<div align="center">**Curriculum Vitae: Catherine Francis Brooks**</div>

Education

Ph.D.   *University of California, Riverside,* June 2008
          "Exploring F2F and Online Classroom Discourse: A Case Study of Social Roles as Performed in a College Course"
M. A.   *California State University, Long Beach,* May 1998
B. A.   *California State University, Long Beach,* May 1994

Research Emphases

- Instructional Communication, Classroom Discourse, and Student Development
- Computer-mediated Communication, New Media, and Online Collaboration
- Language Use, Identities, and Behavior

Professional Experience

1/2019-Present	Director, School of Information, University of Arizona.
5/2022-Present	Professor, School of Information, University of Arizona.
5/2017-5/2022	Associate Professor, School of Information, University Arizona.
8/2016-1/2019	Associate Director, School of Information, University of Arizona.
1/2016-1/2019	Founder and Director, Center for Digital Society & Data Studies, Univ. of Arizona.
5/2017-5/2018	Associate Professor, Dept. of Communication (joint Information), University Arizona.
1/2012-5/2017	Assistant Professor, School of Info./Dept. of Communication, University Arizona.
1/2011-12/2011	Associate Chair, Communication Studies Department, CSU, Long Beach.
8/2008-12/2011	Assistant Professor, Communication Studies Department, CSU, Long Beach.
5/2001-5/2008	Instructor, "University 100" (Freshmen Experience) Program, CSU, Long Beach.
8/1999-5/2008	Lecturer, Communication Studies Department, CSU, Long Beach.
8/1999-5/2003	Instructor, Speech, Humanities Division, Fullerton College.
8/1998-5/1999	Instructor, Speech, Center for Arts, Culture, and Society, Shasta College.
8/1996-5/1998	Graduate Student Teacher, Communication Studies Department, CSU, Long Beach.
8/1996-5/1998	Research Fellow, Center for First Amendment Studies, CSU, Long Beach.

Interdisciplinary Degree Program Faculty Appointments

7/2021-Present	Faculty, Applied Intercultural Arts Research GIDP, Univ. of Arizona.
1/2019-Present	Faculty, Cognitive Science GIDP, Univ. of Arizona.
1/2017-Present	Faculty, Social, Cultural, and Critical Theory GIDP, Univ. of Arizona.
9/2016-Present	Faculty, Second Lang. Acquisition & Teaching GIDP, Univ. of Arizona.

Refereed Journal Publications

Brooks, C. F., Juanals, B., & Minel, J-L. (2022). Trends in media coverage and information diffusion over time: The case of the American earth systems research centre Biosphere 2. *Journal of Creative Communications. 17* (1), 88-107.

Brooks, C. F. (2021). Popular discourse around Deepfakes and the interdisciplinary challenge of fake video distribution. *Cyberpsychology, Behavior, and Social Networking, 24* (3), 159-163.

Daly, D. & **Brooks, C. F.** (2019). Frames and community in Arizona's All Souls Procession. *Text and Performance Quarterly, 39* (4), 322-340.

Del Casino, V. J., House-Peters, L., & **Brooks, C. F.** (2019). Dialogue, inquiry, and encounter: Critical geographies of online higher education. *Progress in Human Geography, 43* (1), 81-103.

Lysenko, V. & **Brooks, C. F.** (2018). Russian information troops, disinformation, and democracy. *First Monday, 23* (5), online: http://journals.uic.edu/ojs/index.php/fm/article/view/8176.

Williams, B. A., **Brooks, C. F.**, and Shmargad, Y. (2018). How algorithms discriminate based on data they lack: Challenges, solutions, and policy implications. *Journal of Information Policy, 8*, 78-115.

Young, S. L., Pulido, M., & **Brooks, C. F.** (2018). Reasons for student engagement in extra-class communication. *Communication Research Reports, 35* (2), 172-177.

Brooks, C. F. (2017). Disciplinary convergence and interdisciplinary curriculum for students in an information society. *Innovations in Education and Teaching International, 54*(3), 206-213.

Brooks, C. F. (2017). Student identity and aversions to science: A study of translation in higher education. *Journal of Language and Social Psychology, 36* (1), 112-126.

Pitts, M. J. & **Brooks, C. F.** (2017). Critical pedagogy, internationalisation, and a third space: Cultural tensions revealed in students' discourse**.** *Journal of Multilingual and Multicultural Development, 38*(3), 251-267.

Brooks, C. F., Heidorn, P. B., Stahlman, G. R., & Chong, S. S. (2016). Working beyond the confines of academic discipline to resolve a real-world problem: A community of scientists discussing long-tail data in the cloud. *First Monday, 21* (2), online.

Brooks, C. F. & Young, S. L. (2016). Exploring communication and course format: Conversation frequency and duration, student motives and perceived teacher approachability for out-of-class contact. *The International Review of Research in Open and Distributed Learning, 17* (5), online.

Brooks, C. F. & Pitts, M. (2015). Communication and identity management in a globally connected classroom: An international and intercultural learning experience. *Journal of International and Intercultural Communication, 9* (1), 52-68.

Brooks, C. F. (2015). Role, power, ritual, and resistance: A critical discourse analysis of college classroom talk. *Western Journal of Communication, 80* (3), 348-369.

Brooks, C. F. & Young, S. L. (2015). Emotion in online college courses: Examining the influence of perceived teacher communication behavior on students' emotional experiences. *Technology, Pedagogy and Education, 24* (4), 515-527.

Del Casino, V. J. & **Brooks, C. F.** (2015). Talking about bodies online: Viagra, YouTube, and the politics of public(ized) sexualities. *Gender, Place, and Culture, 22* (4), 474-493.

Brooks, C. F. (2014). Performed identity and community among college student interns preparing for work. *Journal of Education for Business, 89* (3), 165-170.

Brooks, C. F. (2013). Don't even trip . . . u did your part: Analyzing community in online student talk. *Classroom Discourse, 4 (2),* 168-189.

Brooks, C. F., & Bippus, A. M. (2012). Underscoring the social nature of classrooms by examining the amount of virtual talk across online and blended college courses. *European Journal of Open, Distance and E-learning EURODL).* Online.

Brooks, C. F. (2011). Social performance and secret ritual: Battling obsessive-compulsive disorder. *Qualitative Health Research, 21* (2), 249-261.

Brooks, C. F., & Young, S. L. (2011). Are choice-making opportunities needed in the classroom? Using self-determination theory (SDT) to consider student motivation and learner empowerment. *International Journal of Teaching and Learning in Higher Education, 23* (1), 48-59.

Brooks, C. F. (2010). Toward hybridized faculty development for the 21st century: Blending online communities of practice and face-to-face meetings in instructional and professional support programs. *Innovations in Education and Teaching International, 47* (3), 261-270.

Dunbar, N. E., **Brooks, C. F.**, & Kubicka, T. (2006). Oral communication skills in higher education: Using a performance-based evaluation rubric to assess comm. skills. *Innovative Higher Education, 31,* 115-128.

Bippus, A. M., Plax, T. G., Kearney, P., & **Brooks, C. F.** (2003). Teacher access and mentoring abilities: Predicting the outcome value of extra-class communication. *Journal of Applied Comm. Research, 31,* 260-275.

Bippus, A. M., **Brooks, C. F.**, Plax, T. G., & Kearney, P. (2001). Students' perceptions of part-time and tenured/tenure-track faculty: Accessibility, mentoring and extra-class communication. *Journal of the Association for Communication Administration, 30,* 13-23.

Refereed Journal Publications Under Review

Young, S.M., **Brooks, C.F.**, and Pridmore, J., (under review). Raising questions about surveillance amid an emerging quantum network. *Information Polity.*

Invited Book Chapters

Yates, S., Ling, R., Robinson, L., **Brooks, C.**, Joinson, A., Whitty, M., and Carmi, E. (2020). Chapter 8: ESRC review: Communication and relationships. In S. Yates and R. E. Rice (Eds.), *The Oxford Handbook of Digital Technology and Society.* New York, NY: Oxford University Press.

Brooks, C. F. (2016). Retrospective narratives about life with anxiety: Considering the role of the Internet for sufferers across the life course. In P. G. Nixon, R. Rawal, and A. Funk (Eds.), *Digital Media Usage Across the Lifecourse (Routledge Key Themes in Health and Society)* Surrey, UK and New York: Ashgate Publishing Ltd., with Routledge, Taylor and Francis, p. 121-131.

