

# 85<sup>th</sup> OHIO Communication Association Annual Conference



October 1-2, 2021

Youngstown State University

## Resilience Through Communication



 **great river**  
learning

Interactive Higher Ed Publishing

*Think beyond the book.*

# Resilience Through Communication

*Sponsored by Great River Learning*

## Thursday, September 30

5:00pm – 8:00pm

Executive Board Meeting

Comfort Suites Youngstown

## Friday, October 1

10:00am – 1:00pm

Undergraduate  
Pre-Conference

*Sponsored by Youngstown State University*

Williamson Hall

12:00pm – 1:00pm

Conference Registration

Williamson Hall

12:00pm – 4:00pm

Opportunity Fair

Williamson Hall

1:00pm – 5:00pm

Conference Sessions

Williamson Hall

5:00pm – 7:00pm

Awards Ceremony & Raffle

Kilcawley Center –  
President's Suite

## Saturday, October 2

8:00am – 9:00am

Conference Registration

Williamson Hall

8:00am – 9:00am

Networking Breakfast

Williamson Hall

8:00am – 11:00am

Opportunity Fair

Williamson Hall

9:00am – 11:00am

Conference Sessions

Williamson Hall

11:15am – 12:30pm

*Strengthening Democracy: The  
Good, The Bad & The Ugly of  
Social Media Use and  
Presidential Debate Viewing*

**Keynote Speaker:**

**Mitchell S. McKinney,**

The University of Akron

*Sponsored by Kendall Hunt Publishing  
Company*

Williamson Hall

12:30pm – 1:50pm

Lunch, Business Meeting, &  
Raffle

*Sponsored by Great River Learning*

Williamson Hall

2:00pm – 5:00pm

Conference Sessions

Williamson Hall

5:00pm

Raffle

Williamson Hall




**Social Media Contest Raffle**




Use **#OCA2021** to tag your posts & pictures on Instagram, Twitter, and Facebook during the conference (remember to make your posts public).

One raffle ticket will be entered into the drawing for each public post you tag with #OCA2021.

You can earn additional raffle tickets by:

- Picking up your conference packet at registration
- Turning in completed session evaluations at the registration table or online ([CLICK HERE FOR ONLINE SESSION EVALUATION](#))

We will raffle **\$50 - \$100 Amazon gift cards** and **YSU swag** at the Awards Ceremony, the Business Meeting, & the end of the conference.

You **MUST** be present in person or online to win.

**A huge THANK YOU to our Engagement Sponsor:**



**Conference Sessions**  
**Friday, October 1**

**Friday, Oct 1<sup>st</sup>      1:00 – 1:50 pm      Williamson Hall Room 3415**  
[\*\*CLICK HERE FOR VIRTUAL ATTENDANCE\*\*](#)

<p>Panel</p> <p><i>Research</i></p>	<p><b>Research and Publishing Tips for Graduate Students</b>                  Philippe Chauveau (Texas Tech University), Shariq Sherwani (Dixie State University), Laura Russell (Denison University), &amp; Dirichi Umunna (University of Cincinnati)</p> <p>This panel will focus on tips for graduate students trying to navigate the process of publishing their research. In sharing experiences and difficulties, it is the hope of panelists to demystify the academic research publishing process. It is also the hope of the panelists to create a space for graduate students to ask any questions they have regarding submitting research for publication in academic journals.</p> <p>Session Chair: Heather Matthys (Ohio University)</p>
-------------------------------------	--

Friday, Oct 1<sup>st</sup>

1:00 – 1:50 pm

Williamson Hall Room 3418

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Panel

*Teaching*

**The Basic Course: Teaching Communication to Distant Learners in a Time of Crisis**

Dan O'Neill (Youngstown State University), Jaietta Jackson (Youngstown State University), Dorian Mermer (Youngstown State University), & Mary K Bernat (Butler County Community College)

From the beginning of the pandemic, the distance learning option in the basic communication course has become a valued option for teaching principles and practices of oral communication to students. The faculty panel on this topic will share insights on how the basic course faculty at Youngstown State University adapted to the need to provide a distance experience during the health crisis of student learners. A description of the course will be provided including explanation of the multi sectioned website, student and faculty video recording options, and a data summary of the effectiveness of the distance learning approach used. The future of distance learning with live speaking assignments will be shared to suggest a way to make distant learning valued and effective component of the basic course.

Session Chair: Erin Hollenbaugh (Kent State University at Stark)



**THANK YOU** to Youngstown State University for  
hosting the 85<sup>th</sup> Annual Ohio Communication Association Conference  
and for their generosity as our Undergraduate Pre-Conference Sponsor  
& Conference Engagement Sponsor!

Friday, Oct 1<sup>st</sup>

1:00 – 1:50 pm

Williamson Hall Room 2225

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Panel

Research  
Paper

### **Coping with Stress and Bad Communication During Cancer Care**

Lillian McAfee, Jada Mull, & Gianna Occhibove (Baldwin Wallace University)

The present study conducted using a qualitative method of collecting data found that stress and miscommunication in cancer care negatively impact patients and their relationships. Cancer is a complex subject to discuss, and patients should be given the information in a way they can understand. Two interviews were conducted to gain awareness of their emotions and how they coped with cancer. One interviewee explained that the family can't always understand the extent of the patient's information because they sometimes don't even understand. The other participant expressed everything he has done to help himself get through the painful and tolling cancer treatments. For cancer patients and their families, they should seek help and educate themselves on their own physical and mental support. Seeking help and education would help patients with their cancer treatment and bond their relationships.

### **Cancer Communication and Cancer Patients' Coping**

Skylar Droege (Baldwin Wallace University)

Studies show strong communication strategies improve a patient's resilience, yet it is often unclear which strategies are most effective in lowering distress and improving coping. This paper analyzed three videos where men discussed their experiences while undergoing cancer treatment. In a qualitative analysis, this paper finds that men struggle with a desire for normalcy in the face of uncertain circumstances, which can be relieved through a shared attitude of acceptance and trust with their partner. Disclosure of information can be logistical or emotional. Successful disclosure of logistical information is marked by a casual or humorous attitude and good judgement regarding where, when, and who, while success in disclosing emotional information hinges on a sense of safety and trust. This paper suggests more research should be conducted into how the security of a relationship affects disclosure and coping, and this may be just as important as the objective communication itself.

### **Familial Discomfort in Cancer Communication**

Audrey Post (Baldwin Wallace University)

There are not many comforts that are more universal or irreplaceable than that of a family's care and compassion. When relationships amongst family members are put under the stress of a cancer diagnosis, it is often that this comfort is reduced or eliminated completely. This paper conducts a qualitative study on how familial discourse affects a cancer patient's decision to communicate. Research taken from the Cancer Dudes website helps to characterize the methods by which cancer patients approach discussing their diagnoses, and this paper explores and researches the friction that familial discomfort can cause in this process. As almost all patients differ with how they wish to share their health struggles, it is notable that it is often not immediate family who are the first to be approached with information. My research aims to reveal how this is the case especially in families with poor relationship dynamics.

