

Statement of Teaching & Service

I believe when students are engaged, meaningful learning happens. Over the past nine years, I have employed two primary methods to engage my students both inside and outside of the classroom. First, I use books written by academics who wrote for a broader audience. Today's students are constantly distracted by social interactions, part-time and full-time work commitments, social media, etc. To motivate students to read for a class has become a real challenge. In order to engage students in course-relevant ideas and information, I use books written by university professors who wrote for a broader audience. For example, I used Clay Shirky's (2008) *Here Comes Everybody: The Power of Organizing without Organizations* in my *Communication and Virtual Organizing* class; and Viktor Mayer-Schonberger and Kenneth Cukier's (2013) *Big Data: A Revolution That will Transform How We Live, Work, and Think* in my *Research Methods* course. These are professors who take on the role of being public intellectuals to engage with the larger society. I mix these books with more traditional materials such as academic textbooks and journal articles. However, I find using these books to pull students in to the courses very effective. Students often note my book selections as a strength in my teaching evaluations.

Furthermore, I mentor students in faculty-led research as a form of secondary teaching outside of the classroom. I have to date mentored 49 undergraduate students in independent research as a full-time faculty at my current institution (2010-2019) and 12 undergraduate students when I was a doctoral student at the University of Texas at Austin (2006-2010). Out of the 61 students I mentored, 18 (or 29.5%) of them went to graduate school for a master's degree. One of them is working on his PhD. Students participate in various tasks, including data collection, data analysis, writing, and presentations at conferences. I have also published and co-authored 5 publications and 11 conference papers with 10 undergraduate and master's students at Chapman University, although it is primarily an undergraduate liberal arts institution. My dedication to secondary teaching in the form of research mentoring led to my receiving the Excellence in Teaching and Mentoring Award at Chapman in 2014.

The two methods of using books written by public intellectuals, think-pair-share summaries, and student research mentoring have helped me engage my students in active and meaningful learning inside and outside of the classroom. I hope to continue using these methods and exploring new methods to engage my students in meaningful learning for many years to come, including with doctoral students.

Service to the Department, College, University, and the Discipline is a key part of an academic's scholarly life and career. I believe in the concept of a 'community.' I belong to many communities in my professional and personal lives, and my involvements in these communities enrich my very existence. In many ways, the communities I belong to shape who I am. My philosophy for service and community engagement can be summed up in a simple phrase, 'Bridging Differences.' I believe in synergy, collaboration, and bringing people from different backgrounds together towards a common goal.

Among many other bridging examples, here I highlight the creation of a new undergraduate program at Chapman University on Strategic & Corporate Communication in the Department of Communication Studies in 2011-2012. A unique quality of this program is that it bridges the academic classes offered by the Department of Communication Studies and the Argyros School of Business and Economics. Given my role as an organizational communication faculty, I seek to bridge the differences between the business school and communication studies through this unique program. Since 2012, I have been serving on multiple faculty search committees, curriculum committee, and assessment committee for this interdisciplinary degree program, which has grown to be among the top 5 biggest majors on campus.