Brooks, C. F. (2015). Students' perceptions and emotions relative to online assessments in college courses. In L. Liu & D. Gibson (Sr. Eds.), *Research Highlights in Technology and Teacher Education 2015* Liu, L. & Gibson, D.C. (Eds.). Society for Information Technology & Teacher Education - Association for the Advancement of Computing in Education (AACE). (edited then re-refereed – 32% of papers were accepted to the conference and proceedings. Of those 38% were accepted for book publication yielding an overall probability of about a 12% book acceptance chance beyond the level of proceedings listed below).

Invited Book Review

Brooks, C. F. (2016). Digital shift: The cultural logic of punctuation. In *New Media & Society, 18,* 886-888, doi:10.1177/1461444815625058a.

Refereed Proceedings/Selected Papers for Collections

Brooks, C. F., and Williams, B. A. (2021). Students' privacy and trust in institutions to manage their data: An exploratory study. Proceedings of Society for Information Technology & Teacher Education International Conference (SITE). Live Online Conference: AACE.

Young, S. M. & **Brooks, C. F.** (2018). Affinity Spaces and Gamers: Time Online and Associated Emotion. Published in Proceedings of the iConference. Sheffield, UK.: IDEALS, the Illinois Digital Environment for Access to Learning and Scholarship.

Lysenko, V. & **Brooks, C. F.** (2018). Exploring Russian information troops using geography and Google Trends. Published in Proceedings of the iConference. Sheffield, UK.: IDEALS, the Illinois Digital Environment for Access to Learning and Scholarship.

Brooks, C. F., Williams, B. A., and Daly, D. (2017). Educating about data privacy: A Study of college student perceptions and experiences. In Proceedings of Society for Information Technology & Teacher Education International Conference (SITE). Las Vegas, NV: AACE.

Brooks, C. F., Heidorn, P. B., Stahlman, G. R., & Chong, S. S. (2016). Discourses, a community of scientists, and long-tail data in the cloud. In SPIR: Selected Publications of Internet Research, an online collection of conference scholarship. A selected paper from the Internet Research conference (IR16, Phoenix), retrieved from http://spir.aoir.org.

Brooks, C. F. (2016). Considering affective learning in online environments: Crossing disciplines of Information, Communication, and Education for faculty development. In Proceedings of the Society for Information Technology & Teacher Education International Conference (SITE). Savannah, GA: AACE.

Daly, D. & **Brooks, C. F.** (2015). Imagery and meaning making: Preparing for and learning about a large-scale object performance event in community. In Proceedings of the iConference. Newport Beach, CA: IDEALS, the Illinois Digital Environment for Access to Learning and Scholarship.

Brooks, C. F. (2015). Students' perceptions and emotions relative to online assessments in college courses. In Proceedings of Society for Information Technology & Teacher Education International Conference (SITE), p. 10-15. Las Vegas, NV: AACE.

Brooks, C. F. (2014). Faculty, community, information sharing, and professional support in the age of Facebook. In Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 722-726). Chesapeake, VA: AACE. Can be retrieved from http://www.editlib.org/p/130842/.

Brooks, C. F. (2013). Constructivist renderings of 'what's interesting' and other student insights about online discussions with peers. In proceedings of the annual World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (pp. 2200-2204). Chesapeake, VA: AACE. Can be retrieved from http://www.editlib.org/p/115209.

Brooks, C. F. (2012). Considering curriculum and pedagogy: Preparing Students for living in an eSociety through cross-cultural conversation in a global classroom. In proceedings of the Global Conference on Learning and Technology (GLearn), 126–129. Can be retrieved from http://www.editlib.org/p/42053.

Brooks, C. F. (2011). Cross-cultural classroom conversation online: Preparing students for global citizenry. In proceedings of the Society for Information Technology & Teacher Education International Conference (SITE), 174-179. Chesapeake, VA: AACE. Can be retrieved from http://www.editlib.org/p/36253.

Del Casino, V. J., Keirn, T., & **Brooks, C. F.** (2006). Teaching teachers about teaching Asia-Pacific through a globalized world historical geography framework. In proceedings of the Asia-Pacific Educational Research Association International Conference (APERA in Hong Kong), [CD ROM].

Bippus, A. M., & **Brooks, C. F.** (2006). Student involvement in computer-mediated communication: Comparing discussion posts in online and blended learning contexts. In proceedings: The 1st International Conference on Virtual Learning (ICVL in Romania), 113-120.

Bader, J., **Brooks, C. F.**, Chang, Y., Hickman, S., McIntosh, H., Min, E., Reilly, B., & Whiteford, J. (2005). Exchanging photos and culture: Report on an online course in digital photography for Jamaican teachers. In proceedings of the **Society for Information Technology and Teacher Education International Conference**, Phoenix, AZ, AACE.

Refereed Conference Research Presentations

Young, S. M. & **Brooks, C. F.** (2022). The importance of absence: Information, surveillance, and UN's 2030 Agenda for Sustainable Development. Accepted for presentation at the biennial **Surveillance & Society conference of the Surveillance Studies Network**, June 7-9, Rotterdam, The Netherlands.

Brooks, C. F. & Williams, B. (2021). Students' privacy and trust in institutions to manage their data: An exploratory study. Presented for the for the annual **Society for Information Technology & Teacher Education International** conference (SITE), March 29-April 2, Live Online Conference.

Sidi, D., Bambauer, J., & **Brooks, C. F.** (2020). Toward post-quantum mixnets with PQSphinx. Presented for the **IEEE International Symposium on Technology and Society** (the flagship conference of the IEEE's Society on the Social Implications of Technology), November 12-14, Tempe, Arizona (virtual presentation).

Brooks, C. F. & Sidi, D. (2020). Fake video and emerging detection techniques. Presented at the annual **Hawaii International Conference on System Sciences (HICSS)**, as part of a symposium of research papers entitled, Credibility Assessment and Screening Technologies, January 7-10, Maui, HI.

Brooks, C. F. (2019). Identity trouble for digital natives: Exploring discourse among millennial students. Presented at the annual meeting of the **Western States Communication Association**, February 23-25, Seattle, WA.

Brooks, C. F. (2019). Propaganda online: Analyzing 'Deepfakes' and the challenge of fake video distribution online. Presented at the annual **Hawaii International Conference on System Sciences (HICSS)**, as part of a symposium of research papers entitled, Credibility Assessment and Screening Technologies, January 8-11, Maui, HI.

Brooks, C. F. (2018). Digital exclusion and inclusion on campus: Learner inequity and related identity in higher education. Presented at the 16th conference (ICLASP16) of the **International Association of Language and Social Psychology**, June 20-23, Edmonton, Alberta, Canada.

Young, S. M. & **Brooks, C. F.** (2018). Affinity Spaces and Gamers: Time Online and Associated Emotion. Poster presented at the annual **iConference**, March 25-28, Sheffield, UK.

Lysenko, V. & **Brooks, C. F.** (2018). Exploring Russian information troops using geography and Google Trends. Poster drawn from a paper, presented at the annual **iConference**, March 25-28, Sheffield, UK.

Brooks, C. F. (2018). Considering the language of digital disruption in an interdisciplinary context. Presented at the annual meeting of the **Western States Communication Association**, February 16-19, Santa Clara, CA.

Daly, D. & **Brooks, C. F.** (2018). Framing Community Identity in Arizona's All Souls Procession. Presented at the annual meeting of the **Western States Communication Association**, February 16-19, Santa Clara, CA.

Lysenko, V., Williams, B. A., and **Brooks, C. F.** (2017). The power of data as an information weapon: Information warfare by Russia since 2014. Presented at the **Data Power** conference, June 22-23, Ottawa, Ontario, Canada.

Williams, B. A., Lysenko, V., **Brooks, C. F.**, and Shmargad, Y. (2017). Privacy and prejudice in big data: Algorithms can discriminate on the basis of data they lack. Presented as part of the panel "Digital Inequalities and Discrimination in the Big Data Era" presented at the annual meeting of the **International Communication Association** conference, May 25-29, San Diego, CA.

