

TIMOTHY P. MOTTET

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SUMMARY OF LEADERSHIP COMPETENCIES

An innovative leader with over 20 years of experience and a record of success in (1) developing high-performing leaders and educators; (2) being fiscally responsible and creative in generating revenue; (3) developing, implementing, and assessing strategic plans that yield results; (4) building industry partnerships and consensus among diverse groups of stakeholders to enhance institutional efficiency and quality; and (5) creating initiatives that foster change and accountability among faculty and staff. Recognized for valuing and honoring shared governance, and having strong interpersonal communication skills that inspire and influence others, encourage perspective taking, and resolve conflict.

LEADING ACROSS THE UNIVERSITY

Leading across the university has allowed for a deeper understanding of the operational complexities and relational aspects of the following functions and groups:

Diversity, equity, and inclusion. Implementing diversity and equity infrastructure supported by appropriate policies and programming to impact campus climate.

Strategic planning. Developing strategic plans by conducting environmental scans, leading SWOT analysis workshops, identifying core competencies, writing objectives and actions, and developing dashboards that track accountability metrics.

Crisis management. Managing crises by assessing critical incidents, evaluating risks and effects of incident, delegating and implementing interventions, and developing and communicating appropriate messages to stakeholders.

Donor relations. Raising monies by identifying strategic funding initiatives, developing funding strategies, preparing and communicating messages adapted to donor type, and cultivating relationships that map institutional needs to donor intentions.

Alumni relations. Engaging alumni by establishing alumni-based professional advisory boards in academic units that help faculty develop relevant curriculum while cultivating new donors and providing stewardship to existing donors.

Government relations. Influencing the legislative process by developing relationships with elected state leaders, identifying mutual interests by mapping university with state needs, advocating for key pieces of legislation, and helping elected leaders in developing policy.

Governing board relations. Serving the board of regents by identifying and meeting regent needs, developing and facilitating working board sessions, and preparing documentation for monthly board meetings.

Athletics. Promoting positive relationships between academics and athletics by working closely with coaching team and staff to ensure all forms of university and NCAA compliance are met: academic performance, recruiting processes, and addressing athletes' mental health issues.

LEADERSHIP ROLES AND RESULTS

Colorado State University-Pueblo, Pueblo, Co
President

2017-Current

Leadership Award: Recipient of the 2017 Top 30 Technologists, Transformers and Trailblazers Award from the Center for Digital Education. This award recognizes 30 education and technology leaders from across America who transform the education landscape through the use of digital tools.

Northwest Missouri State University, Maryville, Mo
Provost

2014-2017

Responsible for leading the division of Academic Affairs that provides industry-vetted, profession-based curriculum and engaged learning for 6,608 students in three Missouri locations: Maryville, St. Joseph, and Kansas City. The division includes 283 full-time faculty and 175 academic staff members. The 11 academic units are organized around a College of Arts and Sciences and six professional schools: Agricultural Sciences, Business, Communication and Mass Media, Education, Health Science and Wellness, and Computer Science and Information Systems. With a \$49 million dollar budget and an Academic Affairs leadership team focused on student success—"every student, every day"—Northwest Missouri State remains a leader (compared to peer group) in Spring-to-Fall retention (68%) and six-year graduation (51%) rates.

Results:

- Maintained enrollments despite a 2.6% decline in college enrollments throughout the Midwest, increased domestic underrepresented students by 14%, and increased international student enrollments by 23% over a two-year period.
- Increased retention and completion goals by reducing the number of first-year students earning below a 2.0 GPA at the end of the first semester from 22.4 in Fall 2014 to 19.4 in Fall 2016.
- Generated \$6.8 million in external funding over a four year period including being principle investigator on two grants totaling \$835,000—\$450,000 for Missouri Innovation Educational Partnership and \$385,000 for development of competency-based educational programming, both from Hawthorn Foundation and over a two-year period.
- Generated \$3.3 million in gifts to university's comprehensive campaign over a four-year period resulting in 7% of total goal by developing and cultivating donors.
- Met 5 of 5 performance funding metrics in the state of Missouri resulting in \$1.2 million funding (for FY18). Met or exceeded metrics in retention, completion, placement, affordability, and investing in core mission.
- Developed and launched 5 new undergraduate and 2 new graduate programs that map to state needs including competency-based education graduate program in strategic communication making Northwest Missouri State the first, 4-year public university to offer a complete degree using competency-based learning model.
- Facilitated design, development, and opening of Northwest-Kansas City that includes a \$1.5 million, 14,000 square feet, 12-classroom, full service learning center. This facility is part of the Missouri Innovation Campus initiative committed to reducing cost and time to degree through an educational consortium including Northland Center for Advanced Professional Studies (NCAPS), seven regional public school systems, Kansas City's Metropolitan Community College, and Northwest Missouri Sate University.
- Restructured division of Academic Affairs to better serve the academic vision of profession-based learning by reallocating \$500,000 and reducing faculty to student ratio from 23:1 to 20:1.

