Associations: \$2,662.90. [not funded]

GriffinHarte Research Grant. (2012). *Co-Constructing Community: A Culture-Centered Approach to Racial (in)Equality* The GriffinHarte Foundation: \$2,540.00. [not funded]

WFI Research Grant. (2012). *A "Community" of Purpose*. Waterhouse Family Institute for the Study of Communication and Society, Villanova University: \$3,980.00. [not funded]

b. Internal Funding (4)

Faculty Research and Development Mini-Grant. (2015). *Faculty-Student Research and Reflexivity: Best Practices for Instructor-Led Undergraduate Research Projects*. Research and Sponsored Programs, California State University Channel Islands: \$6,000.00. [not funded]

SPIRaL Grant. (2014). *Communicating Purpose: An Expanded Taxonomy for Contemporary Faith-based Organizations*. Stepladder Program for Interdisciplinary Research and Learning and The W. M. Keck Foundation: \$10,150.00. [not funded]

Foundation Funds. (2014). *The Communal Classroom: Seeking "Community" in Higher Education*. California State University Channel Islands: \$4,940.00. [not funded]

Instructionally Related Activities (IRA) Grant. (2013). *Mock Consulting Firm*. California State University Channel Islands: \$288.00. [not funded]

5. Grant Reports

Jenkins, J. J. (2015). *Organizing Through Resistance: Theorizing Everyday Resistance as Organizational Process*. Final report of project submitted for distribution to the Center for Multicultural Engagement (CME), California State University Channel Islands.

Jenkins, J. J. (2012). *Community as Metaphor*. Final report of research findings submitted for distribution to the Waterhouse Family Institute for the Study of Communication and Society, Villanova University.

F. TEACHING

1. Teaching Evaluations

a. California State University Channel Islands

Summary of university core items (scale 1-4; 4 = highest possible score)

I understood the learning outcomes for this course: 3.64
To me, the course content seemed well organized: 3.58
To me, class sessions seemed well organized: 3.51
Time spent in class sessions furthered my understanding of course material: 3.50
Examples and illustrations provided in this course aided my understanding: 3.60
Provided concepts that helped me see connections among specific topics: 3.62
The course was a valuable learning experience for me: 3.57
The assignments in this course aided my learning: 3.53
I was able to effectively use instructor feedback to increase my learning: 3.55
I learned ways of reasoning that I could apply to other disciplines: 3.60
My learning experience increased my appreciation for the subject covered: 3.58
I gained awareness of the relevance and importance of the course material: 3.55
The course made a relevant contribution to my overall education: 3.58
I felt I was evaluated fairly in this class: 3.70
I felt I was treated with respect in this class: 3.70
The class atmosphere supported my learning: 3.65
I felt encouraged to contribute civil dialogue to this class: 3.66
When I sought outside help from the instructor, I received it: 3.71
I felt welcome to seek help and advice from the instructor: 3.69
The help I received from the instructor was useful to my learning: 3.65
Total average across all categories: 3.61

b. University of South Florida

Summary of university core items (scale 1-5; 5 = highest possible score)

Overall rating of instructor: 4.65
Description of course objectives and assignments: 4.64
Communication of ideas and information: 4.65
Expression of expectations for performance: 4.68
Availability to assist students outside of class: 4.62
Respect and concern for the students: 4.67
Stimulation of interest in the course: 4.59
Facilitation of learning: 4.64
Total average across all categories: 4.64

c. University of Tampa

Summary of university core items (scale 1-5; 5 = highest possible score)

The learning objectives of the course were met: 4.67

I know more about this subject now than before I took this course: 4.60

My skills in the area have improved as a result of taking this course: 4.60

The class discussion helped a great deal: 4.60

The way this course was organized helped a great deal: 4.60

The professor's level of enthusiasm for the subject helped a great deal: 4.59

Overall, the instructor helped a great deal: 4.67

Total average across all categories: 4.62

2. Courses Taught

a. California State University Channel Islands (16)

Capstone Seminar (COMM 499): 3 sections

This course required students to complete an original research study or 90 hours of service-learning with a community partner in the local area. [New Preparation; Service-Learning Curriculum; Team-Taught Course]

Independent Study (COMM 494): 6 sections

This course included the supervision of upper-division student research projects in the field of communication. [New Preparation; Blended Learning Format]

Internship Seminar (COMM 492): 1 section

This course provided students credit for completing a communication-related internship that applied specific course skills and concepts. [New Preparation; Blended Learning Format]

Communication and Innovation (COMM 490): 1 section

This course focused on the conceptualization, development, and effective dissemination of communicative innovations. [New Preparation; Newly Developed Course for the Program]

Community Leadership Field Study (COMM 455): 1 section

This course explored styles, strategies, and approaches to leadership in both the nonprofit and not-for-profit sectors with a particular emphasis on Ventura County. [New Preparation; Newly Developed Course for the Program]

Organizational Communication (COMM 442): 11 sections

This course explored the role human communication plays in constituting, maintaining, and influencing organizational settings. [Service-Learning Curriculum]

Intercultural Communication and Design (UNIV 392): 1 section
This course explored the reflexive way(s) in which communication processes influence the built environment, and vice versa. [New Preparation; Newly Developed Course for the Program; Study Abroad Course in London, England]

Nonprofit Leadership (COMM 333): 4 sections
This course explored legal, social, political, and financial issues unique to the nonprofit and not-for-profit sectors, as well as innovative approaches to organizational leadership. [New Preparation; Newly Developed Course for the Program]

Nonprofit Management (COMM 333): 5 sections
This course used a semester-long “Case Study Challenge” to apply course content to an actual nonprofit in the area, effectively putting the students’ skills and knowledge into action, while actively giving back to our local community. [New Preparation; Newly Developed Course for the Program]

Multicultural Conversations/Intercultural Communication (COMM321): 2 sections
This course discussed the broad range of communication processes and practices that occur among/within various (inter)cultural backgrounds.

Communication Research Methods (COMM 310): 1 section
This course introduced students to the rationale, process, and methodology of human communication research.

Professional Communication (COMM 225): 2 sections
This course focused on the application of practical and “real-world” skills/abilities: resumes, cover letters, in-person/online interviews, etc. [New Preparation; Newly Developed Course for the Program; Blended Learning Format]

Group Communication (COMM 220): 1 section
This course covered both the theoretical and practical implication of group communication, ranging from conflict resolution to teamwork strategies to group decision-making processes. [New Preparation; Blended Learning Format]

Introduction to Communication Studies (COMM 200): 1 section
This course developed students’ communication skills, both personal and professionally, via verbal literacy and critical thinking. [Service-Learning Curriculum]

Learning Spaces (UNIV 198): 1 section
This course explored the spaces – both physical and immaterial – in which human knowledge and understanding is gained, shared, and/or created. [New Preparation; Newly Developed Course for the Program; Interdisciplinary Team-Taught Course]

The Diversity Paradox (OLLI 1015-1): 1 section

This course explored the peril, promise, and potential of America's increasingly diversified population by surveying both historical and contemporary conceptions of difference – with a particular emphasis on issues of race/ethnicity. [New Preparation; Newly Developed Course for the OLLI Program]

b. University of South Florida (4)

Communication, Culture, and Community (SPC 4714): 2 sections

This course explored communication's role in co-creating, maintaining, and understanding a shared sense of "community." [New Preparation; Service-Learning Curriculum]

Interpersonal Communication (SPC 3301): 6 sections

This course focused on the practical application of interpersonal theory through group activities, class discussion, and personal reflection. [New Preparation; Portfolio-Based Curriculum]

Public Speaking (SPC 2608): 6 sections

This course prepared students for public dialogue in a variety of settings: social, personal, academic, and vocational. [New Preparation]

Persuasion (SPC 2541): 5 sections

This course offered a critical lens for which to view, organize, and interpret mediated forms of communication: news, politics, advertising, branding, and popular culture. [New Preparation]

c. University of Tampa (7)

Communication Research Methods (COMM 470): 1 section

This course introduced students to a variety of qualitative and quantitative research methods, including surveys, interviews, artifact analysis, and ethnographic fieldwork. [New Preparation]

Intercultural Communication (COMM 401): 2 sections

This course focused on socio-cultural dynamics that affect the communication process: content, structure, and context. [New Preparation; Action-Inquiry Curriculum]

Advertising Writing (COMM 383): 1 section

This course introduced students to the art of copywriting for the marketing of a product, business, person, opinion, or idea. [New Preparation; Peer-Critique Curriculum]

Organizational Communication (COMM 301): 1 section

This course used a guest-lecture format to explore key issues in the field; lecturers included: Dr. Stan Deetz, Dr. Linda Putnam, Dr. Brenda Allen, and Dr. Patrice Buzzanell. [New Preparation]

Visual Literacy (COMM 232): 1 section

This course trained students to recognize, understand, interpret, and create visual communication on their own. [New Preparation; Peer-Critique Curriculum]

Mass Media and Society (COMM 224): 2 sections

This course offered students a critical introduction to mediated society by drawing upon theories of rhetoric, social psychology, media studies, and cultural studies. [New Preparation]