Brooks, C. F., Williams, B. A., and Daly, D. (2017). Educating about data privacy: A Study of college student perceptions and experiences. Presented for the annual **Society for Information Technology & Teacher Education International** conference (SITE), March 6-9, Austin, TX.

Brooks, C. F. (2016). Narratives of anxiety support, and the dark side of health talk in an online community. Paper presented as part of a panel "Health Communication: Trauma, Antagonism, and Help-Seeking Tensions" at the 15th conference (ICLASP15) of the **International Association of Language and Social Psychology**, June 22-25, Bangkok, Thailand.

Brooks, C. F., & Heidorn, P.B. (2016). Biodiversity informatics and translating the language of science Paper presented for the Science Communication Task Force (theme: Using the science of language to identify and address conflicts in the language of science) in a special session at the **International Communication Association,** June 9-13, Fukuoka, Japan, and also as a plenary session at the 15th conference (ICLASP15) of the **International Association of Language and Social Psychology**, June 22-25, Bangkok, Thailand.

Brooks, C. F. (2016). Considering affective learning in online environments: Crossing disciplines of Information, Communication, and Education for faculty development. Paper presented for the annual **Society for Information Technology & Teacher Education International** conference (SITE), March 21-25, Savannah, GA.

Brooks, C. F., Lenhart, L., & Daly, D. (2016). Considering the language of student engagement, critical pedagogy, and empowerment in the academy. Paper presented at the annual meeting of the **Western States Communication Association**, February 22-March 2, San Diego, CA.

Brooks, C. F., Heidorn, P. B., Stahlman, G. R., & Chong, S. S. (2015). Discourses, a community of scientists, and long-tail data in the cloud. Paper presented for the annual meeting of the **Association of Internet Researchers** (AoIR), October 21-24, Phoenix, AZ.

Brooks, C. F. & Young, S. L. (2015). An analysis of out-of class communication: Student motivation, perceived teacher approachability, conversation frequency and duration in relation to college course format. Paper presented at the annual meeting of the **International Communication Association**, May 21-25, San Juan, Puerto Rico.

Daly, D. & **Brooks, C. F.** (2015). Imagery and meaning making: Preparing for and learning about a large-scale object performance event in community. Poster drawn from a paper, with poster presented at the annual **iConference**, March 24-27, Newport Beach, CA.

Brooks, C. F. (2015). Feeling Anxious: Students' perceptions and emotions relative to online assessments in college courses. Paper presented at the annual **Society for Information Technology & Teacher Education International Conference**, March 2-6, Las Vegas NV.

Daly, D. & **Brooks, C. F.** (2015). Narratives, object performance, and the community of 'all souls' artists in Tucson, Arizona. Paper presented at the annual meeting of the **Western States Communication Association**, February 21-24, Spokane, WA.

Brooks, C. F. & Pitts, M. (2015). Online discourse and identity (ethnic, multi-cultural, and inter/national) among learners engaging across borders. Paper presented at the annual meeting of the **Western States Communication Association**, February 21-24, Spokane, WA.

Pitts, M. & **Brooks, C. F.** (2014). Student communication and identity in a globally-connected classroom context. Paper presented at the annual meeting of the **National Communication Association**, November 20-23, Chicago, IL.

Brooks, C. F. (2014). 'Text-based talk' as a hybrid communication genre: An investigation into online linguistic practice. Paper presented at the annual convention of the **International Association of Language and Social Psychology**, June 19-22, Mānoa, HI.

Brooks, C. F. & Pitts, M. (2014). Group affiliation/identity work online: Voices from a Hawaiian, Korean-American, and a British student in an internationally-connected classroom. Paper presented at the convention of the **International Association of Language and Social Psychology**, June 19-22, Mānoa, HI.

Brooks, C. F. & Young, S. L. (2014). Emotion in online college courses: Examining the influence of perceived teacher communication behavior on students' emotional experiences. Paper presented at the annual meeting of the **International Communication Association**, May 22-26, Seattle, WA.

Brooks, C. F. (2014). Faculty, community, information sharing, and professional support in the age of Facebook. Paper presented at the annual **Society for Information Technology & Teacher Education International** conference, March 17-21, Jacksonville, FL.

Brooks, C. F. (2014). A critical discourse analysis of college classroom talk. *__A top four paper__ in the Instructional Communication interest group. Paper presented at the annual meeting of the **Western States Communication Association**, February 14-18, Anaheim, CA.

Lancaster, A. L., Young, S. L., Kelsey, D. M., & **Brooks, C. F.** (2014). Student-teacher email communication, relational development, and student outcomes. *__A top four paper__ in the Instructional Communication interest group. Paper presented at the annual meeting of the **Western States Communication Association**, February 14-18, Anaheim, CA.

Brooks, C. F. (2013). Constructivist renderings of 'what's interesting' and other student insights about online discussions with peers. Paper presented at the annual **World Conference on E-Learning in Corporate, Government, Healthcare & Higher Education**, October 21-25, Las Vegas, NV.

Brooks, C. F. (2013). The language of the academy: Considering the role of Communication and 'transdisciplinarity' in this digital turn. Paper presented at the annual meeting of the **Western States Communication Association**, February 15-19, Reno, NV.

Brooks, C. F. (2012). Considering curriculum and pedagogy: Preparing students for living in an eSociety through cross-cultural conversation in a global classroom. Paper presented at the **Global Conference on Learning and Technology**, November 6-8, online.

Brooks, C. F. (2012). Performed identity and community among interns. ***The top paper** in the Language and Social Interaction interest group. Paper presented at the annual meeting of the **Western States Communication Association**, February 17-21, Albuquerque, NM.

Brooks, C. F. (2012). Society, technology, information and communication: Imagining a way forward for the study of an emergent eSociety. Paper presented at the 33rd annual **Southwest/Texas Popular Culture and American Culture Associations conference**, February 8–11, Albuquerque, NM.

Del Casino, V.J., Jr., Thien, D., Ban, H., Mills, J., & **Brooks, C. F.** (2011). Mapping an epidemic: HIV disease and the sexual politics of geoconfidentiality. Paper presented at the annual meeting of the **Association of American Geographers**, April 12-16, Seattle, WA.

Brooks, C. F. (2011). Cross-cultural classroom conversation online: Preparing students for global citizenry. Paper presented at the annual **Society for Information Technology & Teacher Education International Conference**, March 7-11, Nashville, TN.

Brooks, C. F. (2011). Self-presentation and group connection: An analysis of online talk in the classroom. ***A top three paper** in the Language and Social Interaction interest group. Paper presented at the annual meeting of the **Western States Communication Association**, February 18-22, Monterey, CA.

Brooks, C. F., & Young, S. L. (2010). Thinking about motivation, considering learner empowerment, and analyzing course policies in the college classroom. Paper presented at the annual meeting of the **National Communication Association**, November 14-17, San Francisco, CA.

Brooks, C. F. (2010). Social performance and secret ritual: An autoethnographic account of my battle against OCD. ***The top paper** in the Performance Studies interest group. Paper presented at the annual meeting of the **Western States Communication Association**, March 5-9, Anchorage, AK.

Brooks, C. F. (2008). Student culture or netspeak? Analyzing the discourses of community in online student-student talk. Paper presented at the annual meeting of the **National Communication Association**, November 21-24, San Diego, CA.

Del Casino, V. J., & **Brooks, C. F.** (2008). Appropriating Viagra: Re-creating sexual culture on YouTube. Paper presented at the meeting of **National Communication Association**, Nov. 21-24, San Diego, CA.

Bippus, A. M., & **Brooks, C. F.** (2008). A comparative study of students' asynchronous discussion participation and cognitive engagement in blended and online college classrooms. Paper presented at the annual meeting of the **Eastern Communication Association**, May 1-4, Pittsburgh, PA.

Del Casino, V. J., & **Brooks, C. F.** (2008). The 'YouTube Nation' and the body politics of sexuopharmaceuticals. Paper presented at the annual meeting of the **Association of American Geographers**, April 15-19, Boston, MA.

Brooks, C. F. (2008). Talking through writing: An investigation into computer-mediated communication practices among students in a hybrid classroom. Paper presented at the 3rd International Conference on **Writing Research: Writing Research Across Borders**, February 22-24, Santa Barbara, CA.