### **An Analysis of Alternative and Effective Cancer Coping Strategies**

Jackie Miguet (Baldwin Wallace University)

Understanding a challenging and strenuous illness such as cancer can be difficult for both the patient and their relationships. We must ensure every cancer patient is comfortable and feels understood by providing them with proper methods of dealing with the illness and the tools to communicate productively. This research is the result of a qualitative study done by analyzing interviews from the Cancer Dudes website. Using a problem-driven approach when interpreting the data, two significant themes emerged, discussing the effective coping methods and the best approach to communication about the topic. This paper reveals the importance of support and the need for continuous research on coping strategies.

Session Chair: Amber Ferris (The University of Akron)



**SAVE THE DATE**  
...we're in the middle of the state!

**October 7 – 8, 2022**  
**Annual OCA Conference**

**Central Ohio Technical College**



# PURSUE YOUR PURPOSE



School of  
Communication  
Studies



*You came to OCA because you're passionate about communication. We can help you pursue that passion through our cutting edge master's degree. Or go even further with the College of Communication and Information's Ph.D. program.*

Discover your potential at:

**[WWW.KENT.EDU/COMM/GRADUATE-PROGRAM](http://WWW.KENT.EDU/COMM/GRADUATE-PROGRAM)**  
**[WWW.KENT.EDU/CCI/ACADEMICS/DOCTORAL](http://WWW.KENT.EDU/CCI/ACADEMICS/DOCTORAL)**

Join Kent State University at our Virtual Opportunity Fair 10/1 12-1pm & 10/2 8:30-9:30am

<https://www.ohiocomm.org/conference/opportunityfair/>

Friday, Oct 1<sup>st</sup> 2:00 – 2:50 pm Williamson Hall Room 3415

**[CLICK HERE FOR VIRTUAL ATTENDANCE](#)**

Panel  
Teaching

## **Pedagogy and the Pandemic: The Positive Impact of Lessons Learned**

Shawn Starcher (Muskingum University), Cody Clemens (Marietta College), Erin Hollenbaugh (Kent State University at Stark), & Jeff Tyus (Youngstown State University)

The COVID-19 pandemic upended the college landscape in unique ways. Many instructors and students were forced out of the classroom. Modalities changed from face-to-face instruction to some form of fully online or hybrid system. Asynchronous and synchronous choices were made, mostly dependent on the technical skills of the instructor. Instructors had little time to prepare for this transition and that became apparent to students at times. As instructors, we did the best that we could. While most instructors (and students) would never want to experience a similar event in their academic careers, there are some silver linings to take away from the past year. Pedagogical philosophies were modified and changed in unique ways. Some changes did not turn out as well as expected, but some practices were extremely effective and will positively influence the way instructors approach the classroom in the future. This discussion panel will explore some of those positive changes and the lessons learned from the pandemic.

Session Chair: Shawn Starcher (Muskingum University)

**Friday, Oct 1<sup>st</sup>                      2:00 – 2:50 pm                      Williamson Hall Room 3418**  
[\*\*CLICK HERE FOR VIRTUAL ATTENDANCE\*\*](#)

<p><b>Panel</b>  <i>Research</i></p>	<p><b>Individual, Collective, and Global Conceptions of Disharmony and Resilience</b>          Laura Russell, Vy Doan, Laine Hursh, Priyanshi Kanoria, &amp; Nhi Le (Denison University)</p> <p>Moving forward—resiliently—after a global pandemic raises many questions regarding what will come in the future. When inquiring about the horizon before us, we must also look back with a second, critically-minded glance on events that impact where we stand today to develop a sense of direction for individually and collectively venturing from here. This panel explores an array of emerging issues relevant to recent political contestations, hate speech, and intercultural (dis)harmony. Panelists address these issues through ranging theories pertaining to rhetorical criticism, scapegoating, trauma, and acculturation. They then explain empirical approaches to researching rhetorics of hate, self-interest, and trauma, as well as a phenomenology of (in)congruent intercultural identity and belonging. Drawing from their research findings, panelists conclude by posing questions that invite audience members to participate in discussion about creating resilient practices and outcomes.</p> <p>Session Chair: Patrick Dillon (Kent State University at Stark)</p>
--	---

**Stay in touch with OCA all year long!**



[\*\*www.ohiocomm.org\*\*](http://www.ohiocomm.org)

**Check back for pictures and news from the conference!**

**Friday, Oct 1<sup>st</sup>                      3:00 – 3:50 pm                      Williamson Hall Room 3415**  
[\*\*CLICK HERE FOR VIRTUAL ATTENDANCE\*\*](#)

<p><b>Workshop</b>  <i>Teaching</i></p>	<p><b>Building Stronger Classroom Communities by Encouraging Cultural Humility</b>          Rehka Sharma &amp; Debra Clark (Kent State University)</p> <p>Many scholars, educators, and professionals have emphasized cultural competence as an important skill set for communicating effectively in service of diversity, equity, inclusion, and belonging. However, limitations of this construct render it only partially useful in teaching people how to engage with others—particularly when discussions of differences have the potential to lead to unwanted consequences or when the individuals involved do not recognize the elements that make up their own sense of identity. Another construct, cultural humility, serves as a more useful ideal because it promotes an ongoing commitment to self-reflection, authentic interaction, and institutional accountability. This workshop will introduce attendees to several teaching strategies, assessment tools, and other resources that can be used to foster cultural humility for instructors and students. Participants will gain insight into how cultural humility can help people to adapt to differences and build on similarities to enhance the learning environment inside the classroom and beyond.</p> <p>Session Chair: Heather Matthys (Ohio University)</p>
---	--

<b>Friday, Oct 1<sup>st</sup>                      3:00 – 3:50 pm                      Williamson Hall Room 3418</b> <a href="#"><b>CLICK HERE FOR VIRTUAL ATTENDANCE</b></a>	
<b>Panel</b>  <i>Research</i>	<p><b>Ellul Beyond Postmodernity: How Lessons from Ellul’s 1985 Classic Reach Today’s Communicators</b></p> <p>Richard Talbert (Independent Scholar), Ryan Eisenhuth (Geneva College), &amp; Mikayla Covington (Duquesne University)</p> <p>This panel will delve deeper into Jacques Ellul’s Humiliation of the Word (1985) and use it as a lens for understanding the value of each form of text and how different media may complement, alter, or diminish other media forms. The panelists will present analyses of common media: Podcasts have made a transition into videocasts, which creates an attention draw from the importance of the aural word. Audio books have become such a commonplace in society that there is a movement to consider listening to an audio book the literate equivalent to reading a printed book. Digital imagery is a medium that has altered not only the way that photography is performed, but how photographs are treated as trivial and disposable commodities. Ellul’s understanding of value of medium creates an interesting frame for finding value in each medium and not diminishing them at the expense of a newer medium.</p> <p>Session Chair: Shawn Starcher (Muskingum University)</p>