- Received the 2015 International Education Award from the American Association of State Colleges and Universities (AACSC) for an initiative titled, *International Student Integration Through Transformative Change: Streamlining Academic Service Areas to Build Pathways to Success at Northwest Missouri State University*.
- Received Kansas City's 2016 Northland Regional Chamber of Commerce award for Excellence in Higher Education.

Texas State University, San Marcos, TX
Dean, College of Communication and Fine Arts

2011-2014

Responsible for leading a college comprising 5,000 students, 200 full-time faculty members, and 50 full-time staff employees who study and work in five academic units (School of Art and Design, School of Journalism and Mass communication, School of Music, Department of Communication Studies, and Department of Theater and Dance). With a \$20 million dollar budget (operating/salaries), and a \$6.7 million dollar endowment, the college is a leader (among 7 academic colleges) in freshmen retention (80%) and 6-year graduation rates (60%).

Results:

- Increased scholarship activity (publications, adjudicated exhibitions, grant applications) 15% over two-year period by facilitating process for revising tenure and promotion policies, clarifying scholarship expectations in position announcements, and developing mentoring program for new faculty.
- Elevated college's scholarly profile by increasing grant proposal development and awards 327% over prior year resulting in \$1 million in annual research expenditures.
- Increased alumni/donor engagement 14% by implementing strategic membership campaign.
- Increased college's endowment 58% over a 2-year period through creation of products and services.
- Facilitated procurement and implementation of automated box office ticketing system generating 42% increase in ticket sales and \$32,000 in new funding through processing fees.
- Developed new business model for managing university arts programming generating profit of \$20,000 for first time in history of program.
- Planned and opened new \$32 million performing arts center including raising building funds, procuring \$3 million in furniture and equipment, managing donor relations, staffing new positions, and facilitating grand opening activities.
- Invested \$30,000 over two-year period in professional development programs for academic leaders within college as a way to plan for succession of maturing leadership team.

The University of Texas-Pan American, Edinburg, TX
Chair, Department of Communication

2008-2011

Responsible for leading department that included 22 full-time faculty members, 8 part-time instructors, 6 staff members, 6 graduate teaching assistants, and 500 undergraduate majors/40 graduate students who studied and worked in 3 academic units (Theatre, Mass Communication, Communication Studies). Managed a \$2 million annual budget and operation and leadership of newspaper, magazine, radio/television studios, summer film program, research lab, and main stage and studio theatres that showcased eight productions annually.

Results:

- Increased graduate enrollment 62% between 2008-2011 through innovative curricular initiatives including 2 new graduate certificates.
- Facilitated 15% budget reduction without disrupting course offerings or decreasing SCH generation by working closely with faculty to manage student enrollments.
- Saved department \$50,000 annually by redeveloping service courses to lecture-lab format using graduate teaching assistants.

- Reduced advising errors 80% by implementing new advising program and creating and staffing new Office of Undergraduate Advising.
- Funded and developed communication research and assessment lab.

Texas State University, San Marcos, TX 1999-2007
General Education Course Director

Responsible for curriculum, instruction, and assessment of general education Communication course that served 5,000 students annually and employed teaching team of 50 graduate teaching assistants and adjunct faculty members.

Results:

- Developed model for training graduate teaching assistants later adopted by university. The Teaching and Learning Academy included 40 contact hours of formal instruction in teaching methods and assessment techniques.
- Developed systematic process for assessing and reporting learning outcomes that was adopted by university for all general education courses.