Del Casino, V. J., Keirn, T., & **Brooks, C. F.** (2006). Teaching teachers about teaching Asia-Pacific through a globalized world historical geography framework. Paper presented at the annual **Asia-Pacific Educational Research Association International Conference**, November 28-30, Hong Kong, China.

Bippus, A. M., & **Brooks, C. F.** (2006). Student involvement in computer-mediated communication: Comparing discussion posts in online and blended learning contexts. Paper presented at the 1st **International Conference on Virtual Learning**, October 27-29, Bucharest, Romania.

Brooks, C. F. (2006). Hidden cultural influences on college students' curricular decision-making. Paper presented at the **American Educational Research Association** meeting, April 7-11, San Francisco, CA.

Brooks, C. F. (2006). Crossing boundaries: Transgressing assumptions underpinning gender studies in instructional communication. Paper presented at the **Thinking Gender Conference**, March 3rd, LA, CA.

Bader, J., **Brooks, C. F.**, Chang, Y., Hickman, S., McIntosh, H., Min, E., Reilly, B., & Whiteford, J. (2005). Exchanging photos and culture: Report on an online course in digital photography for Jamaican teachers. Poster presented at the annual **Society for Information Technology and Teacher Education International Conference**, March 1-5, Phoenix, AZ.

Dunbar, N. E., **Brooks, C. F.**, & Kubicka, T. (2004). The assessment of basic oral communication skills. Paper presented at the annual meeting of the **Western States Communication Association**, February 13-17, Albuquerque, NM.

Brooks, C. F., & Dunbar, N. E. (2003). The assessment of oral communication skills at California State University Long Beach: A dual approach. Paper presented at the Seventh Annual **CSU Fullerton Assessment Conference**, March 12-13, Fullerton, CA.

Bippus, A. M., Kearney, P., Plax, T. G., & **Brooks, C. F.** (2002). Teacher access and mentoring abilities: Predicting the outcome value of extra-class communication. ***Top four paper** in Instructional Development Division. Paper presented at the annual meeting of the **National Communication Association**, November 21-24, New Orleans, LA.

Bippus, A. M., **Brooks, C. F.**, Kearney, P., & Plax, T. G. (2002). Students= perceptions of part-time and tenured/tenure-track faculty: Accessibility, mentoring and extra-class communication. ***Top paper** in the Communication and Instruction interest group. Paper presented at the annual meeting of the **Western States Communication Association**, March 2-5, Long Beach, CA.

Plax, T. G., Kearney, P., Bippus, A. M., & **Brooks, C. F.** (2001). Comparing full-time professors to part-time instructors: Student assessments of teacher status and communication. Paper presented at the annual meeting of the **National Communication Association**, November 1-4, Atlanta, GA.

Brooks, C. F., Curtis, K., Downey, S. D., Farmer, K., Rasmussen, K., Robinson, P., & Sieber, N. L. (1997). Empowerment and cultural appropriation. Paper presented at the annual meeting of the **National Communication Association**, November 20-23, Chicago, IL.

Refereed Panel Discussions

Brooks, C. F. (2019). Digital identities in higher education. **Juried presentation** as part of the panel "Showcasing ICLASP16 Research: Selected Projects from the International Association of Language and Social Psychology" presented for the annual meeting of the **International Communication Association**, May 24-28, Washington, DC.

Brooks, C. F. (2019). Anxiety and fake imagery online. **Juried presentation** as part of the panel "Evidence of Anxious Times: Hate Speech, Social Media, 3-D Gun Plans, and an Uncertain Supreme Court Future" presented for the annual meeting of the **Western States Communication Association**, February 23-25, Seattle, WA.

Brooks, C. F. (2018). Networks, businesses, and censorship online. **Juried presentation** as part of the panel "Being Mindful of Recent Threats to Free Expression" presented for the annual meeting of the **Western States Communication Association**, February 16-19, Santa Clara, CA.

Brooks, C. F. (2016). Considering obsessive-compulsive disorder. **Juried presentation** as part of the panel "My body, my research, my community: Situating the researcher's body within health communication and disability research" presented for the annual meeting of the **National Communication Association**, November 10-13, Philadelphia, Pennsylvania.

Non-Refereed Talks, and Invited Panel Chair Work for Refereed and Non-Refereed Panels

Brooks, C. F. Dewan, R., Groth, D., Izsak, K., & Radford, M. (2022). Growth in iSchool undergraduate programs. **Non-juried presentation** for the annual **iConference, North America Regional Meeting**, February 28 - March 4, virtual conference.

Brooks, C. F. (2016). **Invited chair and moderator of juried health communication panel** entitled, "The role of language and interpersonal communication in optimizing wellbeing and healthcare," presented for the **International Association of Language and Social Psychology** meeting, June 22-25, Bangkok, Thailand.

Heisterkamp, B., Jones, C. M., Hansen, A., & **Brooks, C. F.** (2016). Teaching language and social interaction in communication courses VI. **Non-juried presentation** for the annual meeting of the **Western States Communication Association**, February 22-March 2, San Diego, CA.

Heisterkamp, B., Jones, C. M., Hansen, A., & **Brooks, C. F.** (2015). Teaching language and social interaction in communication courses V. **Non-juried presentation** for the annual meeting of the **Western States Communication Association**, February 21-24, Spokane, WA.

Brooks, C. F. & Del Casino, V. J. (2014). Discourses of anxiety and the geographies of obsession. **Non-juried presentation** for the annual meeting of the **Association of Pacific Coast Geographers**, September 24-27, Tucson, AZ.

Brooks, C. F. (2014). **Organizing chair of juried panel**, "Research that exists outside of the center: A discussion about what counts as LSI scholarship" and **presentation**, Institutional and intellectual boundaries in 21st century academia. Presented for the annual meeting of the **Western States Communication Association**, February 14-18, Anaheim, CA.

Brooks, C. F. (2014). **Invited chair of juried panel** entitled, "Interrogating Identity and Lived Experiences across Contexts" for the annual meeting of the **Western States Communication Association**, February 14-18, Anaheim, CA.

Brooks, C. F. (2013). **Invited chair of juried panel** entitled, "Studying Language in Context: Influences of Mobility, Technology and Professionalism" for the annual meeting of the **Western States Communication Association**, February 15-19, Reno, NV.

Martin, L., Mathiesen, K., & **Brooks, C. F.** (2013). Bringing eSociety into undergraduate and graduate education. **Juried panel non-research presentation** for the annual meeting of the **Arizona Library Association**, November 13-15, Scottsdale/Fountain Hills, AZ.

Brooks, C. F. (2013). Learners as workers: Issues of identity and community among college student interns. **Non-juried presentation** given as a research 'brownbag' talk for the **School of Information and Library Science**, University of Arizona, March 27, Tucson, AZ.

Brooks, C. F. (2013). **Invited respondent** for the panel, "Knowledge, power, and justice: Qualitative analysis in instructional contexts" at the annual meeting of the **Western States Communication Association**, February 15-19, Reno, NV.

Brooks, C. F. (2013). Considering a hybrid professional development program for doctoral students in Library and Information Science. **Non-juried poster** presented for the annual meeting of the **Association for Library and Information Science Education** (ALISE), January 22-25, Seattle, WA.

Brooks, C. F. (2012). **Organizing chair of juried panel** "Analyzing and using technology in instructional contexts" and **presentation**, Online discourse in the classroom. Presented for the annual meeting of the **Western States Communication Association**, February 17-21, Albuquerque, NM.

Brooks, C. F. (2007). Moving within and beyond assessment: Using speech evaluation tools as a critical component in teaching and learning. **Non-juried presentation** for the annual meeting of the **Western States Communication Association**, February 17-20, Seattle, WA.

Invited Talks/Guest Lectures
Popular Discourse around Deepfakes, a research talk given as part of the University of Arizona's Cognitive Science Colloquium Series, March 19, 2021.

Framing Deepfakes in Public Discourse, a lecture for a Graduate Course, Management Information Systems, UA, March 3, 2021.

Data Ethics and Bias, a panel discussion as part of the University of Arizona's Women in Data Science Conference, April 17, 2020.

A Call for New Systems to Detect 'Deepfakes', Graduate Course Discussion and Q & A, Management Information Systems, UA, October 9, 2019.

Deceptive Video, Graduate Course Discussion and Q & A, Management Information Systems, UA, February 13, 2019.