<b>Friday, Oct 1<sup>st</sup>                      3:00 – 3:50 pm                      Williamson Hall Room 3422/3423</b> <a href="#"><b>CLICK HERE FOR VIRTUAL ATTENDANCE</b></a>	
<b>Poster Judging Q&amp;A</b>  <i>Research</i>	<p style="text-align: center;"><b>Poster Judging Q&amp;A Session</b></p> <p>NOTE: Poster presentations have been recorded and presented virtually to judges prior to conference.  To view poster presentations, visit <a href="http://www.ohiocomm.org/conference/2021-posters/">www.ohiocomm.org/conference/2021-posters/</a></p> <p><b>Quarantine Bathroom Visits: A Classic Grounded Theory on Coping While Exposed to COVID-19</b>  Alexander Boesch (Cedarville University)</p> <p><b>Looking to Veganism Through a Different Perspective</b>  Felipe Cruz (Marietta College)</p> <p><b>Using Ajzen’s (1980) Theory of Planned Behavior to Ascertain Mask-Wearing Compliance during COVID-19</b>  Hannah Davis (Wilmington College)</p> <p><b>“We Love You, Dr. Acton”: Gratitude, Support and Resilience in a Social Media Group During COVID-19</b>  Haley Fite (University of Cincinnati)</p> <p><b>Freedom: The Interpretive Lens of Quarantine</b>  Sarah Kigar (Cedarville University)</p> <p><b>For the Good of Women’s Health</b>  Samantha Rubadue &amp; Felipe Cruz (Marietta College)</p> <p>Session Chair: Patrick Dillon (Kent State University at Stark)</p>

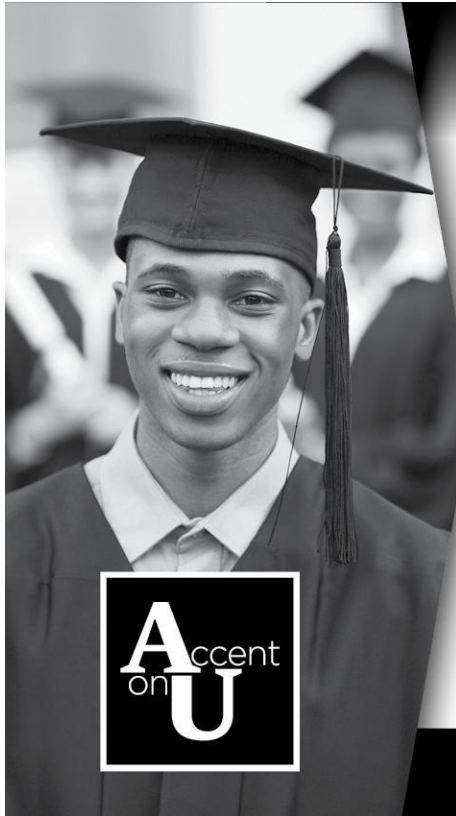


**Friday, Oct 1<sup>st</sup>                      4:00 – 4:50 pm                      Williamson Hall Room 3415**  
[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

<p>Workshop</p> <p><i>Teaching</i></p>	<p><b>Empowering Student Engagement: An Effective Teaching Method</b>  Sean Gilmore, Clare Gross, Naomi Hornik, &amp; Grace Skolosh (Baldwin Wallace University)</p> <p>Communication theories provide a lens for students to examine more about their lives, relationships, and the world around them. The application of content in classes allows students to examine problems and can be the first step in creating students that are empowered to transform social problems, or to remain resilient in the face of adversity. The environment of dialogue in classrooms and the assignments facilitated by the instructor are crucial to creating a bridge between critical thinking and practical application of course content. Yet, in our instruction, knowing how to facilitate a complex or controversial conversation is difficult. The proposed short course will describe how instructors facilitate challenging conversations relating to situations of racism, homophobia, sexism, classism, other forms of discrimination, as well as addressing our own privileges. Through a five-part process, this workshop will provide instructors with the tools to have these meaningful discussions.</p> <p>Session Chair: Iman Ikram (Ohio University)</p>
--	---

**Friday, Oct 1<sup>st</sup>                      4:00 – 4:50 pm                      Williamson Hall Room 3422/3423**  
[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

<p>Panel</p> <p><i>Research Paper</i></p>	<p><b>The Impact of Feedback and Public Speaking Course Delivery Type on Student Self-Efficacy</b>  Erik Kormos &amp; Liliana Julio (Ashland University)</p> <p>This study investigated 113 face-to-face and online Public Speaking student perceptions of instructor speech assessments during their course’s duration. A self-inventory questionnaire served as the main research tool for data collection. Both student populations completed the questionnaire at the end of the semester. Descriptive statistics and an independent samples t-test analyzed responses. Students enrolled in a face-to-face public speaking course reported statistically significant higher levels of satisfaction with instructor assessment as opposed to those enrolled online. In addition, the results suggest students in a traditional environment believed instructor assessment played a role in increased self-confidence related to public speaking. This study extends the literature through the discovery of significant differences between groups in multiple areas related to instructor feedback. Findings may help design more valuable assessments for online students to more effectively achieve course outcomes and improve self-confidence.</p> <p><b>A Lifestory Interviewing Approach to Teaching, Conceptualizing, and Relating Through Resilience</b>  Laura Russell (Denison University)</p> <p>Human life presents twists and turns, many of which are unplanned, unexpected, and consequently, uncertain. We can be certain that no one escapes this world without facing adversity of some kind. Given this historical moment, saturated with a rising awareness of systemic racism, political tensions, and a global pandemic, the value in teaching and learning about resilience cannot be understated. This essay explores how resilience, teaching, and lifestory interviewing methods intersect. It demonstrates how teaching undergraduate students about elicitation techniques for conducting lifestory interviews provides a praxis-based approach for investigating and relating through resilience. Qualitative observations resulting from students’ interviewing experiences evidence how elicitation methods and appreciative inquiry in storytelling practices promote deeper understandings of resilience. Furthermore, these storytelling practices strengthen interpersonal relationships, such that the relationships themselves support living resiliently.</p> <p><b>Dr. Seuss was No Saint: Problematic WW2 Cartoons and Reflection</b>  Andrew Hunt (Ohio University)</p> <p>Over the course of the past few years, different forms of media that we all grew up with have been identified as having racist content, leading to the so-called “cancel culture”. With the removal of six Dr. Seuss books by Dr. Seuss Enterprises, controversy abounds. While the cancelled books were not his most famous works, nor were they ones that most of us read as children, the impact of announcing they were being pulled was a shock to the zeitgeist. This paper looks at the WW2 cartoons of Dr. Seuss and his admittance of making a mistake in wartime. Despite him not only admitting his former writings were problematic and later changing his own work as he became more socially aware, the argument continues.</p> <p>Session Chair: Laura Russell (Denison University)</p>
---	--