Speech for Business and the Professions (SPE 208): 3 sections

This course covered situations and techniques commonly encountered in professional settings: interviews, briefs, and problem-solving conferences. [New Preparation]

d. Hillsborough Community College (1)

Introduction to Public Speaking (SPC 1608): 1 section

This course focused on the basic methods of public presentation and critical thinking, with additional foci on research and writing.

e. Southwest Florida College (1)

Communication Dynamics (SPC 1608): 1 section

This course developed students' presentation and critical thinking/listening skills through speech preparation and delivery. [New Preparation]

f. University of Arkansas at Little Rock (1)

Speech Communication (SPC 1300): 1 section

This course improved students' communication skills through verbal literacy and critical thinking skills. [New Preparation; Service-Learning Curriculum]

g. Benton High School (5)

Engineering II (DCT 3000): 8 sections

This course built upon lessons learned in Engineering I by introducing students to infrastructure design, master planning, and advanced computer modeling techniques. [New Preparation; Service-Learning Format]

Engineering I (DCT 2800): 8 sections

This course introduced students to the foundations of structural design: electrical, plumbing, and mechanical (HVAC) systems. [New Preparation]

Architecture II (DCT 2600): 8 sections

This course built upon lessons learned in Architecture I by introducing advanced rendering techniques, with particular emphasis on collaborative and sustainable design. [New Preparation; Service-Learning Curriculum]

Architecture I (DCT 2400): 8 sections

This course introduced students to advanced CADD techniques, with particular emphasis on modern and postmodern design. [New Preparation]

Drafting and Design (DCT 1400): 16 sections

The course introduced students to the key periods and practitioners of design, as well as traditional drafting and design methods. [New Preparation]

3. Invited Lectures

Jenkins, J. J. (2016, October), "Organizational Communication: A Primer." *COMM 200 – Introduction to Communication Studies*. California State University Channel Islands, Camarillo, CA.

Jenkins, J. J. (2014, September), "The Diversity Paradox." *COMM 310 – Communication Research Methods*. California State University Channel Islands, Camarillo, CA.

Jenkins, J. J. (2012, November). "Frank Lloyd Wright: The Master Works." *SPC 4030 – Women and Communication*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2012, November). "Research Process and Methodology." *SPC 7325 - Qualitative Methods*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2011, November). "Co-Constructing Community." *SPC 4714 - Communication, Culture, and Community*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2011, July). "Systems Theory and Application." *SPC 4431 - Family Communication*. Department of Communication, University of South Florida, Tampa, FL.

Jenkins, J. J. (2011, July). "Perception in Interpersonal Communication." *SPC 3301 - Interpersonal Communication*. Department of Communication, University of South Florida, Tampa, FL.

- Jenkins, J. J. (2010, February). "Speaking of Persuasion." *SPC 2608 - Public Speaking*, University of South Florida, Tampa, FL.
- Jenkins, J. J. (2008, October). "The Narrative Paradigm." *SPC 2450 - Introduction to Graduate Studies*. Department of Communication, University of Arkansas at Little Rock, Little Rock, AR.
- Jenkins, J. J. (2008, October). "Presenting Success." *SPC 2100 - Communication Training*. Department of Communication, University of Arkansas at Little Rock, Little Rock, AR.
- Jenkins, J. J. (2008, September). "Graduate Research: Hints, Tips, and Guidelines." *SPC 2000 - Introduction to Communication Research*. Department of Communication, University of Arkansas at Little Rock, Little Rock, AR.

4. Faculty-Student Collaborative Campus Presentations

- Prather, K., Burns, B., & Jenkins, J. J. (September, 2016). *Building Community in Online and Blended Classrooms: Best Practices for Instructors of Higher Education*. Presented as part of the Teaching and Learning Innovations Group Online Preparation Program, California State University Channel Islands, Camarillo, CA.
- Van Ostrand, A., Skinner, A., Wolfe, S., Juarez, A. A., Visaiz, R., Jones, M., & Jenkins, J. J. (March, 2016). *Creating virtual communities that work: Best practices for users and developers of virtual collaboration software*. Ventura County Industry Day Expo, California State University Channel Islands, Camarillo, CA.
- Dedreiana, E., & Gamino, M., & Jenkins, J. J. (September, 2015). *Creating community in the college classroom: Best practices or increased student success*. Presented at the Project Vista Faculty-Student Research Learning Community (RLC) Banquet, California State University Channel Islands, Camarillo, CA.
- Gomez, D., Gonzalez, V., Rougeau, A., & Jenkins, J. J. (September, 2014). *Cracking open the shells of "family" and "community:" A critical analysis of congregational shell nouns*. Presented at the Project Vista Faculty-Student Research Learning Community (RLC) Banquet, California State University Channel Islands, Camarillo, CA.

G. PROFESSIONAL DEVELOPMENT

1. Workshops Presented

a. California State University Channel Islands (16)

“Co-Constructing Classroom Community: Tips & Techniques for Increased Student Success,” Faculty Development Workshop, 2017

“Open Pedagogy,” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“Conflict Management: Do’s and Don’ts and Don’t Even Think About Its,” University Experience Program, California State University Channel Islands, 2016

“The Diversity Paradox: The Promise, Peril, and Potential of Difference in America.” Taste of OLLI, California State University Channel Islands, 2016

“Building Community in Online Classrooms: Best Practices for Instructors of Higher Education,” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“openCI: Curbing the Cost of College Textbooks (Part 1 of 3),” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“openCI: Curbing the Cost of College Textbooks (Part 2 of 3),” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“openCI: Curbing the Cost of College Textbooks (Part 3 of 3),” Teaching and Learning Innovations Group, California State University Channel Islands, 2016

“Lollipop Moments: Developing the Leader (That is Already) Within,” Professional Development Workshop Series, California State University Channel Islands, 2016

Summary of participant evaluations (scale 1-5; 5 = highest possible score)

The speaker’s overall performance: 4.80

Preparation and organization: 4.90

Understanding of the topic: 4.95

Delivery of information in a professional manner: 4.95

Use of pertinent learning materials: 4.85

Use of up-to-date learning materials: 4.90

Use of interactive exercises and effective learning tools: 4.55

Adequate time given for questions and discussion: 4.65

Overall satisfaction with session: 4.70

“Warring at Work: Best Practices for Conflict Management in the Workplace,”
University Experience Program, California State University Channel Islands, 2016

“Creating Classroom Community: Tips and Techniques for Increased Student
Success,” Institutionalizing Student Learning, Access and Success (Project
ISLAS), California State University Channel Islands, 2015

“Blended Learning Preparation Program,” Teaching and Learning Innovations Group,
California State University Channel Islands, 2015

“Faculty Showcase Presentation,” Teaching and Learning Innovations Group,
California State University Channel Islands, 2015

“Organizing through Resistance: Theorizing Everyday Resistance as Organizational
Process,” Center for Multicultural Engagement (CME) Awards Presentation,
California State University Channel Islands, 2015

“Learning Communities: Classroom Community and Student Success,”
Institutionalizing Student Learning, Access and Success (Project ISLAS),
California State University Channel Islands, 2014

“The Communal Classroom: Increasing Student Success Through ‘Community,’”
Institutionalizing Student Learning, Access and Success (Project ISLAS),
California State University Channel Islands, 2014

b. University of South Florida (1)

“Best Practices for Teaching Interpersonal Communication,” Graduate Teaching
Associate Training Workshop. Department of Communication, University of
South Florida, 2012

2. Workshops Attended

a. California State University Chancellor’s Office (3)

“Mobilizing the CSU Textbook Affordability Landscape,” Affordable Learning
Solutions (AL\$) Initiative, 2016

“AL\$ Campus Coordinator Webinar,” Affordable Learning Solutions Initiative
(AL\$), 2016

“Ed Map: Innovative Marketplace,” California State University Online, 2016

b. California State University Channel Islands (37)

- “Active Learning Strategies,” Division of Academic Affairs and the Teaching & Learning Innovations Group, 2016
- “Writing to Learn,” Division of Academic Affairs and the Teaching & Learning Innovations Group, 2016
- “Digital Badges,” Teaching & Learning Innovations Group, 2016
- “General Education Design and Assessment Institute,” Undergraduate Studies and University Experience Program, 2016
- “Co-creating and Maintaining a Truly Collaborative Work Environment: What Does it Take?,” Professional Development Program, 2016
- “Campus Assessment, Response, and Evaluation Preparedness” Campus Assessment, Response, and Evaluation (CARE) Team, 2016
- “In the Media,” Communication and Marketing Office, 2016
- “Dreamer (AB 540) Informational Session and Ally Training,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2015
- “Towards Excellence and Equity: Unconscious Bias Training,” Center for International Affairs and Institutionalizing Student Learning, Access and Success (Project ISLAS), 2015
- “5 Essential Elements to Online/Blended Learning,” Course Construction Workshop Series, Teaching and Learning Innovations Group, 2015
- “Building Online Learning Modules,” Course Construction Workshop Series, Teaching and Learning Innovations Group, 2015
- “Creating and Building Online Assessments,” Course Construction Workshop Series, Teaching and Learning Innovations Group, 2015
- “CI Keys Innovator Workshop,” Teaching and Learning Innovations Group, 2015
- “Managing Difficult Students,” Staff Development Workshop, Provost’s Office and Sociology Program, 2015
- “Where We Live Now: Using Social Explorer to Examine the Racial and Socioeconomic Characteristics of American Neighborhoods,” Institutionalizing Student Learning, Access and Success (Project ISLAS) and the Student Success Project, 2014