Preparing Summer Writing Plans (with additional writing facilitation for the day), for the Association of Language and Social Psychology 16 Post-Conference Writing Retreat, hosted in conjunction with the University of Alberta, Canmore, Canada, June 24-26, 2018.

Voices, Expertise, and Science Communication, for 2018 Women in STEM Seminar (a duo talk with a colleague in the School of Natural Resources and the Environment, tailored for undergraduate engineers), UA, May 2, 2018.

How can technology help address some of our biggest questions? A technology panel moderated by UA President Robbins, UA, November 2, 2017.
https://www.youtube.com/watch?v=ndFY6nk-Y58&t=7s&utm_content=buffer0

Qualitative Methods and Positioning, Graduate Course Discussion and Q & A, Communication Department, UA, September 26, 2017.

Q & A about Arizona's iSchool, for the Arizona County Librarians, Tucson, Arizona, March 10, 2017.

Tensions around Data Privacy in Higher Education, for Microsoft's Campus Connections Summit, Seattle, Washington, February 14-16, 2017.

An update on Arizona's new iSchool, for the Arizona County Librarians, during the Arizona Library Association meetings, Tucson, Arizona, November 2, 2016.

Social Media and Internet Safety, for the Healthy & Safe Schools program, Office of the Pima County School Superintendent, Tucson, Arizona, June 2, 2016.

Social Media, Behavior, and Safety, for Poly High School, Long Beach, California, July 1, 2014,

Opinions and Public Articles

Scientific American: *Are Science Communicators Chasing Public Attention at the Expense of Trust in Science? We too often fall into the trap of relying on emotional rather than factual approaches,* September, 2018.
https://blogs.scientificamerican.com/observations/in-a-big-data-world-scholars-need-new-guidelines-for-research/

Wired: *Faked Video Will Complicate Justice by Twitter Mob,* June, 2018. https://www.wired.com/story/faked-video-could-end-justice-by-twitter-mob/

Scientific American: *In a big data world, scholars need new guidelines for research, User information from Facebook and other social-media sites is invaluable to political and social scientists, but it must be treated with care,* May, 2018.
https://blogs.scientificamerican.com/observations/in-a-big-data-world-scholars-need-new-guidelines-for-research/

Arizona Daily Star/Tucson.com: *Warrantless searches of digital devices threaten all Arizonans*, March, 2018.
http://tucson.com/opinion/local/catherine-brooks-warrantless-searches-of-digital-devices-threaten-all-arizonans/article_f6e5134d-9fcb-5f2a-b183-17d44a1e9d29.html

Wired: *It's time for Facebook to share more data with researchers*, March, 2018.
https://www.wired.com/story/its-time-for-facebook-to-share-more-data-with-researchers/

Medium: *Oprah says take us to a time when nobody has to say "me too," but how do we get there?* January, 2018.
https://medium.com/@catherinefbrooks/oprah-says-take-us-to-a-time-when-nobody-has-to-say-me-too-but-how-do-we-get-there-858c026e4dc8

Media Appearances and Interviews

College of Social and Behavioral Sciences News: *Training Human Rights Specialists Around the World,* February 2021. https://sbs.arizona.edu/news/training-human-rights-specialists-around-world

College of Social and Behavioral Sciences News: *SBS Grants from Office of Research, Innovation and Impact Support Interdisciplinary Research,* January 2021. https://sbs.arizona.edu/news/sbs-grants-office-research-innovation-and-impact-support-interdisciplinary-research

College of Social and Behavioral Sciences News: *Knowledge River Program Expands Diversity in Library and Information Fields.* October 2020. https://sbs.arizona.edu/news/knowledge-river-program-expands-diversity-library-and-information-fields

College of Social and Behavioral Sciences News: *SBS Champions: Business and Operations Team Keep the College Running.* October 2020. https://sbs.arizona.edu/news/sbs-champions-business-and-operations-team-keep-college-running

College of Social and Behavioral Sciences News: *SBS Champions: iSchool Professors Peter Jansen and Win Burleson Make COVID-19 Equipment,* May 2020. https://sbs.arizona.edu/news/sbs-champions-ischool-professors-peter-jansen-and-win-burleson-make-covid-19-equipment

College of Social and Behavioral Sciences News: *UArizona Joins Top Institutions Teaching Technology for Public Good,* February 2020. https://sbs.arizona.edu/news/uarizona-joins-top-institutions-teaching-technology-public-good

College of Social and Behavioral Sciences News: *iSchool Receives Grant from State Farm to Teach Coding to K-12 Students.* October 2019. https://sbs.arizona.edu/news/ischool-receives-grant-state-farm-teach-coding-k-12-students

University of Arizona News (lead story): *The Darker Side of Digitalization, UA researchers are calling for a collective approach to a host of emerging ethical issues in the rapidly changing technological world, where today there are more questions than answers,* April 11 2018. https://uanews.arizona.edu/story/darker-side-digitalization?utm_source=uanow&utm_medium=email&utm_campaign=

The Guardian: *Data scandal is huge blow for Facebook – and efforts to study its impact on society: Tech firm will be even more reluctant to share with legitimate researchers who want to learn more about how it affects our lives*, March 2018. https://www.theguardian.com/news/2018/mar/18/data-scandal-is-huge-blow-for-facebook-and-efforts-to-study-its-impact-on-society

KGUN9 News Tucson: *Study finds 1 in 4 young people have been sexted,* February 2018. https://www.kgun9.com/news/national/1-in-4-young-people-has-been-sexted-study-finds

College of Social and Behavioral Sciences News: *Students in iSchool course create skittle-sorting machines,* June 2017. https://sbs.arizona.edu/news/students-ischool-course-create-skittle-sorting-machines-and-much-more

The Daily Wildcat: *Trump's pick for FCC director may jeopardize net neutrality,* January 2017. http://www.wildcat.arizona.edu/article/2017/01/trumps-pick-for-fcc-director-may-jeopordize-net-neutrality

College of Social and Behavioral Sciences News: *A Private Man.* November 2016. https://sbs.arizona.edu/news/private-man

KGUN9 News Tucson: *Facebook posts can be life-wreckers: Social media blowback, think before you post,* March 2016. http://www.kgun9.com/news/local-news/facebook-posts-can-be-life-wreckers

Tucson.com: *UA panel to discuss privacy, security in Apple-FBI dispute,* March 2016. http://tucson.com/news/ua-panel-to-discuss-privacy-security-in-apple-fbi-dispute/article_cf98f9ae-c920-53fe-ac25-993b2f3f7664.html

University of Arizona News: *Panel - 'Privacy, Apple, Surveillance and the FBI',* March 2016. https://uanews.arizona.edu/calendar/67456-panel-privacy-apple-surveillance-and-fbi

Tucson.com: *Univ. of Arizona establishes new center on digital studies,* February 2016. http://tucson.com/news/local/education/college/univ-of-arizona-establishes-new-center-on-digital-studies/article_1e9aabdc-db01-11e5-853b-f7436f27b6be.html?platform=hootsuite

University of Arizona News: *UA Creates Center for Digital Society and Data Studies,* February 2016. https://uanews.arizona.edu/story/ua-creates-center-digital-society-and-data-studies

College of Social and Behavioral Sciences News: *UA Creates Center for Digital Society and Data Studies,* February 2016. https://web.sbs.arizona.edu/news/ua-creates-center-digital-society-and-data-studies

The Daily Wildcat: *UA wins $2.3 million to study artificial intelligence through jazz-playing robot,* September 2015. http://www.wildcat.arizona.edu/article/2015/09/ua-wins-2-3-million-to-study-artificial-intelligence-through-jazz-playing-robot

Daily Wildcat: *New major something to tweet about,* January 2014. http://www.wildcat.arizona.edu/article/2014/01/new-major-something-to-tweet-about

The Daily Wildcat: *New program prepares UA students for digital world,* March 2013. http://www.wildcat.arizona.edu/article/2013/03/new-program-prepares-ua-students-for-digital-world

Arizona Illustrated Science on PBS: *Teaching How to Live, Work in Digital Age,* March, 2013. https://www.azpm.org/p/top-science/2013/3/5/22947-teaching-how-to-live-work-in-digital-age/

University of Arizona News: *eSociety Program to Teach Social Aspects of Digital Age,* February 2013. http://www.uanews.org/story/esociety-program-to-teach-social-aspects-of-digital-age

Tucson Weekly: *Social Media for Justice,* September 2012. http://www.tucsonweekly.com/tucson/social-media-for-justice/Content?oid=3521074

Monetary Awards, Funding Attempts, Related Grant Activity

Awarded Grants and Contracts

Research Development/Research, Innovation and Impact, University of Arizona
Co-PI – Funded $49,828 as part of a team project "Researching the Impacts of an Online Readability Lab in First Year Undergraduate and Graduate Learning," from the "Accelerate for Success" program, December 2020 – August 2021 (30% effort).