# ASHLAND UNIVERSITY

- **Completely online**
- **Access courses anytime, anywhere**
- **Flexible schedule**

**BA in Communications Studies:**



- Build your portfolio with research projects, accomplishments and experiences
- Learn a strong communication foundation including speaking, listening, writing, leadership and conflict negotiation skills
- Finish faster with our generous transfer policy

**MA in Corporate & Strategic Communications:**

- Complete the program in as little as 18 months
- Pick one of two tracks: Health & Risk or Public Relations
- Learn teachings based in theory, research and application
- Engage and contribute to discourse of real-life, communication-related issues

For more details, call **419.289.5738** or email **grad-admissions@ashland.edu**

<b>Friday, Oct 1<sup>st</sup>      4:00 – 4:50 pm      Williamson Hall Room 3418</b> <a href="#" style="background-color: yellow; text-decoration: none;"><b>CLICK HERE FOR VIRTUAL ATTENDANCE</b></a>	
<p>Workshop</p> <p><i>Teaching</i></p>	<p><b>Service Learning “Pays” Big Dividends</b>            Shawn Orr, Shila Hartzler, Abigail Rohr, &amp; Carolina Carlton (Ashland University)</p> <p>Participating in service learning is a key part of creating graduates that will work, serve, and lead with integrity in their communities; however, these types of projects can be time consuming and difficult to implement. Join this research-based session to hear from faculty and students about how they collaborated with the Ohio Campus Compact to implement the Pay It Forward student philanthropy initiative into an Introductory Public Relations course and the unbelievable impact these volunteer hours had on learning. The Pay It Forward project, funded and managed by the Ohio Campus Compact, provides grant funding and support to courses that integrate service learning as a key element of the curriculum. Plan to leave with a packet of information and sample projects ready to incorporate into your own course.</p> <p>Session Chair: Cody Clemens (Marietta College)</p>

<b>Friday, Oct 1<sup>st</sup>      5:00 – 7:00 pm      Kilcawley Center – President’s Suite</b> <a href="#" style="background-color: yellow; text-decoration: none;"><b>CLICK HERE FOR VIRTUAL ATTENDANCE</b></a>		
	<p><b>OCA 2021 AWARDS CEREMONY</b>  <i>Appetizers and Cash Bar</i>  <i>Master of Ceremonies: Cody Clemens, OCA Vice President</i>  <i>(Marietta College)</i></p>	

# Conference Sessions

## Saturday, October 2

Saturday, Oct 2<sup>nd</sup> 9:00 – 9:50 am Williamson Hall Room 3415

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Panel

Research

### Two Systematic Content Analyses of Vaccination and Mask-Wearing Public Service Advertisements

Joey Dzingelesk, Natalie Rippin, Julia P. Clark, Kasey M. Sheridan, Michele K. Pucci, Bridget Warneka, & Taylor Fee (Cleveland State University)

What communication strategies are public service announcements harnessing to persuade Americans to wear masks and get vaccinated? This panel comprehensively explores these issues, in one of the first systematic analyses of media PSAs on the coronavirus pandemic. The first paper articulates the importance of taking personal protective steps and emphasizes the guiding role played by persuasion theories, such as the Extended Parallel Process Model and narrative approaches. The second paper reports the results of a careful content analysis of public service announcements and ads advocating the use of masks. The third paper reports findings from a systematic analysis of ads urging Americans to get vaccinated. Both content analyses categorize ads, examining the diversity of communicators shown in the PSAs and the nature of message appeals employed. The papers point out the shortcomings of current ads and offer suggestions to improve the quality of these important health messages.

Session Chair: Richard Perloff (Cleveland State University)



CLEVELAND STATE UNIVERSITY

EARN A GRADUATE DEGREE OR  
CERTIFICATE IN COMMUNICATION

AFFORDABILITY, FLEXIBILITY, OPPORTUNITIES FOR  
CAREER ADVANCEMENT

SCHOOL OF COMMUNICATION OUR PROGRAMS

- Master of Applied Communication Theory and Methodology (MACTM)
- Graduate Certificate in Corporate Communication

Cleveland State University is proud to introduce a revamped Master's Program in Applied Communication Theory and Methodology. This 30-credit-hour program features advanced training in corporate and public communication and can be completed in 18 months.



Applications are open for the 2022-2023 academic year: [GRAD.ENGAGECSU.COM](https://grad.engagecsu.com)

CLEVELAND STATE UNIVERSITY SCHOOL OF COMMUNICATION || [CLASS.CSUOHIO.EDU/COMMUNICATION](https://class.csuohio.edu/communication)

Join Cleveland State University at our Virtual Opportunity Fair 10/1 12-1pm

<https://www.ohiocomm.org/conference/opportunityfair/>

**WE ARE  
AKRON.**

**WE RISE  
TOGETHER.**

The  
University  
of Akron  
School of Communication

**Online MA and  
Graduate Certificates**

The University of Akron's School of Communication is now enrolling students for our new 100% online Masters degree in Strategic Communication.

**Reach new heights by enrolling in our degrees or certificates with a focus in STRATEGIC SOCIAL MEDIA or HEALTH & CRISIS COMMUNICATION!!**

Interested and want more information? Check out [www.uakron.edu/online/degrees/master-communication](http://www.uakron.edu/online/degrees/master-communication) or email Dr. Amber Ferris at [aferris@uakron.edu](mailto:aferris@uakron.edu)



Join The University of Akron at our Virtual Opportunity Fair 10/1 12-1pm & 10/2 8:30-9:30am  
[www.ohiocomm.org/conference](http://www.ohiocomm.org/conference)

**Saturday, Oct 2<sup>nd</sup> 9:00 – 9:50 am Williamson Hall Room 3418**

**[CLICK HERE FOR VIRTUAL ATTENDANCE](#)**

Workshop  
*Teaching*

**Inviting Students to Shine – Creative Tools for Innovation and Expression in the Communication Class**

James Jarc (Central Ohio Technical College)

Since the pandemic began, educators have been challenged to keep students engaged, curious, and on track. Many tried-and-true assignments and assessment methods have fallen short. In this workshop, participants will explore multimedia creation tools that students can use to demonstrate learning, mastery, and competence through their own expressive artefacts. By offering students a range of options for connecting with course content, instructors create opportunities for skills development across multiple modalities! The workshop facilitator is not only an award-winning educator, but a Google Certified Educator, Adobe Creative Educator, and an Adobe Certified Professional in both Web and Visual Design. Participants will receive sample assignment descriptions, software comparisons, and resources for implementation. This workshop is appropriate for instructors in public speaking, media studies, advertising and public relations, communication specialties, and graduate programs. Come learn about the tools and instructional strategies you need to make your courses creative, innovative, and engaging!

