2018 Faculty Highlights

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Refereed Publications and Scholarly Monographs


2018 Faculty Highlights

Creative Achievements


Sears, B. Produced more than 45 creative projects for 2018, highlighted by ongoing work with Texas Christian University Retirees’ Association, Fort Worth Chamber of Commerce, The Texas Center for Community Journalism and a number of Texas Christian University departments, nonprofit organizations and Texas businesses.
2018 Faculty Highlights

Books and Book Chapters

Books


Book Chapters


2018 Faculty Highlights

Grants

Dean’s Research Grants

Bright, L. (2018). The next bad habit?: Implications of social media addiction and fatigue amongst the millennial generation.


Ma, L. (2018). Examining stakeholders’ reaction to crises from a big data approach.


Yang, Q. (2018). Are mobile health apps social features effective in engaging users? A content analysis of smoking cessation mobile apps.

Dean’s Teaching Enhancement Grants

Garner, J. (2018). Group decision simulation software - piloted a decision-making simulation that assigned students in his Group Communication course to balance stakeholder roles to solve an environmental crisis situation together.

Brown, J.B. (2018). Helping students develop self-awareness through Gallup’s StrengthsQuest - obtained training in strengths coaching that she used with students in her Reporting course to assess their own strengths and work productively in reporting, editing and production teams.

Other Grants


2018 Faculty Highlights

Awards, Honors and Recognitions

**Coleman, C.A.** (2018). Dean’s Research and Creative Activity Award. Texas Christian University.


**Finn, A.N.** (2018). Named in the Top 1% of Communication Scholars in an issue of *Communication Education* titled Scholarly productivity in communication studies: Five-year review 2012-2016.

**Finn, A.N.** (2018). Top 10 Contributors in Instructional Communication. Named in the top 10 contributors in the last 15 years to the flagship journal for instructional communication, *Communication Education.*

Parker-Raley, J. & **Finn, A.N.** (2018). Top Three Paper for Parker-Raley, J. & Finn, A.N.’s Unveiling multicultural communication barriers and strategies to improve marrow donor recruitment, presented to the Training and Development Division at the annual meeting of the National Communication Association, Salt Lake City, Utah.

**Hahn, D.A.** (2018). *Award of Excellence,* Broadcast Education Association, for one of the top entries at the national competition in Houston, Texas.

**Hahn, D.A.** (2018). *Best of Competition Award,* Broadcast Education Association, for the best entry for the national competition in the promotional category in Las Vegas.


Ledbetter, A. (2018). Top Paper Award in the Communication Theory division at the Central States Communication Association for Ledbetter A.’s Mapping the field: A quantitative investigation of how people in the practical lifeworld perceive similarities and differences among the constitutive metamodel’s traditions.


Onyebadi, U. (2018) Fellow, Institute for Diverse Leadership in Journalism and Communication. Awarded by the Association for Education in Journalism and Mass Communication, AEJMC.


Innovative Teaching

Banos, A. & Lambiase, J. (2018). STCO and Six Flags partnered to bring students the opportunity to develop a set of innovative and clutter-breaking solutions for Six Flags. Goals and learning objectives included: (a) students would participate in an intense, fun and challenging brainstorm session to solve problems for a real-world client; (b) students would learn to work with teammates not of their choosing, and older students would learn to mentor younger students; and (c) students would immerse themselves in a client environment, plus learn to examine and make sense of research as it relates to client challenges. Through a two-day hackathon, students were able to immerse themselves into a customer environment, gather research, discover insights, think of creative solutions based on Six Flags’ objectives, craft a persuasive pitch and “hack” their way into the top place. It all started with students spending all Friday night with their team at Six Flags – Fright Fest. At midnight, the hackathon began at the Hilton Downtown Fort Worth. Twenty-seven students formed nine teams of three people to develop solutions or “hacks” for Six Flags, making presentations to six advertising and public relations professionals. The top six hacks presented again to Six Flags executives, with the top three presentations winning prizes.


English, A. (2018). In STCO 47533 – Case Studies, a writing emphasis course, I incorporated goal-setting strategies to encourage a greater commitment to preparation, a more focused approach to writing, and a more holistic approach to academics. Taking strategies learned through the National Center for Faculty Development and Diversity in the summer of 2018, I modeled the practice of goal-setting by sharing strategic planning documents I used to establish writing goals for academic research. The first week of the fall semester, students submitted SMART (specific, measureable, attainable, relevant and time-bound) goals in three areas: academic, personal and professional. Students provided updates on their goals three times during the semester, and created strategies to adjust expectations or behaviors to facilitate goal achievement. This activity enhanced the learning environment and overall performance of my students. In both formal (eSPOT) and informal (reflection questions) evaluations, students noticed improved writing abilities, expanded writing times, increased confidence as writers, and less anxiety toward the writing process.

Garner, J. (2018) In Comm 30133, Group Communication, I used funds from a Dean’s Teaching Grant to bring in a group communication simulation, developed by researchers at the University of Colorado, Boulder. The simulation assigned students roles in a wildfire mitigation taskforce for a fictional rural town. Students had to balance competing goals, manage conflict, and solve problems.
Haskett, A. (2018). In my FTDM 31733, Audio Production, my students and I wrote an original song (words and music), performed the song, recorded the song, mixed the recording and mastered the recording. This allowed students to participate in every step of the music recording process and have practical experience of every step.

Owczarski, K. (2018). In FTDM 30513, Audience Research, I tried to shift from a social science approach to more of a media industries-centered one. In an attempt to provide assignments that reflect more industry-related work, I had students create a Buzzfeed post and track its performance for a month. One student reached over 90,000 views with his post.

Stewart, D. (2018). In JOUR 40523, Law & Ethics of Mass Communication, I assigned students to work on a joint open records project that required each to file three Public Information Act requests with Fort Worth ISD elementary schools to get information about the number of students requesting vaccination waivers under Texas law. I coordinated with editors at the *Fort Worth Star-Telegram* before the semester about this project, and the newspaper published a front-page story using information gathered by the students. See Diane Smith, How Tarrant County came to be known as an anti-vaccine ‘hotspot,’ *Fort Worth Star-Telegram*, August 24, 2018, [https://www.star-telegram.com/latest-news/article217070535.html](https://www.star-telegram.com/latest-news/article217070535.html). Texas Christian University.