- “Infusing International Perspectives Across the Curriculum,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2014
- “MOOCs: A (Mostly) Reasoned Discussion of Education’s Latest Phenomenon,” ‘Technology: Change, Threat, Opportunity’ Discussion Series, 2014
- “Stop Abuse for Everyone (SAFE) Training,” The SAFE on Campus Program and Center for Multicultural Engagement, 2014
- “Santa Rosa Writing Retreat,” University Writing Center, 2014
- “Conveying Power and Influence through Body Language,” Professional Development Workshop Series, 2014
- “Student Success Initiative Meeting,” Project VISTA and Student Success Partnership, 2014
- “Harnessing the Power of Stories,” Professional Development Workshop Series, 2014
- “Team Dynamics,” Professional Development Workshop Series, 2014
- “Teaching in the Dark: Learning through Risk and Vulnerability,” ‘Technology: Change, Threat, Opportunity’ Discussion Series, 2014
- “Technology will Destroy Higher Education – If We Let It,” Institutionalizing Student Learning, Access and Success (Project ISLAS) and the Student Success Project, 2014
- “CI Scholarship Review Workshop,” Department of Financial Aid, 2014
- “First Generation College Student Survey Findings,” Project VISTA, 2014
- “Creating a Level Playing Field,” Professional Development Workshop Series, 2014
- “Blending Learning Preparation Program,” Teaching and Learning Innovations Group, 2014
- “Blending Learning Refresh,” Teaching and Learning Innovations Group, 2014
- “A Closer Look at Blended Coursework,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013
- “Active Learning and ‘High Impact’ Practices,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Teaching Reflection as a Genre,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Examining Culture and Diversity,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Infusing Service Learning and Civic Engagement Across the Curriculum,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“General Education 3.0: Signature Assignments and Outcomes,” Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

“Using Diversity to Springboard Student Success,” STEM Diversity Series, Project ACCESO, 2013

b. University of South Florida (11)

“Learning Communities,” E-Teaching and Technology Group, 2012

“Designing Online Courses,” E-Teaching and Technology Group, 2012

“Groups 2.0: Successful Projects Online,” E-Teaching and Technology Group, 2012

“Teaching Online Using Canvas LMS,” E-Teaching and Technology Group, 2012

“New Technologies for Instruction,” E-Teaching and Technology Group, 2011

“Strategies for Effective Online Teaching,” E-Teaching and Technology Group, 2011

“Teaching Online with Second Life,” E-Teaching and Technology Group, 2011

“Promoting a Culture of Student Success,” Office of Student Success, 2011

“Inquiry-Based Teaching,” Center for 21st Century Teaching Excellence, 2010

“Writing Case Studies,” Center for 21st Century Teaching Excellence, 2010

“Active Learning: Teaching Passion and Ration,” Center for 21st Century Teaching Excellence, 2010

3. Professional Certifications

“Leadership Certification,” Ventura County Leadership Academy (VCLA), Camarillo, CA, 2015

“Stop Abuse for Everyone (SAFE) Certification,” The SAFE on Campus Program and Center for Multicultural Engagement, 2014

“Certificate in Foundations in Human Research Protection,” Institutional Review Board, California State University Channel Islands, 2013

“Graduate Teaching Certificate,” E-Teaching and Technology Group, University of South Florida, 2012

“Written Competency in the field of Drafting Occupations,” National Occupational Competency Testing Institute, Big Rapids, MI, 2008

“Performance Competency in the field of Drafting Occupations,” National Occupational Competency Testing Institute, Big Rapids, MI, 2008

H. INTERNATIONAL EXPERIENCE

1. Teaching Abroad

California State University Channel Islands, Camarillo, CA, 2015
England

2. Study Abroad

Drury University, Springfield, MO, 2004
Italy
France
Austria
Belgium
Germany
Vatican City
The Netherlands

3. Humanitarian Work

International Mission Board, Richmond, VA, 2001
Zambia
England
Botswana
Zimbabwe

International Mission Board, Richmond, VA, 2000
Japan
China
Mexico

4. Additional Travel

Independent Study, 2012

Peru

Personal Travel, 2005-2015

Belize

Ireland

Canada

Scotland

St. Lucia

Costa Rica

Cayman Islands

I. SERVICE

1. Editorial Responsibilities

Member, Editorial Board, *Iowa Journal of Communication*, 2014-present

Member, Editorial Board, *Florida Communication Journal*, 2011-present

2. Reviewing

a. Journals

Communication Quarterly, 2015-present

Northwest Journal of Communication, 2015-present

Western Journal of Communication, 2014-present

Health Communication, 2014-present

Journal of Applied Communication Research, 2013-present

Southern Communication Journal, 2013-present

Communication Monographs, 2012-present

Florida Communication Journal, 2011-present

b. Book Publishers

Bedford/St. Martin's, 2015, 2016

Rowman and Littlefield Publishing Group, 2014

3. Professional Memberships and Positions Held

a. International Communication Association

b. International Listening Association

Member, ILA Research Committee, 2013-present
Member, ILA Business Committee, 2013-present

c. National Communication Association

Member, Research Awards Committee, Applied Communication Division, 2014
Member, Best Published Book Award Committee, Ethnography Division, 2013
Member, Awards Subcommittee, Ethnography Division, 2013
Member, Nominating Committee, Applied Communication Division, 2012-2013

d. Western States Communication Association

Legislative Assembly Member, Executive Council, 2016-present
Chair, Model Communication Program Award Committee, 2016-present
Chair, Member Services Committee, 2016-present
Chair, Distinguished Teaching Award Committee, 2016-2017
Chair, Interpersonal Communication Interest Group, 2015-2016
Ex-Officio Member, Distinguished Teaching Award Committee, 2016
Program Planner, Interpersonal Communication Interest Group, 2015-2016
Member, Member Services Committee, 2014-2016
Vice-Chair, Interpersonal Communication Interest Group, 2014-2015

e. Southern States Communication Association

Member, Nominating Committee, Applied Communication Division, 2012-2013

f. CMM Institute for Personal and Social Evolution

Faculty Resource Volunteer, 2013-2016
Honorary Associate, 2013-2014

g. Association for Education in Journalism and Mass Communication

Judge, Best of the Web Design Competition, 2015

h. Northwest Communication Association

i. California Faculty Association

j. Florida Communication Association

Member, Editorial Board, *Florida Communication Journal*, 2011-present
Member, Fiscal Auditing Committee, 2012-2013
Member, Nominating Committee, 2012-2013

2nd-Vice President/Membership Coordinator, 2011-2012
Member, Executive Board, 2011-2012
Judge, Competitive Poster Session, 2012

k. American Institute of Architects

4. Conference Participation

a. International Listening Association

Reviewer, International Listening Association Annual Convention, 2013

b. National Communication Association

Reviewer, Great Ideas for Teaching Students (GIFTS) Division, 2015, 2016
Reviewer, Organizational Communication Division, 2011, 2013, 2014, 2015, 2016
Reviewer, Spiritual Communication Division, 2013, 2014, 2015
Reviewer, Applied Communication Division, 2009, 2010, 2011, 2012, 2014, 2016
Reviewer, Ethnography Division, 2013
Reviewer, Interpersonal Communication Division, 2010, 2011, 2012, 2013
Reviewer, Critical and Cultural Studies Division, 2010, 2013

Panel Chair, Applied Communication Division, 2010, 2011, 2014, 2016
Panel Chair, Interpersonal Communication Division, 2013
Panel Chair, Spiritual Communication Division, 2013
Panel Chair, Organizational Communication Division, 2010

Panel Respondent, Spiritual Communication Division, 2013

c. Western States Communication Association

Reviewer, Organizational Communication Interest Group, 2013, 2014, 2015
Reviewer, Intercultural Communication Interest Group, 2013, 2014, 2015
Reviewer, Interpersonal Communication Interest Group, 2013, 2014, 2015, 2016
Reviewer, Undergraduate Scholars Research Conference, 2013, 2014, 2015, 2016
Reviewer, Rhetoric and Public Address Interest Group, 2014

Panel Chair, Organizational Communication Interest Group, 2015, 2016
Panel Chair, Rhetoric and Public Address Interest Group, 2015
Panel Chair, Intercultural Communication Interest Group, 2014
Panel Chair, Undergraduate Scholars Research Conference, 2014
Panel Respondent, Organizational Communication Interest Group, 2014, 2015
Panel Respondent, Rhetoric and Public Address Interest Group, 2015
Panel Respondent, Intercultural Communication Interest Group, 2014
Panel Respondent, Undergraduate Scholars Research Conference, 2014

d. Southern States Communication Association

Reviewer, Applied Communication Division, 2012, 2013, 2015
Reviewer, Interpersonal Communication Division, 2012, 2013
Reviewer, Intercultural Communication Division, 2013
Reviewer, Interpersonal Communication Division, 2012, 2013
Reviewer, Applied Communication Division, 2009, 2011