Session Chair: Patrick Dillon (Kent State University at Stark)



**SAVE THE DATE**  
...we're in the middle of the state!  
**October 7 – 8, 2022**  
**Annual OCA Conference**



Saturday, Oct 2<sup>nd</sup> 10:00 – 10:50 am Williamson Hall Room 3415

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Workshop

*Debate*

**A Challenge to Host: Importance of Local, District and State Political Debates**

Jerry Miller (Ohio University) & Jill Zimon (Ohio Debate Commission)

The Ohio Debate Commission is a collaborative effort between civic and media organizations, and institutions of higher education working together to foster better debates and better elections across the state of Ohio. It is a 501(c) (3) not-for-profit organization that fosters fair and substantive debates that encourage participation in our democracy. This workshop will introduce participants to the organization, facilitate ways to encourage debates at all levels of the government, share resources to host debates and DebateWatches, and provide an outline of 2021-2022 debate activities in which your institutions/classes may get involved. Our challenge is to bring institutions of Higher Education in Ohio together to help facilitate consistent and informative opportunities for citizens to engage in the democratic process. No matter where one falls in the political ideological spectrum, there is little doubt that the recent past has required resilience AND WE CAN move our state forward through communication.

Session Chair: Cody Clemens (Marietta College)



**OHIO**  
UNIVERSITY

SCRIPPS COLLEGE OF COMMUNICATION  
**SCHOOL OF COMMUNICATION STUDIES**



**PH.D. CONCENTRATION AREAS:**

Health Communication

Interpersonal & Organizational Communication

Rhetoric & Culture

**RESOURCES AVAILABLE:**

Teaching, Research, & Forensics Assistantships

Travel Funding Opportunities

Interdisciplinary Collaborations

Housed in State-of-the-Art Schoonover Center for Communication



**CONTACT US TO  
LEARN MORE**

Dr. Christina S. Beck (beck@ohio.edu)  
[www.ohio.edu/scripps-college/comm-studies](http://www.ohio.edu/scripps-college/comm-studies)

Join Ohio University at our Virtual Opportunity Fair 10/1 12-1pm

<https://www.ohiocomm.org/conference/opportunityfair/>

<b>Saturday, Oct 2<sup>nd</sup> 10:00 – 10:50 am Williamson Hall Room 3422/3423</b> <a href="#"><b>CLICK HERE FOR VIRTUAL ATTENDANCE</b></a>	
<b>Panel</b>  <i>Research</i>	<p><b>Instagram’s Dark Side: How it Influences an Individual’s Body Image and Life Satisfaction</b>  Alexis Temsey &amp; Lora Knopp (University of Akron)</p> <p>Instagram has been growing rapidly these past decades and has been the center of many research studies with how it relates to an individual. However, it is unclear how Instagram content can affect a person’s overall life and body satisfaction. There are oftentimes negative feelings associated with idealizing body image and comparing your life and body to others. If you are constantly comparing yourself to others’ body features and their lives it can lead to less enjoyment of your own life. Comparing can lead to depression which can cause harm to yourself physically and mentally (Raynes-Goldie, 2018). This study aims to explore the effects Instagram content has on how an individual views their body and life. The results indicated that Instagram content affects how an individual views their body based on what they see while they are on Instagram. The results we found correspond to how much you tend to compare yourself socially and how high or low your self-esteem is. These findings provide important information on how what an individual looks at while on Instagram can have negative impacts in their lives. If we bring these findings to light, we can help individuals become more self-aware and be cautious as they are scrolling through Instagram.</p> <p><b>Let’s Turn off the TV and Have Dinner Together: Exploring Marital Communication During Shared Meals</b>  Tammy Bosley (Lorain County Community College)</p> <p>This study examined how marital couples use communication during shared meals to enact relational maintenance and establish goals for health-related behaviors. Through in-depth, semi-structured interviews, participants (n = 10) revealed both positive and negative interactions with their partners. Two major themes emerged from the data. First, Food as Metaphor: Sharing Meals Represents Staying Connected to Each Other and Carrying on Family Traditions. Participants used shared meals to discuss work, task completion, and check in with each other. Furthermore, individuals followed childhood family traditions as they shared meals with their partners. Second, Caution: If We’re Going to Discuss Health, Tread Lightly. As conversations shifted to health-behaviors, participants voiced ongoing conflict that they failed to resolve. This conflict included highly negative communication, which affected participants’ motivation to share meals. Based on these results, the paper concludes with theoretical lenses that might provide helpful applications to improve relational maintenance strategies to help couples manage health-related goals.</p> <p><b>Male Involvement: A Thematic Analysis of Role of Men in Women’s Reproductive Health</b>  Iman Ikram (Ohio University)</p> <p>Men are still decision-makers concerning family planning and sex practices. Men educated on women’s reproductive health (WRH) issues are more likely to support their partners in their reproductive health (RH) decisions. The paper underlines the need for men in WRH, barriers encountered and recommendations. A thematic analysis performed highlighted three major themes as barriers: cultural, gender, and healthcare services barrier. Themes emphasized addressing the barriers at interpersonal, community, and healthcare service levels. The interpersonal level necessitates to focus on gender biases and comprehend men’s perception of gender roles. The community leaders and elders should promote men’s engagement in RH. The healthcare service workers must encourage both male and female partners to take part in RH issues. The infrastructure of women’s healthcare facilities should be hospitable to males. Overall, it was observed that men’s involvement had a positive impact on WRH.</p> <p>Session Chair: Heather Matthys (Ohio University)</p>

<b>Saturday, Oct 2<sup>nd</sup> 10:00 – 10:50 am Williamson Hall Room 3418</b> <a href="#"><b>CLICK HERE FOR VIRTUAL ATTENDANCE</b></a>	
<b>Partner Panel</b>  <i>Teaching</i>	<p><b>Textbooks 2.0: Exploring Unique Uses of Textbooks in Today’s Communication Classroom</b>  Sean Skinner (Kendall Hunt Publishing Company), Shelley Blundell (Youngstown State University), Molly Mayer (University of Cincinnati), &amp; William Jennings (University of Cincinnati-Blue Ash)</p> <p>Years ago, each course had a textbook affiliated with it that we required our students to purchase. Today, those textbooks are either uniquely constructed or non-existent altogether, even though the main purpose of educating our students hasn’t changed. This panel is intended to highlight “unique” ways in which Professors are utilizing, or not utilizing, textbooks in the classroom and the reason for the pedagogical choices made. This panel encourages participants to “think outside the box” when considering the approach, they may take towards educating their students.</p> <p>Session Chair: Jeffrey Tyus (Youngstown State University)</p>

# Kendall Hunt

p u b l i s h i n g   c o m p a n y

## Your Course — Reimagined.

One-size-fits-all prescriptions aren't our style. Our editorial team listens to your needs, helping you find the right solution for YOUR students and YOUR course!

### Kendall Hunt empowers you to:

- **Create** a Kendall Hunt publication using your own course content.
- **Customize** a Kendall Hunt publication to create an affordable product your students will fully utilize allowing you to teach your course – your way.
- **Adopt** one of Kendall Hunt's 10,000+ print and digital titles. From abnormal psychology to zoology, Kendall Hunt has content for your course!