National Science Foundation
Co-PI – Funded as part of a $26,026,902 project for the Gen-4 Engineering Research Centers (ERC), working as part of the new Center for Quantum Networks as a co-pi 'thrust' lead focused on social impacts research. September 2020 – August 2025 (15% effort).

Hearst Foundation
Co-PI – Funded $225,000 to develop a new micro-credential or 'badging' graduate training program in Science Communication at the University of Arizona. October 2018 (20% effort).

Submitted Grants and Contracts and Other Grant Activity
National Science Foundation Research Traineeship (NRT)
Co-PI – Applied for funding to support a $499,014 project for the IGE: Training the Next Generation of Scientists in Public Communication. July 2018 – June 2020 (tried again for July 2019 – June 2021).

National Science Foundation
Co-PI – Applied (under review) to be a part of a $2,499,918 project "Collaborative Proposal: NSF S-STEM: JEDI Inventioneering Catalysts: Advancing Socio-Technical Strategies to Succeed at Grand Challenges."– January 2022-December 2027.

National Science Foundation
Co-PI – Applied (under review) to be a part of a $1,475,234 project "Collaborative Creation of the Readability Platform for Teachers (RaPT): Optimizing Higher Education Instructor Work Cycles." September 2021-August 2026.

Research, Discovery & Innovation, University of Arizona
Applied for funding to support the development over time of the project "Multi-Media NEC-Zero Toolkit for Neonatal Necrotizing Enterocolitis Prevention," from the "Industry Engagement and Interdisciplinary Link Student Team Grant" program, Spring, 2017.

National Science Foundation
Applied for funding to support an approximately $3,000,000 project for the NSF-INFEWS: Remote Sensing and Modeling Analysis Unraveling Impacts of Biological Diversity on the Food, Energy, and Water Nexus. January, 2017.

National Science Foundation
Applied for funding to support an approximately $3,000,000 project for the NRT-DESE: NRT Resilience Research Traineeships (NRRT) – an interdisciplinary data analysis training program for the University. Fall, 2015.

The Spencer Foundation
Applied for approximately $175,000 for a Lyle Spencer Research Award to support a project entitled "Faculty Development and Online Education Programs in Public Higher Education: Teacher Beliefs, Community Attitudes, and Institutional Culture." Summer, 2015.

Institute of Museum and Library Services
Applied for approximately $181,500 for a project entitled "Preparing Future LIS Faculty and Professional Leaders: Student Development in Information." Fall, 2015.

National Science Foundation
Applied for approximately $600,000 for the IUSE program (Improving Undergraduate STEM Education) to support the project: Training in Data Literacy in High Performance/Throughput Computing (DL@HPTC) for Undergraduate STEM Instructors. January, 2015.

John D. and Catherine T. MacArthur Foundation
Applied for approximately $149,000 as part of the Trust Challenge, the fifth Digital Media and Learning Competition to support the project: Teaching College-level Instructors about Big Data Trust in a Networked Society. November, 2014.

International Obsessive Compulsive Disorder Foundation
Applied for approximately $31,500 for a project entitled "Exploring Anxiety: Trauma, Disability, and OCD Support over the Life Course." Spring, 2013.

Institute of Museum and Library Services
Applied for approximately $255,500 for a project entitled "Increasing Enrollments and Preparing Leaders in Information: A Hybrid Student Development Program." Fall, 2012.

Social and Behavioral Science Research Institute, University of Arizona
Received $800.00 as a Faculty Small Grant for the proposal: "Exploring Anxiety: Trauma, Disability, and Support over the Life Course," 100% effort as PI, funded 2012.

Office of University Research at CSULB
Received $4,650.00 as a Summer Stipend Award to support the project: Investigating Social Support and Communicative Practice Online for People Living with OCD, 100% effort as PI, funded 2011.

Faculty Center for Professional Development at CSULB
Received $1,500.00 as an Enhancing Educational Effectiveness with Technology Award for the project "Computer-Mediated Communication and Cultural Learning," 100% effort as PI, funded 2009.

Faculty Center for Professional Development at CSULB
Received $2,500.00 as an Enhancing Educational Effectiveness with Technology Award for a project: Interaction, Technology, and Culture in the Global Classroom,"

Graduate Division, University of California, Riverside
Received doctoral program tuition and fees as College Fellowship Awards, 2003-2004, 2004-2005, and 2005-2006.

Assessment Office at CSULB
Received $2,500.00 as an Assessment Grant for Program Evaluation, to assess the Department of Communication Studies' educational effectiveness, 50% effort as Co-PI, funded 2002.

Community Service Learning Center at CSULB
Received $2,000.00 as a Community-Based Service-Learning Curriculum Development Grant, to design and implement new service-learning curriculum in Communication, 100% effort as PI, funded 2002.

Special Recognition and Honors

2004   Faculty and Staff Recognition for Advising Work in Communication Studies, from the College of Liberal Arts, California State University, Long Beach.

1998   Distinguished Graduate Student and Finalist for the Graduate Dean's List of University Scholars and Artists, California State University, Long Beach.

Outreach, Grant Advisory Boards and Related Service

Spring/Fall, 2017   Member, Advisory Board, for a funded project entitled "Ways of Being in a Digital Age" and served as program committee member and program reviewer for the ESRC/University of Liverpool conference (2017)

Summer/Fall, 2020 - Spring 2021
                        Member, Advisory Panel, to provide input on data analysis and the development of educational materials for a funded project entitled "Me and My Big Data: Developing Citizen's Data Literacies-," Nuffield Foundation

2016 - 2018   Member, Advisory Council, Center for Democracy and Tech., Washington DC.

University Service (University of Arizona)

Spring 2021 – present   Member, Joint Academic Advising Committee (with UA Global Campus)
Spring 2020 – present   Member, Privacy Governance Committee
Spring 2020 – present   University Designee, Public Interest Technology University Network
2019 - 2020   Member, Public Interest Technology University Network Application Working Group
Spring 2019   Member, Search Committee, Vice Provost for Online and Distance Education
Spring 2019   Member, Special Committee for the development of new UA College of Data Science
Spring 2019   Member, Special Committee for the development of UA Privacy Principles
Spring 2019   University Fellows Award Review Committee (Education), Graduate College
Spring 2019   Presenter and Member of Planning Committee, Science Communication Summit
Spring 2018   Presenter and Member of Planning Committee, Science Communication Summit

College Service (University of Arizona)

2020-2022   Member, Financial Task Force, College of Soc./Behavioral Science
S/Fall 2016 Member, Planning Committee, Lectures on Privacy, College of Soc./Behavioral Science

Department Service (University of Arizona)

Fall 2019   Member, Hiring Committee, Program Coord. Sr. (hired Chavez), School of Information
2017-2018   Member, Hiring Committee, Program Coordinator (hired Zozaya), School of Information
2017-2018   **Chair**, Hiring Committee, Manager of Admin. (hired Vandervelde), School of Information
2017-2018   **Chair**, Hiring Committee, eSociety NTE/CT Professor (cancelled), School of Information