Panel Respondent, Interpersonal Communication Division, 2013
Panel Respondent, Applied Communication Division, 2011

e. Florida Communication Association

Reviewer, Competitive Paper Division, 2012
Panel Chair, Competitive Paper Division, 2012
Panel Moderator, Great Ideas for Teaching Students Session, 2011

5. University Service (California State University Channel Islands)

a. Program

Academic Program Advisor, 2016-present
Founder and Director, Student Mentoring Program, 2014-present

Member, Curriculum Assessment Team (WASC), 2013-present
Member, Faculty Search Committee, 2014, 2015, 2016
Member, Curriculum Development Team, 2013-2015

Freshmen/Transfer Student Workshop, Discover CI, 2014, 2015, 2016
Lecturer Observer/Evaluator, 2013, 2016
Project ALAS Transfer Student Success Academy Program Representative, 2016
Commencement Marshal, 2014
Mock Interviewer, Communication Capstone Course, 2013
Invited Speaker, Capstone Gala, 2013

b. University

Campus Coordinator, openCI, CSU Affordable Learning Solutions Initiative,
Teaching and Learning Innovations Group, 2016-present
Chair, Extended Education Committee, California State University Channel
Islands, 2016-present
Faculty Lead, Project for Aligning Learning and Academic Success (ALAS),
2015-2016, 2016-present (tentative)
Co-Chair, Campus Reading Celebration Task Force, 2014-present
Co-Chair, Committee on Centers and Institutes, 2016-present
Co-Chair, Faculty Search Coordinating Committee, 2014-2015

University Ambassador, ISLAS Academy, Institutionalizing Student Learning, Access Success (Project ISLAS), 2014
Faculty Fellow, ISLAS Academy, Institutionalizing Student Learning, Access and Success (Project ISLAS), 2013

Member, Investiture Committee, 2016-present
Member, Senate Executive Committee, 2015-present
Member, Historically Underrepresented Groups (HUGs) Ad Hoc Group, 2015-present
Member, Physical Master Plan Committee, 2015-present
Member, Extended Education Advisory Committee, 2015-present
Member, Campus Reading Partnership, Project for Aligning Learning and Academic Success (ALAS), 2015-present
Member, Academic Appeals Committee, 2014-present
Member, Faculty Search Committee, Faculty Development Coordinator, Teaching and Learning Innovations Group, 2016
Member, University Advancement Planning Committee, 2015-2016
Member, Department of Academic Affairs Strategic Planning Committee, 2015-2016
Member/Faculty Senator, Center for Multicultural Engagement, 2014-2016
Member, Faculty Search Coordinating Committee, 2013-2016
Member, East Campus Development Area Planning Group, 2015
Member, CI Dreamers Center Task Force, 2015
Member, Foundation Funds Review Committee, 2015
Member, Senate Structure Task Force, 2014-2015
Member/Faculty Partner, Channel Islands Consortium for Subtidal and Aerial Investigations with Remotely Piloted Systems, 2014-2015
Member, Undergraduate Learning Committee, WASC, 2014-2015
Member, Stop Abuse for Everyone (SAFE) Subcommittee, 2014-2015
Member, University Scholarship Committee, 2014
External Member, Faculty Search Committee, Educational Leadership Program, 2014
Member, Campus Reading Task Force, 2013-2014
Member, Campus Acquisitions Committee, 2013-2014

Invited Speaker, Faculty Highlight Series, University Convocation, 2014, 2016
Faculty Interviewer, Center for International Programs, 2016
Panel Participant, New Faculty Orientation Panel, 2016
Peer Evaluator, UNIV Studies/Experience, 2015, 2016
Moderator, Faculty Diversity at CI: A HUGs Conversation, MVS School of Business and Economics, 2015
Interview Volunteer, Campaign for CI Initiative, 2015
ESRM Research Poster Judge, 7th Annual SAGE Undergraduate Research Symposium, 2015
Mock Interviewer, UNIV 300, 2014

c. Student Organizations

Faculty Advisor, Island News Club, California State University Channel Islands, 2015-present

Program Planner and Speaker, "Destination You: Self-Awareness Student Workshop," Housing and Residential Education, 2015

Invited Speaker and Event Moderator, "Expecto Patronum: Effective Communication Styles," Housing and Residential Education, 2015

Invited Speaker, "Effective Communication," Interpersonal Communication Student Leader Training Session, Housing and Residential Education, 2015

Invited Speaker, "Automatic Success: Lift Your Grade Event," Housing and Residential Education, 2014

6. Community Service

a. Volunteer/Pro Bono Work

Board Member, Big Brothers Big Sisters of Ventura County, 2015-present
Communication Director, Special Olympics International (Area 10), Benton, AR, 2008-2009

Cycling Coach, Special Olympics International (Area 10), Benton, AR, 2008-2009

Bowling Coach, Special Olympics International (Area 10), Benton, AR, 2008-2009

GED Tutor and Test Administrator, Lions World Services for the Blind, Little Rock, AR, 2007-2008

School Mentor, Big Brothers Big Sisters of the Ozarks, Springfield, MO, 2001-2002

Volunteer Coordinator, Ozark Mission Project, Conway, AR, 2007-2008

Staff Member, Camp Barnabas, Purde, MO, 2000-2002

Member, Outreach and Alumni Recruitment Committee, Ventura County Leadership Academy (VCLA) Leadership Team, 2016-present

Member, Curriculum Design Committee, Ventura County Leadership Academy (VCLA) Leadership Team, 2015-present

Member, Fund Development Committee, Big Brothers Big Sisters of Ventura County, 2015-2016

Member, "Big Jamboree" Fundraising Event Committee, Big Brothers Big Sisters of Ventura County, 2015-2016

Member, Strategic Planning Committee, Big Brothers Big Sisters of Ventura County, 2015-2016

Member, Board of Governors, Opportunity International, Oak Brook, IL, 2009-2015

Organizational Consultant, Common Ground Christian Church, Tampa, FL, 2009-2013

Organizational Volunteer, Amazing Love Ministries, Inc., Tampa, FL, 2011

Guest Lecturer, Common Ground Christian Church, Tampa, FL, 2011

Community Speech and Debate Judge, Florida Qualifying Tournament, National Forensics and Communication Association, Lutz, FL, 2010

Food Distribution Volunteer, Angel Food Ministries, Tampa, FL, 2009-2010

Event Coordinator, Special Olympics International (Area 10), Benton, AR, 2009

Graphic Designer, Fashionably Modest, NPO, Springfield, MO, 2009

Product Design Team Member, The Mentoring Project, Portland, OR, 2008-2009

Wish Granting Volunteer, Make-a-Wish Foundation of America, Little Rock, AR, 2007-2009

Hospitality Volunteer, The Manna House, Memphis, TN, 2008

Design/Build Team Member, Habitat for Humanity, Benton, AR, 2007

b. Community Speaking Engagements

Jenkins, J. J. (2015, November). "Learning to Lead," Library Lecture Series, Ventura Public Library, Ventura, CA.

Jenkins, J. J. (2008, April). "Keynote Address," Bell City Alumni Association, Annual Alumni Banquet, Cape Girardeau, MO.

Jenkins, J. J. (2007, November). "Life for the Lifeless." Little Rock Civitan Club, Civitan International, Little Rock, AR.

Jenkins, J. J. (2007, October). "Buried Alive." Benton Lions Club, Lions Club International, Benton, AR.

J. INDUSTRY APPOINTMENTS

Design Technician, SW Rodgers Site Development and Contracting, Washington, DC, 2005

Architectural Intern, PM Architecture, Springfield, MO, 2004-2005

CADD Specialist, BDA Architects, Benton, AR, 2003

2017-2018 Mini Grant Proposal
J. Jacob Jenkins
Assistant Professor of Communication

Project Title:

The Case Study Challenge: Using HIPS to Develop HIPS

Key Words:

High Impact Practices (HIPs), undergraduate research, community-based learning, collaborative learning, learning communities

Proposal Summary:

The positive correlation between High Impact Practices (HIPs) and student success is well documented (e.g., Kuh, 2008). The benefits of HIPs are especially evident among first-generation students and historically underrepresented groups – a reality that speaks to the very heart of CI’s student body (Huber, 2010). In light of HIPs’ potential benefit to enhance student learning, this proposed project engages two undergraduate Latino/a students in a faculty-student research learning community to assess an original community-based learning assignment entitled “The Case Study Challenge.” (For more detail about The Case Study Challenge assignment, please see Appendix A). The Case Study Challenge is a semester-long class assignment that requires students to actively apply concepts discussed during class to a real-world organization, while simultaneously helping to give back to the local community. It uses the HIPs of collaborate and community-based learning (Kuh, 2008). Working hand-in-hand with CI’s University Advancement, I piloted The Case Study Challenge in Fall 2016; in the 2017-2018 AY, a revised version of this assignment will be used in four sections of COMM/BUS/POLS 333: Nonprofit Management. Alongside two student researchers, this proposed project will assess The Case Study Challenge via student questionnaires and a focus group session. Results of our assessment will be used to (1) gauge student learning at CI, and (2) improve The Case Study Challenge’s effectiveness so that it can be (3) shared with fellow instructors of COMM/BUS/POLS 333: Nonprofit Management. Results will also be (4) recontextualized to offer best practices for HIPs and (5) shared with a larger academic audience via competitive conference paper and eventual journal submission, as well as (6) shared with a lay audience via CI’s Teaching & Learning Innovations Blog – always with the students granted first authorship. Finally, the project itself will (7) engage the two student researchers in undergraduate research and a learning community, while simultaneously (8) improving their likelihood of being accepted into graduate school by (9) introducing them to the processes and standards expected beyond CI.