Learn more at [he.kendallhunt.com](http://he.kendallhunt.com)

## See What Your Colleagues Are Saying



"I'm thrilled to work with Kendall Hunt Publishing! They make you feel like you are a valued member of the family."

**Dr. Diana Ivy | Professor, Texas A&M University – Corpus Christi**

Author of *GenderSpeak: Communicating in a Gendered World* & Co-Author of *Nonverbal Communication for a Lifetime*



"I appreciate the reputation, the relationships, and the revision process. I'm very pleased to be a part of Kendall Hunt Publishing!"

**Dr. Steven Beebe | Distinguished Professor Emeritus, Texas State University**

Co-Author of *Training and Development: Enhancing Talent for the 21st Century*

Saturday, Oct 2<sup>nd</sup>

11:15 am – 12:30 pm

Williamson Hall Room 1171

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

## OCA 2021 Keynote Presentation

*Sponsored by Kendall Hunt Publishing Company*

### Mitchell S. McKinney

Professor of Communication &  
Dean of the Buchtel College of Arts and Sciences  
The University of Akron



## Strengthening Democracy: The Good, The Bad & The Ugly of Social Media Use and Presidential Debate Viewing

In addition to excellence in teaching, McKinney has been recognized by academic colleagues and the national media as one of the nation's top scholars of presidential debates. He served as an advisor to the U.S. Commission on Presidential Debates where his work was instrumental in developing the presidential town hall debate and other innovations in the structure and practice of televised presidential debates in the U.S. He also has served as an advisor to the national election commissions in other countries, including South Korea, Germany, Great Britain and New Zealand as those nations developed their own televised presidential and party leader debates.

Using his training as a political communication scholar, McKinney gained practical political experience by having served as a staff member in the U.S. Senate and at the White House. He also served as associate director of the National Communication Association in Washington, D.C., and as president of the Central States Communication Association. He remains a frequent commentator for national and international news media and has provided expert political commentary for such media as the New York Times, the Washington Post, USA Today, CNN, C-SPAN, NPR and BBC News.

At the state and local level, he has served as a moderator for gubernatorial and congressional televised debates; and consulted with numerous civic organizations in planning state and local candidate debates and forums. He has been awarded approximately \$1 million in support of his research and public engagement activities, with funding from the Pew Charitable Trusts, the Ford Foundation and the Donald W. Reynolds Foundation.

In addition to his faculty achievements at the University of Missouri, McKinney also taught at the University of Oklahoma, the University of Kansas, Johnson County Community College, Missouri Southern State University and the University of North Carolina at Chapel Hill.

McKinney earned a Doctor of Philosophy in Communication Studies from the University of Kansas, a Master of Arts in Communication Studies from the University of North Carolina at Chapel Hill and two Bachelor of Art degrees in Speech Communication and Government from Western Kentucky University. He is the author or co-author of eight books and more than 100 journal articles and book chapters.

Saturday, Oct 2<sup>nd</sup>

12:30 pm – 1:50 pm

Williamson Hall Room 3422/3423

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

## Lunch and Business Meeting

*Sponsored by Great River Learning*





*Digital Print!  
Classroom Engagement Tool!  
QuizPrep!*

Great River Learning is honored to sponsor the **85th Annual Ohio Communication Association Conference: Resilience Through Communication.**

We practice the virtue of resilience every day. Each of our online publications is resilient across devices, easy to update, and readily usable for students from each semester to the next.

Our publications and products are built to last and provide quality instructional value to you and your students for years to come.

**We value the passion and commitment our partners bring to higher education.**

We partner with authors in all areas of study. As *your partner*, we leverage your subject matter mastery with our instructional design expertise to build publications that are well-designed, powerful, and engaging. We guide you through the authoring process from initial brainstorming, to development, to the official launch of the publication.



Are you ready to **Think Beyond the Book?**  
[www.greatriverlearning.com](http://www.greatriverlearning.com)

→ **Contact Tommy Sentovich today!**

Associate Acquisitions Manager @ GRL  
e: [tsentovich@greatriverlearning.com](mailto:tsentovich@greatriverlearning.com)  
#: 563-589-1180

Saturday, Oct 2<sup>nd</sup> 2:00 pm – 2:50 pm Williamson Hall Room 3415

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Top  
Paper  
Panel

*Research*

**Coronavirus, Communication & Conflict: Linking Power, Interaction Dominance, and Argumentativeness**

Alissa Allman, Lauren Owens, Tia Myers-Rocker, Amber Sorenson, Jessica Woodson, Matthew Craig (Kent State University)

The pandemic created a great deal of uncertainty for many people regarding how to engage in protective behaviors such as social distancing and mask wearing. The goal of this study was to explore the relationship between relative power and interaction dominance when two relational partners engaged in a conflict regarding COVID-19. During April and May 2021, 116 undergraduate students were surveyed and asked to recall a conflict situation they experienced and report on their perceptions of closeness to the other person (as measured by inclusion of self), relative power, argumentativeness, and perceptions of interaction dominance (self and other). Guided by dyadic power theory (Dunbar, 2005), the results revealed some expected trends in communicative behavior, as well as some questions that still require further exploration.

**The Medium Is the Message but Not the Interpretation: Hermeneutics of Collegiate Journalism**

Mikayla Covington (Duquesne University)

What are the perceptions readers have of a collegiate journalistic endeavor before they even pick up the paper? Does the format of a college newspaper itself change the way the reader interprets the text? Does collegiate journalism even consist of “text” as we know it anymore? What influences the final editorial content of a paper, and how do those influences inform the interpretation of the paper? How is the meaning of a text created: through the text, through the reader, through both? These were the guiding questions for delving into how college newspapers in the United States are interpreted from a hermeneutical standpoint.

**Examining Communication Between Couples Suffering from Cancer**

Evaleigh Noel (Baldwin Wallace University)

Given the emotional-nature that cancer-related topics are, it has become important to analyze how a cancer diagnosis can affect a relationship. The aim of this qualitative study was to investigate how couples can maintain healthy relationships when one person is dealing with cancer, specifically why certain topics are avoided by couples and how this avoidance can damage the relationship. Using interviews from the website Cancer Dudes, four interviews were analyzed to identify certain themes among the interviews. Multiple themes were found, in addition to categories within these themes. Given the various data collected, the study exposes several implications of the data and emphasizes the need for future research regarding the topics.

Session Chair & Respondent: Amber Ferris (University of Akron)

Saturday, Oct 2<sup>nd</sup> 2:00 pm – 2:50 pm Williamson Hall Room 2234

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Panel

*Teaching*

**High School Students and College Classrooms: Reflections on Ohio's CCP Program**

William Jennings (University of Cincinnati)

On June 16, 2014, a legislative act was signed that would introduce changes to the students, staff, and administrations across the state of Ohio. First introduced as Ohio House Bill 487, this legislation expanded the relatively inconspicuous Post-Secondary Enrollment Program into a much larger and far-reaching College Credit Plus Program (CCP). It did so in a number of ways including opening up college courses to middle and high school students across the entire state, altering the costs for enrollment in those courses, and to encourage a career-based curriculum for its participants. This panel seeks to explore how this legislation has changed the way students, faculty, advisors, and administrators perceive the meaning of college. By inviting members from each of these professional communities, it seeks to understand the communication challenges that each face as part of this sweeping law.