2017-2018	Member, Hiring Committee, Data Vis. Professor (cancelled), School of Information
2016-2017	Member, Faculty Review Guidelines Creation Committee, School of Information
2016-2017	Member, Vision and Mission Statement Creation Committee, School of Information
2016-2017	Member, Peer Review Committee, School of Information
Fall 2016	Member, Hiring Committee, Academic Adviser (hired Owen), School of Information
Spring 2016	Member, Hiring Committee, Business Manager (hired Haas), School of Information
Spring 2016	Member, Hiring Committee, Manager of Admin. (hired Liber), School of Information
2015-2016	**Chair**, Hiring Committee, HCI tenure track line, School of Information
2015-2016	Member, Hiring Committee, Data Science, (hired Jansen, Bethard), School of Information
2015-2016	**Chair**, Hiring Committee, eSociety NTE Professor (hired Daly), School of Information
2015-2016	**Webmaster**, academic liaison between staff and college, point person for the unit
2015-2016	Member, Knowledge River Committee, School of Information
2015-2016	Member, Curriculum and Instruction Committee, School of Information
2015-2016	**Director of Undergraduate Studies**, School of Information
2015 fall	Member, Hiring Committee, academic advisor (hired Yazzi), School of Information
2015 spring	**Chair**, Hiring Committee, NTE Prof. (hired Shumake), School of Information
2014 -2015	**Director of Undergraduate Studies**, School of Information
2013- 2/2015	**Coordinator** of Graduate Assistants and Teaching Associates, School of Information
2014 fall	Member, Curriculum and Instruction Committee, School of Information
2014 spring	Hiring Committee, Asst. Prof. Tenure Track (hired Shmargad), School of Information
2014 spring	**Chair**, Hiring Plan, NTE Prof. (hired Lenhart), School of Information
2013-2014	**Director of Undergraduate Studies**, School of Information
2013-2014	Member, Curriculum and Instruction Committee, School of Information
2013 fall	Member, iSchool Development executive committee, School of Information
2013 spring	**Chair**, Hiring Committee, NTE Prof. (hired Martin), School of Information
2013 spring	Member, Peer Review Committee, School of Information
2013 spring	**Director** of eSociety program development, School of Information
2012-2013	Member, Undergraduate Curriculum Committee, School of Information
2012-2013	Member, Awards Committee, School of Information
2012 sprg/fall	**Director** of eSociety program development, School of Information
2012, spring	Member, Undergraduate Curriculum Committee, School of Information
2012, spring	Member, Awards Committee, School of Information

College and University Service (CSULB, prior to 2012)

2011	Co-Planner, First Annual Common Book Program, College of Liberal Arts
2007-2009	Member, Faculty Hearing Panel
2004-2008	Member, Academic Awards Committee, College of Liberal Arts
2005	Invited Panelist, Instructor Insights for Students
2005	Invited Speaker, SOAR Advisor/Orientation Leader Training Workshop
2004	Invited Speaker, SOAR Advisor Training Workshop
2004	Invited Speaker, College of Liberal Arts Open House/Transfer Forum
2002	Invited Presenter, College of Liberal Arts Faculty Retreat
2000	Invited Presenter, Campus Orientation for Teaching Associates

Department Service (CSULB, prior to 2012)

2011	Member, Curriculum Committee, Communication Studies Department
2010-2011	**Chair**, Curriculum Committee, Communication Studies Department
2010	Coordinator, Department Website, Communication Studies Department

2010-2011	Member, Convention Planning Group (WSCA 2014), Communication Studies Department
2010-2011	Member, Tenure Document Rewrite Committee, Communication Studies Department
2010	Invited Speaker, Student Teacher Workshop, Communication Studies Department
2009-2010	**Chair**, Grade Appeals Committee, Communication Studies Department
2009-2010	Member, Chair Election Committee, Communication Studies Department
2009-2010	Member, Personnel Committee, Communication Studies Department
2009-2010	Member, Tenure Document Rewrite Committee, Communication Studies Department
2009	Invited Speaker, Student Teacher Workshop, Communication Studies Department
2008-2009	**Chair**, Personnel Committee, Communication Studies Department
2008-2009	Faculty Secretary, Communication Studies Department
2008-2009	Alternate, Grade Appeals Committee, Communication Studies Department
2008-2009	Member, Planning Committee, ISHS Summer Convention, Long Beach, CA
2000-2006	Member, Curriculum Committee, Communication Studies Department
2004-2005	**Chair**, Curriculum Committee, Communication Studies Department
2001-2004	Department Representative, Annual CSULB Counselors= Conference
2003-2004	Co-author, Department Self-Study Report, Communication Studies Department
2003	Department Representative, Communication Navigation Student Event
2000-2002	Member, WSCA Convention Planning Committee, Long Beach, CA
1999-2000	Judge, Annual Jack Howe Memorial Debate Tournament

Disciplinary and Professional Service

Service to Professional Organizations, service roles:
Regional Representative – North America, 2020- present
　　Executive Committee, **International Association of Language and Social Psychology**
Writing Facilitator, June 2018
　　Post-Conference Writing Retreat, **International Assoc. of Language and Social Psychology**
　　Facilitated talk and work around the theme, *writing for knowledge translation and mobilization.*
Chair, 2016-2017
　　Language and Social Interaction Division of the **Western States Communication Association**
　　*Program planner for WSCA 2017, Salt Lake City, Utah
Jury Member/Reviewer, 2016
　　Association for Information Science and Technology (ASIS&T)
　　Reviewed submitted dissertations for the ProQuest Doctoral Dissertation Award.
Vice Chair, 2015-2016
　　Language and Social Interaction Division of the **Western States Communication Association**
Secretary, 2014-2015
　　Language and Social Interaction Division of the **Western States Communication Association**
Chair, 2013-2014
　　Language and Social Interaction Division of the **Western States Communication Association**
　　*Program planner for WSCA 2014, Anaheim, California
Vice Chair, 2012-2013
　　Language and Social Interaction Division of the **Western States Communication Association**
Secretary, 2011-2012
　　Language and Social Interaction Division of the **Western States Communication Association**

Service to Professional Organizations, reviewer/referee work:
Western States Comm. Assoc. – Language and Social Interaction Interest Group (yearly 2010 - present)
WBDA2017: Ways of Being in a Digital Age: A Review Conference – Served as program committee
member and program reviewer for the ESRC/University of Liverpool conference (2017)

Association for Information Science and Technology (ASIS&T) – Served as reviewer/jury member, and reviewed submitted dissertations for the ProQuest Doctoral Dissertation Award (2016)
Western States Comm. Assoc. – Communication and Instruction Interest Group (2015)
Western States Comm. Assoc. – Media Studies Interest Group (2008)

Editorial Work/Journal Reviewer/Referee (most recent on top):
Member, editorial board 2015 forward, for journal: Communication Education
Communication Education (2014 twice; 2015 twice; 2016; 2017 four times with a re-review; 2018 twice; 2019 four times plus one re-review; 2020; 2021 twice; 2022)
Member, editorial board 2019 forward, for journal: Computers in Human Behavior Reports
Computers in Human Behavior Reports (2020 three times; 2021 three times; 2022)
Technology in Society (2022)
Education Sciences (2022)
Language and Education (2013; 2015; 2018; 2020)
International Journal of Science Education (2020 with two additional re-reviews; 2021 once with a re-review)
New Media and Society (2012; 2016 three times; 2017 twice; 2018 once with a re-review, another re-review in 2019)
The Internet and Higher Education (2016; 2018 twice; 2019 with a re-review)
First Monday (2018; 2019)
Communication Research Reports (2017)
Qualitative Health Research (2013, 2014 three times; 2015; 2017 with a re-review)
Journal of Intellectual Freedom and Privacy (2017)
Teaching and Teacher Education (2017 with a re-review)
Western Journal of Communication (2014; 2015 twice; 2016; 2017)
International Journal of Human-Computer Interaction (2016)
ACME: An International Journal for Critical Geographies (2016)
PLOS ONE (2016 once with a re-review)
Sage Open (2015 once with a re-review; 2016 once with a re-review)
Language, Culture, and Curriculum (2015)
Cyberpsychology: Journal of Psychosocial Research on Cyberspace (2014)
Classroom Discourse (2012, 2013)
Asia Pacific Education Review (2012)
Learning, Media, and Technology (2012, three times)
Journal of Computer-Mediated Communication (2008, twice; 2009 twice, 2011 three times)
Journal of Applied Communication Research (2011)
Psychology of Sport & Exercise (2011)
Social Psychology of Education (2010)
Journal of Asynchronous Learning Networks (2009)
Research in the Teaching of English (2005)

Academic Press Reviewer/Referee:
Reviewed: Professional Communication in the Workplace, a textbook proposal. Sage, 2011.