Project Goals & Outcomes:

1) **Project Goals:** The specific goals of this project include working alongside two undergraduate Latino/a students at CI to assess an original HIPs assignment entitled “The Case Study Challenge” (see Appendix A). Through this process, the student researchers will learn to conceptualize an entire research project from beginning to end by utilizing original data. Students will also be exposed to the conference and journal submission processes, and offered the opportunity for co-authorship, thus, increasing their probability of being admitted into graduate school.

2) **Project Outcomes:** The specific outcomes of this project include a 25-page research paper, which will be submitted for presentation at the 2018 Western States Communication Association's annual convention – or an equivalent academic conference – as well as submitted for publication within *Teachers College Record* – or an equivalent peer reviewed journal. The resulting study will also be shared with a lay audience via CI's Teaching & Learning Innovations Blog. The students will be listed as first authors in each of these instances.

Research Plan & Methodology:

To date, I have had the honor of co-authoring four refereed journal articles alongside CI students, as well as four competitively selected conference papers, and one additional manuscript currently under review (please see my attached CV for more information). Per previous procedures, I will begin by recruiting two Latino/a undergraduate students during Spring 2017. During Summer 2017 we will begin the IRB application process. Following IRB approval, we will utilize the summer break as much as possible by meeting weekly to write our literature review, finalize our student questionnaires and semi-structured focus group guide, and begin the data collection processes. Student questionnaires will be distributed during Fall 2017; we will complete our focus group with University Advancement (who has already agreed to participate) during Spring 2018. Each student will be given a specific subsection of the literature review to write, a single class to collect questionnaires from, a selection of focus group questions to facilitate, a portion of results to analyze, etc. We will continue to meet weekly throughout the regular fall and spring semesters in order for me to mentor their process and troubleshoot any issues that arise. For a more concise timeline, please see the Project Timeline below.

Professional Development Benefits for Faculty:

This project is central to the research agenda outlined in my PDP, as well as my personal development as a teacher-scholar. Over the next few months I will complete several works-in-progress. Many of those projects stemmed from previous faculty-student research exploring community in the classroom. This project will complement my previous focus on pedagogical and student-led research, while also expanding that research agenda to include HIPs – a burgeoning field that is ripe with external funding.

Benefits to the University, School, Program, and the Applicant's Teaching:

In addition to this project's benefits to my research agenda, the empirical exploration of an original HIP assignment will also have a direct benefit on my continued development as a teacher-scholar. Results from this study will also be used to gauge student learning and to improve The Case Study Challenge's effectiveness. The revised assignment will subsequently be shared with fellow instructors of COMM/BUS/POLS 333: Nonprofit Management who are already eager to learn from its results: Dr. Karen Lang and Dr. Cynthia King. By writing a conference paper and eventual journal submission, the lessons learned from this project will subsequently benefit anyone who seeks to employ a similar type of community-based or collaborative learning assignment, thus, creating a ripple effect through CI, the discipline, and beyond. Finally, the potential benefits of this project for its student researchers should not go unmentioned. The two Latina/o students who work on this project will learn firsthand how to conceptualize an entire research project from beginning to end by utilizing original data. They

will be exposed to the conference and journal submission processes – something I was entirely unaware of at their point in my academic career. And by granting these students first authorship, this study will improve their likelihood of being accepted into graduate school, while also increasing their potential for success as graduate students.

Dissemination Plan:

This project’s end results will be disseminated in a variety of ways, to both academic and lay audiences. First, this study’s resulting 25-page research paper will be submitted for presentation at the 2018 Western States Communication Association’s annual convention – or an equivalent academic conference. Our resulting study will also be submitted for publication within *Teachers College Record* – or an equivalent peer reviewed journal. As an active contributor to CI’s Teaching & Learning Innovations Blog, I will also work alongside the student researchers to produce an original blog post for lay audiences. Finally, the students will be listed as first authors in each of these instances, thus, disseminating their role in the process, while also increasing their personal and professional profiles.

Project Timeline:

May	Recruit two Latino/a undergraduate student researchers
June	Begin the IRB process
July	Begin literature review, student questionnaires, and focus group guide
August	Finalize literature review, student questionnaires, and focus group guide
September	Distribute first round of student questionnaires; collect data
October	Analyze initial results
November	Distribute second round of student questionnaires; collect data
December	Analyze secondary results
January	Host focus group with University Advancement
February	Analyze final results
March	Theorize results and recontextualize findings
April	Complete initial draft of study
May	Revise final draft of study; condense study for blog posting
June	Submit final study for presentation/publication; submit condensed blog post

Project Assessment:

The specific outcomes of this project include a 25-page research paper, which will be submitted for conference presentation and journal publication, as well as a condensed blog posting of the study for a lay audience. For this reason, the project’s ultimate success will be directly linked to whether it is accepted for presentation at the 2018 Western States Communication Association’s annual convention – or an equivalent academic conference. Although a peer-reviewed publication is far less likely, this project’s success will also be measured by whether we are able to find a publishing outlet for our final study. A third measure of success will be the readership our subsequent blog post receives on CI’s Teaching & Learning Innovations Blog. Finally, the student researchers will be asked to reflect in writing on their experience – an activity that will directly help to assess this project’s success, while giving me invaluable feedback on how to continue improving my mentoring skills.

Budget:

The proposed budget for this project is \$9,000. This request will serve as compensation for hours devoted to the project’s completion, as well as to offset travel expenses incurred to present our study at a regional conference. In addition, this request will serve to show students they can receive financial reimbursement for academic endeavors – a realization that might help them see the value of research, while also encouraging them to pursue graduate school.

Faculty Stipend	\$3,000
Student Research Assistant Support	\$3,000 (\$1,500/student) (\$12/hour x 10 hours/month x 12 months)
Conference Travel	\$3,000 (\$1,000/person) (\$500 airfare/person, \$500 lodging/person)

References

- Huber, B. J. (2010). Does participation in multiple high impact practices affect student success at Cal State Northridge?: Some preliminary insights. Retrieved from http://leap.aacu.org/toolkit/wp-content/files_mf/huber_hips_report.pdf
- Kuh, G. D. (2008). High-impact educational practices. *Association of American Colleges & Universities*. Retrieved from <https://www.aacu.org/leap/hips>

Appendix A
The Case Study Challenge:
Assignment Sheet

Overview:

For this semester-long assignment, you will choose any combination of options from the Case Study Menu below, in effort to accumulate 100 points total. In doing so, you will actively apply many of the concepts discussed during class, while simultaneously utilizing those concepts to help give back to a specific nonprofit organization in our local community.

Details:

This assignment partners each student in the class with The California State University Channel Islands Foundation – a 501(c)(3) organization whose charitable purpose is “placing students at the center of the educational experience... [by providing an]... undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.”

In total, this assignment is worth 100 points. Over the next few weeks, you’ll decide which options from the menu below you’d like to complete in order to earn your 100 points; you are free to choose any combination of options from the accompanying Case Study Menu. (You might, for example, thank 10 CI donors via handwritten thank you notes for 25 points, attend a CI fundraising event for 25 points, and volunteer at a second CI fundraising event for 50 points. The possibilities are numerous).

Please note, however, that you must choose at least one 25-point option from Tier 1.

In addition, note that each option can only be counted toward your grade once. In other words, you cannot attend *two* fundraising events (25 points each) for a total of 50 points. Finally, you cannot attempt additional options in order to makeup for previously lost points. If you only earned 75 of the 100 points you chose to attempt, for instance, you cannot attempt an additional 25-point option to makeup for points you missed.

Further instructions for each option – including detailed rubrics – are provided below.