Session Chair: Cody Clemens (Marietta College)

Saturday, Oct 2<sup>nd</sup> 2:00 pm – 2:50 pm Williamson Hall Room 3418

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Partner  
Panel

Teaching

**Great River Learning – Thinking Beyond the Book**

Mike Pudlo (Great River Learning)

Great River Learning is an innovative Higher-Ed Publisher who is looking to develop better textbooks for students and educators. Come learn how they are doing it and see for yourself if you want to join them.

Session Chair: Erin Hollenbaugh (Kent State University at Stark)



**#OCA2021 To Win!**



One raffle ticket will be entered into the drawing  
for each public post you tag with #OCA2021 during the conference.

Earn additional raffle tickets by  
completing session evaluations online or at the registration table  
[CLICK HERE FOR ONLINE SESSION EVALUATION!](#)

Win **\$50 - \$100 Amazon gift cards** and **YSU swag**

You **MUST** be present in person or online to win.



**A huge THANK YOU to our Engagement Sponsor:**

Saturday, Oct 2<sup>nd</sup> 3:00 pm – 3:50 pm Williamson Hall Room 3415

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Workshop

Teaching

**DEI initiatives in Institutions and Department: Resilience Through Persistent Communication – Part 1**

Carol Bennett (Youngstown State University)

Have you ever wanted to see Diversity, Equity, and Inclusion initiatives incorporated in your institution and/or department but didn't know how to proceed? Carol Bennett, Assistant Provost for Diversity, Equity, and Inclusion at Youngstown State University will lead a discussion about the importance of DEI within institutions and departments and how to get that process started. This 2-hour workshop will feature a 1-hour presentation followed by a 1-hour audience participation discussion/question-answer session.

Session Chair: Jeff Tyus (Youngstown State University)

Saturday, Oct 2<sup>nd</sup> 3:00 pm – 3:50 pm Williamson Hall Room 3418

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

Panel

Research

**Graduate Students' Diverse Approaches to Resilience in Communication Research in Progress**

Heather Matthys (Ohio University), Maria Hannah (Ohio University), Leanna Hartsough (University of Kentucky), & Elizabeth Shiller (Ohio University)

This panel consists of a group of graduate students who are diverse in their methodological approaches and areas of communication scholarship. The methods used in the studies on this panel range from rhetorical criticism, qualitative, quantitative, and mixed method approaches. Panelists' areas of expertise range from interpersonal, organizational, family, and instructional communication. The feedback from audience members and respondents can help panel participants access valuable feedback to gain new insights and make deeper connections in preparing their work for publication. The audience in turn will gain a deeper understanding of important issues while having the chance to engage with panelists in conversations surrounding their research in progress.

Session Chair: Iman Ikram (Ohio University)

Respondents: Laura Russel (Denison University) & Nancy Jennings (University of Cincinnati)

DUQUESNE UNIVERSITY

*Communication & Rhetorical Studies*

**Master of Arts Programs:**

Corporate Communication (30 cr.)

Communication (30 cr.)

Rhetoric & Philosophy of Communication (36 cr.)

**Master of Arts Dual Degree Program:**

M.A. Corporate Communication & M.B.A. (60 cr.)

**Doctor of Philosophy Programs:**

Communication Ethics in the Public Sphere

Integrated Marketing Communication/Corporate Communication

Rhetoric of Technology

For more information, call 412.396.6446 or e-mail:

**Graduate Program Directors**

Dr. Janie Harden Fritz

[harden@duq.edu](mailto:harden@duq.edu)

Dr. Anthony M. Wachs

[wachs@duq.edu](mailto:wachs@duq.edu)

*Walking the Humanities into the Marketplace*

*The Ethical Difference*

Join Duquesne University at our Virtual Opportunity Fair 10/1 12-1pm & 10/2 8:30-9:30am

<https://www.ohiocomm.org/conference/opportunityfair/>

Saturday, Oct 2<sup>nd</sup> 4:00 pm – 4:50 pm Williamson Hall Room 3418

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

GIFTS  
Teaching

## **Creating Resilience Through Poetic Inquiry as Pedagogical Practice**

Leanna Hartsough & Eric Wilkinson (University of Kentucky)

This G.I.F.T.S. session will demonstrate how poetic inquiry can be used in classrooms to facilitate and democratize learning, while simultaneously building resiliency in students. We conceptualize poetic inquiry as an example of mindfulness-based communication that can build resiliency in students by strengthening self-awareness, capacity for active listening to self and others, dialoguing with differences, and empowering students to organize and make meaning of their experiences, thoughts, and feelings. The presenters use hands-on practice starting with the presentation of a poem and then walking the audience through poetic inquiry processes to facilitate dialogue with the poem. The rationale and execution of the process steps are explained, with the result being direct experience of what poetic inquiry as pedagogical practice can feel and look like.

## **Using Netflix series, “The Circle,” to Teach Online Self-Presentation and Identity**

Rhiannon Kallis (University of Akron)

Netflix original series, The Circle, is a social media-focused reality-style contest that allows players to communicate only through an online channel named The Circle. Season 1 provides several opportunities to discuss academic concepts often addressed in relational, interpersonal, social media, and dark side communication courses. In the show, players grapple with online self-presentation as some present their authentic self while others engage in catfishing. Contestants navigate strategic message creation and ultimately rank each other solely focused on limited online interactions. This series provides rich opportunities for students to connect classroom concepts about online identity, initial communication online, and other CMC theories to specific moments in the show. The proposed activity focuses specifically on Episode 1 of The Circle to prompt discussion on self-presentation and online identity. An explanation of the show is given along with suggested clips to show students. Discussion questions centered around The Circle are provided.

## **Defining Moments: Crosscultural Communication**

Iman Ikram (Ohio University)

Cross-cultural communication is described as how individual from different cultures communicate among themselves and with other cultures. Storytelling shapes people’s feelings and actions. It facilitates in identifying valuable moments of people’s lives and helps define those moments. Defining moments essays describe events that demonstrate turning points of one’s life. Hence, the defining moments assignment encourages students to explore significant moments of their lives impacted by cross-cultural communication. These moments are disruptions from mundane live that often reveal vulnerability and profound insights. As a result, the assignment provides in-depth understanding of one’s cultural reality, by what means other cultures function (similarities and differences), and how cultures intertwine through communication. Reflexivity and learning’s from the defining moment can be applied to cross-cultural communications taking place in daily lives.