Student-Related Service and Advising

Student Advising, Dissertation, or Thesis Work for Current Students

2021 – Present Exam Committee and Doctoral Dissertation **Committee Member**
        Jaqueline Clark, PhD Major in School of Information
        (Teaching, Learning & Sociocultural Studies minor)

2021 – Present **Primary Advisor**
María del Mar Navarro, PhD Major in Graduate College Interdisciplinary Program
(? minor)

2021 – Present **Minor Advisor**
Bilal Dogan, PhD Minor in School of Information
(Educational Leadership and Policy/Education major)

2020 – Present **Minor Advisor**
Elliot Truslow, PhD Minor in School of Information
(Sociology major)

2019 – Present **Minor Advisor**
Julie Christen, PhD Minor in School of Information
(Rhetoric, Composition & the Teaching of English major)

2018 – Present **Primary Advisor**
Anna Leach, PhD Major in School of Information
(Teaching, Learning and Sociocultural Studies minor)

2018 – Present **Primary Advisor** and from 2022 forward, Dissertation Co-Chair
Liliana Paola Salas Nino, PhD Major in School of Information (? minor)

Advising, Dissertation, or Thesis Work for Graduated or Former Students

2020 – 2022   Primary Advisor and Dissertation Co-Chair (2019 Exam Committee Member)
David Sidi, PhD Major in School of Information
(Mathematics minor)

2017 – 2019   Primary Advisor
Pratima K. C., PhD Major in School of Information

2017 – 2018   Primary Advisor
Angelia Giannone, PhD Major in School of Information (Critical Theory minor)

2015 – 2017   Primary Advisor (through exams)
Paula Rene Maez, PhD Major in School of Information (Mexican American Studies minor)

2013 – 2017   Doctoral Dissertation Committee Member
Katherine Pittner, PhD in Sch. of Information (History minor)
Circumventing the Gatekeepers: A Consideration of Selected Self-Published Histories in the United States, 2010-2015

2012 – 2017   Minor Advisor
Kathy N. Spicer, PhD Minor in School of Information (Education major)

2015 – 2016   Exam Committee Chair
Gretchen Renee Stahlman, PhD Major in School of Information (Anthropology minor)

2015-2016	Thesis Committee Member
	Samantha Joan Stanley, MA in Department of Communication, UA.
	Caring to know, knowing to care: Health literacy and public libraries in the United States

2012 – 2016   Primary Advisor and Doctoral Dissertation Chair (graduated PhD student)
Diana Daly, PhD Major in School of Information (Communication minor), UA.
Community, Ephemera, and Archives

2012 – 2015   Primary Advisor and Doctoral Dissertation Chair (graduated PhD student)
Jamie Lee, PhD Major in School of Information (Gender/Women's Studies minor),
UA. A *Queer/ed Archival Methodology: Theorizing Practice through Radical Interrogations of
the Archival Body*

2011 – 2015   Thesis Committee Member
Lisa J. Voghel, MA in Department of Geography, CSULB.
*A geography of eating disorders: The role of place and environment in development, rituals, and
treatment for anorexia nervosa and bulimia nervosa*

2012   Thesis Committee Member
Julian Etienne Gomez Baranda, MA in School of Information Resources/Library
Sci., UA.*Caring to know, knowing to care: Health literacy and public libraries in the U.S.*

2012   Thesis Committee Member
Alex Lancaster, MA in Communication Studies, CSULB.
*The influence of frequency of emails from instructors and sustained email communication
between teachers and students on students' success and academic outcomes*

Undergraduate Capstone Project or Individual Research Work
Summer 2019: Advised Diana Madril engaging in individual research as a McNair Scholar, to develop
research entitled: Cuban Adaptations of Internet Access and the Tech Hive.
Spring 2017: Advised Amit Sen in developing MedinoMark a web application that congregates a
collection of information surrounding advances in medical research and technologies relevant to
the user and acts as a forum for medical researchers and other healthcare professionals to
document their own knowledge in a public source.

M.A. Completed Written Comprehensive Exam Committees
2011   Member, for Stephanie Hoffman Krone (CSULB in Communication Studies)
2010   Chair, for Kellie Shaw (CSULB in Communication Studies)
2010   Member, for Lara Akl (CSULB in Communication Studies)
2009   Member, for Matt Roumiguiere (CSULB in Communication Studies)

Complete List of Curricular Programs Developed (University of Arizona, 2012 - present)
Undergraduate B.A. in Information Science and eSociety with minor (formally B.A. in eSociety)
Undergraduate Certificate in Data Science and Visualization
Undergraduate Certificate in Games and Simulation
Undergraduate B.A. in Game Development with minor (co-created with colleagues, personally managed)
Undergraduate B.S. in Games and Behavior with minor (co-created with colleagues, personally managed)
Undergraduate Certificate in Natural Language Processing
Undergraduate Minor in eSports
Graduate M.S. in Human-Centered Technological Design (under University curricular review)
Graduate M.S. in Data Science

Graduate Certificate in Quantum Information Science (in process with colleagues in Optical Sciences)
Undergraduate Minor in Drones and Reporting (in process with colleagues in Journalism)

Complete List of Courses Originated and Developed (University of Arizona, 2012 - present)
Collaborating in Online Communities (lower division applied course)
Computational Social Science (upper division method course, co-created with colleague)
Digital Crime (upper division core/theory course)
Digital Discourse and Identity (upper division core/theory course)
Digital Engagement (upper division capstone and experiential course)
Digital Storytelling and Culture (upper division methods course)
Disruptive Technologies (lower division survey course, co-created with colleague)
eSport Industries (upper division core/theory course)
Hacking and Open Source Culture (lower division, general education course, co-created with colleague)
Independent Study in Information (upper division, experiential course)
Information Behavior in Virtual Communities (upper division, approved for design, not yet in curriculum)
Information, Multimedia Design, and the Moving Image (upper division applied course)
Internship in Information (upper division, experiential course)
Introduction to Data Science (lower division, broad survey course, co-created with colleague)
Qualitative Internet Research (upper division methods course)
Research Methods for the Digital Marketplace (upper division core/method course)
Science Information and its Presentation (upper division undergraduate/graduate course)
Social Media and Ourselves (lower division, general education course)
Social Media Strategies Across Professions (lower division applied course)
Special Topics in a Digital and Big Data World (upper division course)
The Past and New Media (lower division applied course)
Theories of New Media (upper division core/theory course)

Teaching Experience (2012 – present, all at University of Arizona)
Biodiversity Informatics and Science Communication, Undergraduate/Graduate Co-taught (online)
Communication Technology and Theory, Upper Division
Digital Discourse and Identity, Upper Division
Social Media and Ourselves, Lower Division, General Education
Technology and Communication, Lower Division

Teaching Experience (prior to 2012, various locations)
Business and Professional Communication, Upper Division (CSULB)
Communication in the Classroom (a "service-learning" course), Upper Division (CSULB)
Communication Theory, Required/Upper Division Comm. Studies Core (CSULB)
Computer-mediated Communication, Upper Division (CSULB)
Essentials of Argumentation, Lower Division (Fullerton College)
Gender and Communication, Upper Division (CSULB)
Intercultural Communication, Upper Division (CSULB)
Interpersonal Communication, Lower Division (Fullerton College)
Interpersonal Communication Workshop, Lower Division Lab(CSULB)
Language and Behavior (Discourse), Required/Upper Division Comm. Studies Core (CSULB)
Measurement/Methods in Scientific Comm. Research, Req./Upper Div. Comm. Studies Core (CSULB)
Persuasive Speaking, Upper Division (CSULB)
Public Speaking (Community-based Service-learning), Lower Division (CSULB)
Public Speaking, Lower Division (Fullerton College, CSULB, Shasta College)
Small Group Discussion, Lower Division (CSULB, Fullerton College, Shasta College)
The University and Your Future (a Freshmen experience course), "U100" Orientation Program (CSULB)

Professional Memberships
International Communication Association, 2005 -2008, 2012 - present
National Communication Association, 1996 - present
Western States Communication Association, 1999 - present
American Educational Research Association, 2004 - 2012
Sloan Consortium, 2008 - 2012
Association for the Advancement of Computing in Education, 2010 - 2011
Association for Educational Communications and Technology, 2004-2005, 2007 - 2009
Association of Experiential Education, 1998 – 2009