Case Study Menu:

Tier 1 (must choose at least one)

Pts Possible:	Menu Option:	Pts Received:
25	1. Thank 5 CI donors via personal phone calls	
25	2. Thank 10 CI donors via handwritten thank you notes	
25	3. Collect the current contact information for 15 CI alumni	

Tier 2

Pts Possible:	Menu Option:	Pts Received:
25	4. Attend a CI board meeting	
25	5. Attend a CI fundraising event	

25	6. Detail 5 unique ideas for CI fundraising	
25	7. Detail 5 unique ideas for thanking past/current CI donors	
25	8. Detail 5 unique ideas for raising philanthropic awareness at CI	
25	9. Write a personal blurb to thank CI donors	
50	10. Volunteer at a CI fundraising event	
50	11. Assess a CI fundraising event	
50	12. Create a video to recruit new CI donors	
50	13. Create a video to thank past/current CI donors	
50	14. Create a video to raise philanthropic awareness at CI	
50	15. Interview a CI donor	
50	16. Interview a CI board member	
50	17. Job shadow a University Advancement employee	
50	18. Take part in a focus group self-assessment	
75	19. Complete a mini/pilot study of current CI students	
75	20. Carryout an original CI fundraising event/initiative	

_____ /100

Tier 1 (must choose at least one)

1. Thank 5 CI donors via personal phone calls

Points Possible: 25

Corresponding Chapter(s): 3, 30, 31, 32

For this option, you can extend a personal message of gratitude to 5 CI donors via personal phone calls. Due to donor confidentiality, each phone call will be made from within a University Advancement employee’s office. Once you’ve signed up for this option, you will be contacted directly by Julia Levi via email to prearrange a one-hour time slot. Your subsequent phone calls should detail a specific reason for your gratitude from a CI student’s perspective, and be both personal and sincere in nature. *Remember, at least one option from Tier 1 must be completed as part of your Case Study Challenge.

- Student is prompt and professional in all interactions with University Advancement: /5
- Student details a specific reason for her/his gratitude during the phone call: /10
- Student is both personal and sincere throughout her/his phone call: /10

2. Thank 10 CI donors via handwritten thank you notes

Points Possible: 25

Corresponding Chapter(s): 1, 2, 3, 4

For this option, you can write 10 handwritten thank you notes to 10 specific CI donors. Once you’ve signed up for this option, the donors’ names and type of gift will be provided to you by University Advancement. University Advancement will also supply official CI notecards for you to use. Each of your subsequent thank you notes must address a specific person, detail a specific reason for your gratitude from a CI student’s perspective, and be both personal and sincere in nature. (i.e., The cards should not be so generic that anyone could have written

them; instead, include a specific story or personal experience). Each thank you note must also be clearly and legibly written on the correct side of the card, and include your name and grade level. Once complete, each note must be delivered to me; I will then pass them onto University Advancement for addressing, postage, and mailing. *Remember, at least one option from Tier 1 must be completed as part of your Case Study Challenge.

- Each thank you note is addressed to a specific person whose information was provided: /5
- Each thank you note offers a specific reason for gratitude from a student’s perspective: /5
- Each thank you note is both personal and sincere in nature: /5
- Each thank you note is clearly and carefully written on the correct side of the card: /5
- Each thank you note includes your name and grade level: /5

3. Collect current contact information for 15 CI alumni

Points Possible: 25

Corresponding Chapter(s): 18, 19, 20, 21, 22, 23, 24, 25, 31

For this option, you can help CI’s University Advancement update their alumni database by calling to collect the current contact information for 15 CI alumni. Due to donor confidentiality, each phone call will be made from within a University Advancement employee’s office. Once you’ve signed up for this option, you will be contacted directly by Julia Levi via email to prearrange a one-hour time slot. *Remember, at least one option from Tier 1 must be completed as part of your Case Study Challenge; Tier 1 includes options #1, #2, and #3.

- Student is prompt and professional in all interactions with University Advancement: /10
- Student is prompt and professional throughout each of her/his phone calls: /15

Tier 2

4. Attend a CI board meeting

Points Possible: 25

Corresponding Chapter(s): 3, 30, 31, 32

For this option, you can attend a CI board meeting in its entirety. Board meetings typically occur during the evening hours, and last approximately 2 ½ hours. Meetings are generally located on CI’s campus, or an off-site location nearby. Once you’ve signed up for this option, you will be contacted directly by Tania Garcia via email to prearrange the specific meeting you will attend. Throughout your attendance at the board meeting, you should remember you are representing CI’s student body by remaining active, attentive, and professional. You should also come prepared to share briefly about your favorite aspect of CI, and to personally interact/network with at least one other person in attendance. Following your experience, you must write a 1-page double-spaced response paper that reflects on your personal interaction and relates that interaction to one specific course concept.

- Student arrives for the board meeting at least 5 minutes prior and remains the duration: /5
- Student remains both active and attentive throughout her/his attendance: /5

Student is professional in her/his attire and interactions throughout the meeting:	/5
Student personally interacts/networks with at least one other person in attendance:	/5
Student reflects on her/his interaction by relating it to one specific course concept:	/5

5. Attend a CI fundraising event

Points Possible: 25

Corresponding Chapter(s): 18, 19, 20, 21, 22, 23, 24, 25, 31

For this option, you can attend an official CI fundraising event for a minimum of 4 hours. Three potential events during the spring semester include the Alumni & Friends Mentorship & Networking Night (February 6th), Grad Fest (March 8th and 9th), and the Business & Technology Partnership Leadership Dinner (April 20th). More information – including how to purchase your own tickets – can easily be found online through a simple Google search. Please keep in mind, however, that most events sell out well beforehand, so the mere notification of your intent does not guarantee your ability to complete this option. Throughout your attendance at the fundraising event, you should remember you are representing CI's student body by remaining active, attentive, and professional. You should also come prepared to personally interact/network with at least one other person in attendance. Following your experience, you must write a 1-page double-spaced response paper that reflects on your personal interaction and relates that interaction to one specific course concept.

Student arrives for the event in a timely manner and remains for the duration:	/5
Student remains both active and attentive throughout her/his attendance:	/5
Student is professional in her/his attire and interactions throughout the event:	/5
Student personally interacts with at least one other person in attendance:	/5
Student reflects on her/his interaction by relating it to one specific course concept:	/5

6. Detail 5 unique ideas for CI fundraising

Points Possible: 25

Corresponding Chapter(s): 1, 2, 5, 6, 7, 8, 9, 10

For this option, you can use your specific knowledge of CI – combined with your increased expertise in nonprofit management gleaned from this class – to brainstorm 5 unique fundraising ideas. Each idea should be innovative, specific, and well thought-out. Meanwhile, *only two* of the ideas can be events. Each idea must be communicated through a typed Word document approximating one page (5 pages in total) that uses headings to address (1) Who, (2) What, (3) Why, and (4) When/Where. “Who” refers to the specific audience for each fundraising idea (e.g., students, faculty, staff, recent alumni, community members, etc.) “What” includes a brief synopsis of what each idea is/consists of. “Why” identifies at least one specific need addressed by each idea from the donors perspective. “When/Where” offers a potential timeline for each idea's planning and execution, as well as an exact location for which each idea is best suited (if applicable).

Each idea is innovative, specific, and well thought-out:	/5
Each idea clearly addresses “Who” the target audience is:	/5
Each idea clearly explains “What” the fundraising initiative is/consists of:	/5

- Each idea clearly identifies “Why” it is desirable by specifying a need it addresses: /5
- Each idea clearly discusses “When/Where” (if applicable): /5

7. Detail 5 unique ideas for thanking past/current CI donors

Points Possible: 25

Corresponding Chapter(s): 9, 10, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32

For this option, you can use your specific knowledge of CI – combined with your increased expertise in nonprofit management gleaned from this class – to brainstorm 5 unique ideas for thanking CI donors. Each idea should be innovative, specific, and well thought-out. Meanwhile, *only two* of the ideas can be events. Each idea must be communicated through a typed Word document approximating one page (5 pages in total) that uses headings to address (1) Who, (2) What, (3) Why, and (4) When/Where. “Who” refers to the specific audience for which each idea is most appropriate (i.e., age, gender, relationship to CI, level of current/past giving, etc.) “What” includes a brief synopsis of what each idea is/consists of. “Why” clarifies why each idea is a desirable/appropriate way to thank its chosen audience of CI donors. “When/Where” offers a potential timeline for each idea’s planning and execution, as well as an exact location for which each idea is best suited (if applicable).

- Each idea is innovative, specific, and well thought-out: /5
- Each idea clearly addresses “Who” the target audience is: /5
- Each idea clearly explains “What” it is/consists of: /5
- Each idea clearly identifies “Why” it is a desirable/appropriate way to thank donors: /5
- Each idea clearly discusses “When/Where” (if applicable): /5

8. Detail 5 unique ideas for raising philanthropic awareness at CI

Points Possible: 25

Corresponding Chapter(s): 1, 2, 5, 6, 7, 8, 9, 10

For this option, you can use your specific knowledge of CI – combined with your increased expertise in nonprofit management gleaned from this class – to brainstorm 5 unique ideas for raising philanthropic awareness on campus. Each idea should be innovative, specific, and well thought-out. Meanwhile, *only two* of the ideas can be events. Each idea must be communicated through a typed Word document approximating one page (5 pages in total) that uses headings to address (1) Who, (2) What, (3) Why, and (4) When/Where. “Who” refers to the specific audience for each fundraising idea. For this particular option, potential audiences include students (Freshmen, Sophomore, Junior, or Senior), faculty, staff, administration, etc. “What” includes a brief synopsis of what each idea is/consists of. “Why” clarifies how each idea will help to raise philanthropic awareness among its target audience members. “When/Where” offers a potential timeline for each idea’s planning and execution, as well as an exact location for which each idea is best suited (if applicable).