## **Healing Through Poetry: Incorporating Arts-Based Research into the Health Communication Classroom**

Cody Clemens (Marietta College)

Arts-based research is a relatively new field that exists at the intersection of art and science. According to Leavy (2017) “Art, at its best, has the potential to be both immediate and lasting” (p. 3). This activity pushes students to step outside of their comfort zones, express themselves in meaningful ways, and it strives to allow students to view health and healing differently. This activity has proven to be beneficial and useful to students specifically in the communication classroom. It encourages students to think creatively, express themselves freely, as well as explore different methodological approaches within qualitative and arts-based research methods. I find this activity very useful when discussing health and healing within health communication. Oftentimes, sharing stories allows us as humans to put meaning into motion, and that is exactly what this activity aims to do.

## **Digital Visualization, Media History, and Open-Source Tools: Building Skills and Knowledge**

Nancy Jennings (University of Cincinnati)

Digital visualization has become a key means of communicating information in a variety of formats. Through this exercise, students engage in transferable learning skills that meet the course objectives of describing historical developments of media over time and showing it creatively and effectively through an open-source tool, TimelineJS. Students learn visualization technique that can be used outside the classroom and also the value of open-source materials and tools.

## **White Board Animation for the Artistically Challenged!**

Liane Gray-Starner (GrayStar Communication)

In light of recent pedagogical challenges- teachers are adopting new and sometimes seemingly daunting technologies. This GIFTS session will introduce participants to the program Doodly (TM). Using the basic subscription, participants will learn the ins and outs of this program - including tips to making the basic program function like a pro.

Session Chair: Amber Ferris (The University of Akron)

Saturday, Oct 2<sup>nd</sup>

4:00 pm – 4:50 pm

Williamson Hall Room 3415

[CLICK HERE FOR VIRTUAL ATTENDANCE](#)

<p>Workshop</p> <p>Teaching</p>	<p><b>DEI Initiatives in Institutions and Department: Resilience Through Persistent Communication – Part 2</b></p> <p>Carol Bennett (Youngstown State University)</p> <p>Have you ever wanted to see Diversity, Equity, and Inclusion initiatives incorporated in your institution and/or department but didn't know how to proceed? Carol Bennett, Assistant Provost for Diversity, Equity, and Inclusion at Youngstown State University will lead a discussion about the importance of DEI within institutions and departments and how to get that process started. This 2-hour workshop will feature a 1-hour presentation followed by a 1-hour audience participation discussion/question-answer session.</p> <p>Session Chair: Jeff Tyus (Youngstown State University)</p>
---------------------------------	---

# NAMED ONE OF THE BEST M.A. PROGRAMS IN COMMUNICATION

Whether you decide to pursue a professional career or a Ph.D. after graduation, our two year M.A. program in Communication will **prepare** you for **excellence**.



**Want more information?**  
**Visit us online at:**  
[www.artsci.uc.edu/communication](http://www.artsci.uc.edu/communication)

Join University of Cincinnati at our Virtual Opportunity Fair 10/1 12-1pm  
<https://www.ohiocomm.org/conference/opportunityfair/>

**Saturday, Oct 2<sup>nd</sup> 4:00 pm – 4:50 pm Williamson Hall Room 3422/3423**  
**[CLICK HERE FOR VIRTUAL ATTENDANCE](#)**

<p>Panel</p> <p>Teaching</p>	<p><b>Teaching Tips for Graduate Teaching Assistants and Associates from Current and Past GTAs</b></p> <p>Mariam Elgafy (University of Cincinnati), China Billotte Verhoff (Ohio University), Grace Oforiwa Sikapokoo (Ohio University), &amp; Staci Jones (University of Pennsylvania)</p> <p>This panel will focus on current and past graduate students' experiences of teaching at the collegiate level. Panelists will share examples from their experiences teaching in graduate school, the difficulties they have experienced as GTAs, and tips for present and future GTAs.</p> <p>Session Chair: Heather Matthys (Ohio University)</p>
------------------------------	--



# Thank You!

A special thank you to the following groups and individuals who made the conference possible:

- Our hosts, Youngstown State University.
- Special thanks to Jeff Tyus, Amy Crawford, Chris Shelton, Dorian Mermer, Jeremy Schneider, Lambda Pi Eta, and the rest of YSU’s faculty, staff, and students.
- Our partners and sponsors whose contributions help to keep registration costs low.
  - All conference paper, poster, and panel reviewers; session chairs; respondents; and poster judges.
- Dr. Mitchell McKinney for sharing his time and wisdom with us.



<b>Your 2020 – 2021 Ohio Communication Association Executive Board thanks you for attending!</b>	
Executive Director Michelle Coleman	President Amber Ferris
Vice President Cody Clemens	Immediate Past President Tammy Bosley
OCA Journal Editor Laura Russell	OCA Associate Journal Editor Jeff Kuznekoff
Sponsorship Coordinator Erin Hollenbaugh	Awards Coordinator Jeffrey Tyus
Communication Coordinator James Jarc	Conference Coordinator Elycia Taylor
Archivist Shawn Starcher	Member at Large James Belcher
Member at Large Patrick Dillon	Member at Large Nancy Jennings
Member at Large Bill Jennings	Member at Large Rekha Sharma
Graduate Student Representative James Karas	Graduate Student Representative Heather Matthys

**THANK YOU** to our Partners for their generous support of the Ohio Communication Association!



*Interactive Higher Ed Publishing*

***Think beyond the book.***



**YOUNGSTOWN  
STATE UNIVERSITY**

DUQUESNE UNIVERSITY

*Communication & Rhetorical Studies*



University of  
**CINCINNATI**

**ASHLAND  
UNIVERSITY**



The University of Akron  
**School of Communication**

**KENT STATE**  
UNIVERSITY

**School of  
Communication  
Studies**

College of Communication  
and Information



**OHIO  
UNIVERSITY**

SCRIPPS COLLEGE OF COMMUNICATION  
**SCHOOL OF COMMUNICATION STUDIES**

**Kendall Hunt**  
publishing company



**CLEVELAND  
STATE  
UNIVERSITY**  
*engagedlearning™*

Visit our partners at the Opportunity Fair in-person at YSU  
and at <https://www.ohiocomm.org/conference/opportunityfair/>

Interested in partnering your organization with OCA?  
Contact Nancy Jennings, Sponsorship Coordinator, at [jenninna@ucmail.uc.edu](mailto:jenninna@ucmail.uc.edu)



# SPECIAL THANKS

to the talented Clark State Community College students of the GPH 2085 Service-Learning Capstone, under the instruction of Scott Dawson, Coordinator of Graphic Design and New Media.

The Ohio Communication Association conference program cover and postcard were created by **COLLEEN SMITH**.

In addition to Colleen's excellent work, the final submissions were so strong that we included the additional designs on this page as a thank you for the hard work of all the students involved.

OHIO COMMUNICATION ASSOCIATION  
**85<sup>th</sup> RESILIENCE**  
ANNUAL CONFERENCE THROUGH COMMUNICATION

October 1-2, 2021  
Youngstown State University