Completed Graduate Degrees (See Education below) 1993-1998

Northwest Airlines, Minneapolis, MN 1984-1993
Director of Inflight Service Operations-Boston

Responsible for leading 700 international flight attendants including managing training and development programs, human resource services, and negotiating and administering collective bargaining contracts with organized labor.

Results:

- Recognized for exceeding performance metrics including reducing labor grievances, sick-leave usage, and workers compensation while simultaneously increasing on-time performance, customer satisfaction, and customer service performance metrics.

EDUCATION

EdD	Learning and Communication West Virginia University, Morgantown, WV	May 1998
MS	Mass Communication Boston University, Boston, MA	May 1993
BA	Communication William Jewell College, Liberty, MO	May 1984

PROFESSIONAL DEVELOPMENT

Harvard Seminar for Presidential Leadership June 2018
Harvard University, Cambridge, MA

Baldrige Executive Fellow 2016-2017
National Institute of Standards and Technology
Baltimore, Maryland

The Baldrige Executive Fellows Program is a nationally ranked leadership development experience. The program prepares rising senior executives for impactful leadership and helps them emerge with a broader perspective on how to achieve performance excellence for their own organizations, stimulate innovation, and build the knowledge and capabilities necessary for organizational sustainability.

Management Development Program
Harvard University, Cambridge, MA

June 2010

PROFESSIONAL AFFILIATIONS

Hispanic Association of Colleges and Universities
American Association of State Colleges and Universities
Association of American Colleges and Universities
American Council on Education
Texas Association of Black Personnel in Higher Education
International Mind, Brain, and Education Society
International Council of Fine Arts Deans
National Communication Association
Eastern Communication Association
Phi Kappa Phi Honor Society
Phi Mu Alpha Sinfonia, National Music Fraternity

TEACHING

Select Theses and Dissertations

- Mercado, M. M. (Thesis, Spring 2012). *Perception of Communication Training Need Among Pediatric Trauma Team Members*. The University of Texas-Pan American, Edinburg, TX.
- Cerroni, A. (Thesis, Spring 2011). *Assessing the Interrater Reliability of the Assessment of Pediatric Resuscitation (APRC)*. The University of Texas-Pan American, Edinburg, TX.
- Chavez, C. (Thesis, Spring 2011). *A Comparison of Hispanic Daughters' Openness Toward Mothers as a Function of Father Involvement*. The University of Texas-Pan American, Edinburg, TX.
- Rex, J. R. (Thesis, Spring 2011). *The Effect of Teacher Nonverbal Immediacy and Teacher Confirmation on the Educational Motivation of Students with Special Needs*. The University of Texas-Pan American, Edinburg, TX.
- Hosek, A. (Dissertation, Spring 2011). *Social Identity and the Student-Teacher Relationship: Examining the Implications of Emotion, Identity, Instructional Behaviors and Student Learning Outcomes*. The University of Nebraska, Lincoln, NE.
- Ahmed, T. (Thesis, Spring 2011). *The Relationships Among Superior-Subordinate Communication, Job Satisfaction and Internal Customer Satisfaction in Higher Education*. The University of Texas-Pan American, Edinburg, TX.
- Castillo, G. (Thesis, Spring 2010). *The Effects of Public Speaking Instruction on Student Cognitive Learning, Communication Apprehension, and Skill Development*. The University of Texas-Pan American, Edinburg, TX.
- Martinez, C. (Thesis, Fall 2010). *Testing Neutralizing Effects of Teacher Immediacy on Offensive Teacher Misbehaviors and Perceived Teacher Credibility and Student Affective Learning and Student Motivation to Learn*. The University of Texas-Pan American, Edinburg, TX.
- Cunningham, C. (Dissertation, Fall 2009). *Determining Student Response to University Risk Messages: An Extension of the Extended Parallel Process Model by Incorporating Student Organizational Attachment*. The University of Oklahoma, Norman, OK.
- Martin, L. (Thesis, Spring 2009). *The Effects of Instructor Nonverbal Immediacy Behaviors and Feedback Intensity on Middle School Students' Affective Learning Outcomes in Writing Conferences*. The University of Texas-Pan American, Edinburg, TX.
- Mathis, R. (Dissertation, Fall 2009). *A Training Fantasy: An Exploratory Study Explaining the Perceptual "Chaining-Out" of Messages Concerning Training*. Texas A & M University, College Station, TX.
- Shimotsu, S. (Thesis, Spring 2008). *The Relationships Between Students' Self-Reports of Perfectionism, Communication Apprehension, Temperament, and Learning Outcomes*.