- Each idea is innovative, specific, and well thought-out: /5
- Each idea clearly addresses “Who” the target audience is: /5
- Each idea clearly explains “What” it is/consists of: /5
- Each idea clearly identifies “Why” it will raise philanthropic awareness on campus: /5

Each idea clearly discusses “When/Where” (if applicable): /5

9. Write a personal blurb to thank CI donors

Points Possible: 25

Corresponding Chapter(s): 9, 10, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32

For this option, you can write a personal blurb for University Advancement to use in thanking donors for their support of CI. Your blurb should reflect upon one specific and positive experience about your attendance at CI, in order to demonstrate your gratitude for the donors’ role in helping make that experience possible. Your blurb must be communicated through a typed Word document, include your name and graduation year, and be both concise and well thought-through (ranging from 20-200 words in length). It must also be personal, interesting, and memorable in nature. Although there is no guarantee that University Advancement will be able to use your blurb, it should still be seen as something they can potentially share with CI board members, and/or published within CI promotional materials – not unlike the endorsement blurbs you see on the back of books.

Blurb reflects on one specific and positive experience about attending CI: /5

Blurb demonstrates your gratitude for donors’ role in making this experience possible: /5

Blurb is concise, well thought-through, personal, interesting, and memorable: /5

Blurb is approx. 20-200 words in length, and includes your name and graduation year: /5

Blurb is something that can potentially be shared for promotional purposes: /5

10. Volunteer at a CI fundraising event

Points Possible: 50

Corresponding Chapter(s): 18, 19, 20, 21, 22, 23, 24, 25, 31

For this option, you are to volunteer at an official CI fundraising event for approximately 4 hours. Three potential events during the spring semester include the Alumni & Friends Mentorship & Networking Night (February 6th), Grad Fest (March 8th and 9th), and the Business & Technology Partnership Leadership Dinner (April 20th). Once you’ve signed up for this option, you will be contacted directly by Tania Garcia via email to prearrange the specific event you will volunteer at. Potential duties as a volunteer include – but are not limited to – ushering, greeting guests, scanning tickets, helping with setup, helping with check-in, etc. More information about each event can easily be found online through a simple Google search. Throughout your attendance, you should also remember you are representing CI’s student body by remaining active, attentive, and professional. You should also come prepared to personally interact with at least one other person in attendance. Following your experience, you must write a 1-page double-spaced response paper that reflects on your personal interaction and relates that interaction to one specific course concept.

Student arrives for the event in a timely manner and remains for the duration: /5

Student remains both active and attentive throughout her/his attendance: /5

Student is professional in her/his attire and interactions throughout the event: /5

Student personally interacts with at least one other person in attendance: /5

Student reflects on her/his interaction by relating it to one specific course concept: /5

11. Assess a CI fundraising event

Points Possible: 50

Corresponding Chapter(s): 1, 3, 4, 30, 31, 32, 33

For this option, you can offer University Advancement feedback from a student’s perspective by attending and assessing a CI fundraising event. Once you’ve signed up for this option, you will be contacted directly by Tania Garcia via email to prearrange the event you will be assessing. Throughout your experience, you should remember you are representing CI’s student body by remaining active, attentive, and professional. Following your experience, you must write a 4-page double-spaced response paper that uses personal observations as evidence and APA headings to address five central questions: (1) Did the event reflect CI’s mission pillars? (2) Did the event’s execution result in a fun and fluid atmosphere? (3) Were the event’s attendees engaged and excited? (4) What “other” feedback do you have about the event not addressed by the previous three questions? Your answer to each question should be approximately one page, accounting for 25% of your overall response paper.

- Student is prompt and professional in all interactions with University Advancement: /5
- Student is active, attentive, and professional throughout her/his experience: /5
- Student reflects on her/his experience by thoroughly assessing question #1: /10
- Student reflects on her/his experience by thoroughly assessing question #2: /10
- Student reflects on her/his experience by thoroughly assessing question #3: /10
- Student reflects on her/his experience by thoroughly assessing question #4: /10

12. Create a video to recruit new CI donors

Points Possible: 50

Corresponding Chapter(s): 9, 10, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32

For this option, you can storyboard, record, and upload an original YouTube video (approximately 30 seconds to 3 minutes in length) to recruit new CI donors. Your video’s clear thesis should be to recruit new donors by reflecting on one specific and positive experience you’ve at CI, and by showing prospective donors the value/import of their giving. Your video should also be personal, interesting, and memorable in nature. Microphones should be used to ensure student voices are heard, and consideration should be taken ensure music is not too loud/overbearing or restricted for use. A maximum of 3 students can work on a single video. Although there is no guarantee that University Advancement will be able to use your video, it should still be seen as something they can potentially share with CI board members and/or published within CI promotional materials. Finally, your video must be uploaded to YouTube so that it can be viewed together during class and shared with University Advancement. Examples of past videos include: (1)

<https://www.youtube.com/watch?v=w6pIsWDIjUc>, (2)

<https://www.youtube.com/watch?v=hY3OVsr7cIA&feature=youtu.be>, and (3)

https://www.youtube.com/watch?v=LEXIUE_ueOs

- Video is carefully and creatively storyboarded, evidencing both time and care: /5
- Video’s clear thesis is to recruit new donors: /5
- Video reflects on one specific and positive experience about attending CI: /5

- Video clearly communicates the value/import of the prospective donors' giving: /5
- Video and is personal, interesting, and memorable in nature: /5
- Video uses microphones to ensure student voices are heard: /5
- Video does not use overbearing or restricted music: /5
- Video is approximately 30 seconds to 3 minutes in length: /5
- Video is something that can potentially be shared for promotional purposes: /5
- Video is uploaded to YouTube so that it can be viewed together in class and by others: /5

13. Create a video to thank past/current CI donors

Points Possible: 50

Corresponding Chapter(s): 9, 10, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32

For this option, you can storyboard, record, and upload an original YouTube video (approximately 30 seconds to 3 minutes in length) to thank past/current CI donors. Your video's clear thesis should be to thank past/current donors by reflecting on one specific and positive experience you've at CI, and by addressing the role they played in helping to make that experience possible. Your video should also be personal, interesting, and memorable in nature. Microphones should be used to ensure student voices are heard, and consideration should be taken ensure music is not too loud/overbearing or restricted for use. A maximum of 3 students can work on a single video. Although there is no guarantee that University Advancement will be able to use your video, it should still be seen as something they can potentially share with CI board members, and/or published within CI promotional materials. Finally, your video must be uploaded to YouTube so that it can be viewed together during class and shared with University Advancement. Examples of past videos include: (1) <https://www.youtube.com/watch?v=w6pIsWDIjUc>, (2) <https://www.youtube.com/watch?v=hY3OVsr7cIA&feature=youtu.be>, and (3) https://www.youtube.com/watch?v=LEX1UE_ueOs

- Video is carefully and creatively storyboarded, evidencing both time and care: /5
- Video's clear thesis is to thank past/current donors: /5
- Video reflects on one specific and positive experience about attending CI: /5
- Video clearly communicates the donors' role in helping make your experience possible: /5
- Video and is personal, interesting, and memorable in nature: /5
- Video uses microphones to ensure student voices are heard: /5
- Video does not use overbearing or restricted music: /5
- Video is approximately 30 seconds to 3 minutes in length: /5
- Video is something that can potentially be shared for promotional purposes: /5
- Video is uploaded to YouTube so that it can be viewed together in class and by others: /5

14. Create a video to raise philanthropic awareness at CI

Points Possible: 50

Corresponding Chapter(s): 31, 32, 33

For this option, you are to storyboard, record, and upload an original YouTube video (approximately 30 seconds to 3 minutes in length) to raise philanthropic awareness among CI students, faculty, staff, and/or administration. Your video's clear thesis should be to raise awareness by reflecting on one specific and positive experience you've at CI, and by showing

prospective donors the value/import of their giving. Your video should also be personal, interesting, and memorable in nature. Microphones should be used to ensure student voices are heard, and consideration should be taken ensure music is not too loud/overbearing or restricted for use. A maximum of 3 students can work on a single video. Although there is no guarantee that University Advancement will be able to use your video, it should still be seen as something they can potentially share with CI board members, and/or published within CI promotional materials. Finally, your video must be uploaded to YouTube so that it can be viewed together during class and shared with University Advancement. Examples of past videos include: (1) <https://www.youtube.com/watch?v=w6pIsWDIjUc>, (2) <https://www.youtube.com/watch?v=hY3OVsr7cIA&feature=youtu.be>, and (3) https://www.youtube.com/watch?v=LEX1UE_ueOs

- Video is carefully and creatively storyboarded, evidencing both time and care: /5
- Video’s clear thesis is to raise philanthropic awareness at CI: /5
- Video reflects on one specific and positive experience about attending CI: /5
- Video clearly communicates the value/import of the prospective donors’ giving: /5
- Video and is personal, interesting, and memorable in nature: /5
- Video uses microphones to ensure student voices are heard: /5
- Video does not use overbearing or restricted music: /5
- Video is approximately 30 seconds to 3 minutes in length: /5
- Video is something that can potentially be shared for promotional purposes: /5
- Video is uploaded to YouTube so that it can be viewed together in class and by others: /5

15. Interview a CI donor

Points Possible: 50

Corresponding Chapter(s): 1, 3, 4, 30, 31

For this option, you can interview a past donor to CI for approximately 35 minutes. Once you’ve signed up for this option, you will be contacted directly by Julia Levi via email to arrange a meeting time/location with your interviewee. Prior to interviewing your donor, you must work with me to decide on a goal/thesis of your interview and to finalize 10-20 interview questions. Throughout your interview, you should remember you are representing CI’s student body by remaining active, attentive, and professional. Following your interview, you must write a 1-page double-spaced response paper that reflects on your personal interaction and relates that interaction to one specific course concept.

- Student is prompt and professional in all interactions with University Advancement: /10
- Student uses a clear and preapproved goal/thesis to guide her/his interview: /10
- Student uses 10-20 prewritten and preapproved questions to guide her/his interview: /10
- Student is active, attentive, and professional throughout her/his interview: /10
- Student reflects on her/his interaction by relating it to one specific course concept: /10

16. Interview a CI board member

Points Possible: 50

Corresponding Chapter(s): 1, 3, 4, 30, 31

For this option, you can interview a recent/current board member of CI for approximately 35 minutes. Once you've signed up for this option, you will be contacted directly by Julia Levi via email to arrange a meeting time/location with your interviewee. Prior to interviewing your board member, you must work with me to decide on a goal/thesis of your interview and to finalize 10-20 interview questions. Throughout your interview, you should remember you are representing CI's student body by remaining active, attentive, and professional. Following your interview, you must write a 1-page double-spaced response paper that reflects on your personal interaction and relates that interaction to one specific course concept.

Student is prompt and professional in all interactions with University Advancement:	/10
Student uses a clear and preapproved goal/thesis to guide her/his interview:	/10
Student uses 10-20 prewritten and preapproved questions to guide her/his interview:	/10
Student is active, attentive, and professional throughout her/his interview:	/10
Student reflects on her/his interaction by relating it to one specific course concept:	/10

17. Job shadow a University Advancement employee

Points Possible: 50

Corresponding Chapter(s): 1, 3, 4, 30, 31, 32, 33

For this option, you are to job shadow a University Advancement employee for a minimum of 2 hours. Once you've signed up for this option, you will be contacted directly by Julia Levi via email to arrange a meeting time/location that is most convenient for the employee you'll be shadowing. Throughout your job shadow experience, you should remember you are representing CI's student body by remaining active, attentive, and professional. You should ask appropriate questions and use a padlet/notepad to record your observations. Following your experience, you must write a 1-page double-spaced response paper that reflects on your personal interaction and relates that interaction to one specific course concept. *Do to the time commitment necessary for employees, this option will only be offered to a limited number of students on a first-come-first-serve basis.

Student is prompt and professional in all interactions with University Advancement:	/10
Student is active, attentive, & professional throughout her/his job shadow experience:	/10
Student asks appropriate questions and records her/his observations:	/10
Student's job shadow experience lasts approximately 2 hours:	/10
Student reflects on her/his interaction by relating it to one specific course concept:	/10

18. Take part in a focus group self-assessment

Points Possible: 50

Corresponding Chapter(s): 1, 3, 4, 30, 31, 32, 33

For this option, you can offer University Advancement feedback from a student's perspective by taking part in a focus group self-assessment for approximately 60 minutes. Once you've signed up for this option, you will be contacted directly by Tania Garcia via email to arrange a meeting time/location that is most convenient for you and the other students involved. Throughout your experience, you should remember you are representing CI's student body by remaining active, attentive, and professional. Following your experience, you must write a 1-

page double-spaced response paper that reflects on your experience and relates that experience to one specific course concept.

Student is prompt and professional in all interactions with University Advancement:	/10
Student is active, attentive, and professional throughout her/his experience:	/20
Student reflects on her/his interaction by relating it to one specific course concept:	/20

19. Complete a mini/pilot study of current CI students

Points Possible: 75

Corresponding Chapter(s): 1, 2, 3 4, 9, 10

For this option, you can complete an original research study of CI students to be shared with University Advancement. A maximum of 3 students can work on a single study. Your study should result in a 4-5 page paper (double-spaced, 12-point font, Times New Roman), as well as a ½ page synopsis for University Advancement. The complete study and ½ page synopsis should each consist of 5 distinct sections: (1) introduction/overview, (2) significance to CI, (3) research methodology, (4) results/findings, and (5) potential implications for University Advancement. Your study should also use original data (at least 10 surveys or 3 interviews or 1 focus group, etc.), and it should integrate at least 2 academic sources. Suggested topics for your study include – but are not limited to – what the term “philanthropy” means to CI students, where students currently get their information about giving to CI, ideas students have for fundraising among CI alumni, etc.

Study and synopsis offer a concise intro and overview (i.e., hook, thesis, preview):	/10
Study and synopsis outline the significance of this project to CI:	/10
Study and synopsis detail how the study was conducted (a.k.a., methodology):	/10
Study and synopsis clearly reveals its results/findings:	/10
Study and synopsis offer 3-5 potential implications/suggestions, based on its results:	/10
Study and synopsis utilize original data (10 surveys, 3 interviews, 1 focus group, etc.):	/10
Study and synopsis incorporate at least 2 academic sources:	/10
Study and synopsis are well written & organized, using proper mechanics throughout:	/5

20. Carryout an original CI fundraising event/initiative

Points Possible: 75

Corresponding Chapter(s): 28, 29, 32, 33

For this option, you can design, plan, and carryout an original CI fundraising event/initiative. In this sense, the terms “event” and “initiative” are broadly defined, so feel free to think outside of the box. Each event/initiative, however, must be completed off campus and *cannot* be branded as an official CI event. (Flyers and advertisements can state that proceeds will be used to support the CI Foundation and/or the Dennis Gregory Mechatronics Scholarship; however, promotional materials cannot say the event is a CI fundraiser or is being put on by the CI Foundation). A maximum of 3 students can work on a single event/initiative. No minimum fundraising amount is required, yet a reasonable expectation for the event/initiative to yield positive results is expected. In addition, clear evidence of creative thinking, careful

planning, and completion of the initiative are necessary. All proceeds must go directly to the CI Foundation.

- Event/initiative is creative in its scope and approach: /15
- Event/initiative is carefully and thoroughly planned: /15
- Event/initiative is professionally and responsibly carried out: /15
- Event/initiative offers a reasonable expectation to fundraise for CI: /15
- Event is held off-campus and is not branded as an official CI fundraiser: /15

Research and Development Minigrants for 2017-2018: Review Form

Routing Step: Initial Committee Review

Application Title: The Case Study Challenge: Using HIPs to Develop HIPs

Application ID: #000052

Review Deadline: Jan 27, 2017 11:59:00 PM

***Project Goals and Outcomes:**

The proposal sets clear goals and outcomes for the project, and it explains the steps that will be taken to realize project goals.

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Rating Scale 1 (1 weakest to 11 strongest):

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***Research Plan and Methodology:**

The proposal conveys a complete and well thought-out plan for the project that describes the activities of all individuals involved in the project. If support is requested for student research assistance, the proposal must also include a description of their role in the project and how the faculty

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Rating Scale 2 (1 weakest to 11 strongest):

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***Professional Development Benefits for the Faculty:**

The proposed makes clear how the project will advance each individual applicant's or research, scholarship, creative activity, or innovation in teaching. The proposal discusses whether the applicant(s) intend to pursue external funding and identifies those external funding opportunities.

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Rating Scale 3 (1 weakest to 11 strongest):

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***Project Benefits:**

To what extent does the proposed qualify for special consideration (e.g., applicant is

probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).

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Rating Scale 4 (1 weakest to 11 strongest):

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***Dissemination Plans:**

The level and type of dissemination is appropriate for the project, its goals, and its outcomes.

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Rating Scale 5 (1 weakest to 11 strongest):

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***Project Timeline:**

The project goals and objectives are attainable within the timeline of the proposal.

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Rating Scale 6 (1 weakest to 11 strongest):

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***Project Assessment:**

The proposal describes how the product(s) of the project will be assessed and evaluated to determine the degree of success achieved.

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Rating Scale 7 (1 weakest to 11 strongest):

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***Project Budget:**

The proposed budget is reasonable in the context of the project description, and the project costs are necessary to achieve project goals and outcomes.

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Rating Scale 8 (1 weakest to 11 strongest):

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***Other considerations:**

To what extent does the proposed qualify for special consideration (e.g., applicant is probationary, applicant has not had minigrant funding in the past, applicant has been especially successful in the use of past minigrant funding, project scope is particularly ambitious but realizable).

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Rating Scale 9 (1 weakest to 11 strongest):

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