Mostyn, B. (Dissertation, Fall 2006). *Perspectives on Learning Environment Within a Shared Vision from Nontraditional Female Undergraduates: An Interpretive Case Study*. The University of Texas, Austin, TX.

Select Off Campus Instructional Activities

Invited to teach doctoral seminar *Communication Assessment, Learning, and the Brain* as part of University of Nebraska's Summer Scholar's program, June 8-19, 2009.

Invited to teach doctoral seminar *Instructional Communication* as part of North Dakota State University's Summer Scholar's program, May 27-31, 2008 in Fargo, ND.

Select Teaching Awards

Inducted into Eastern Communication Association's Teaching Fellows Program during annual conference in Washington, DC, April, 2011.

College of Fine Arts and Communication Runner-Up for Presidential Award for Excellence in Teaching—2004. Awarded \$1,000.

College of Fine Arts and Communication Nominee for Presidential Award for Excellence in Teaching—2003. Awarded \$2,000.

College of Fine Arts and Communication Nominee for Presidential Award for Excellence in Teaching—2002. Awarded \$2,000.

College of Fine Arts and Communication Nominee for Presidential Award for Excellence in Teaching—2001. Awarded \$2,000.

RESEARCH

Books

Mottet, T. P., Vogl-Bauer, S., & Houser, M. L. (2017). *Your interpersonal communication*. Dubuque, IA: Kendall Hunt.

Beebe, S. A., & Mottet, T. P. (2016). *Business and professional communication: Principles and skills for leadership* (3rd ed.). Boston: Pearson.

Beebe, S. A., Mottet, T. P., & Roach, K. D. (2012). *Training and development: Enhancing communication and leadership skills* (2nd ed.). Boston: Pearson.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (Eds.). (2006). *Handbook of instructional communication: Rhetorical and relational perspectives*. Boston: Pearson.

Book Chapters

Beebe, S. A., & Mottet, T. P. (2009). Students and teachers: Communication in the classroom. In W. F. Eadie (Ed.), *21st century communication: A reference handbook* (pp. 349-357). Thousand Oaks, CA: Sage.

Mottet, T. P. (2008). Teacher feedback. In W. Donsbach (Ed.), *The international encyclopedia of communication Vol. XI* (pp. 4976-4980). Malden, MA: Blackwell Publishing.

Mottet, T. P., & Beebe, S. A. (2006). Foundations of instructional communication. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 3-32). Boston: Allyn and Bacon.

Roach, K. D., Richmond, V. P., & Mottet, T. P. (2006). Teachers' influence messages. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 117-140). Boston: Allyn and Bacon.

Mottet, T. P., Beebe, S. A., & Fleuriet, C. (2006). Students' influence messages. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 143-166). Boston: Allyn and Bacon.

- Mottet, T. P., Frymier, A. B., & Beebe, S. A. (2006). Theorizing about instructional communication. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 255-282). Boston: Allyn and Bacon.
- Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). Assessing instructional communication. In T. P. Mottet, V. P. Richmond, & J. C. McCroskey (Eds.), *Handbook of instructional communication: Rhetorical and relational perspectives* (pp. 283-308). Boston: Allyn and Bacon.
- Mottet, T. P., & Richmond, V. P. (2002). Student nonverbal communication and its influence on teachers and teaching. In J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for teachers* (pp. 47-61). Needham Heights, MA: Allyn and Bacon.
- Mottet, T. P., & Stewart, S. L. (2002). Teacher communication in the distance education context. In J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for teachers* (pp. 157-171). Needham Heights, MA: Allyn and Bacon.
- Martin, M. M., Myers, S. A., & Mottet, T. P. (2002). Students' motives for communicating with their instructors. In J. L. Chesebro & J. C. McCroskey (Eds.), *Communication for teachers* (pp. 35-46). Needham Heights, MA: Allyn and Bacon.

Published Articles in Referred Academic Journals

- Mottet, T. P. (in press). Making the lawn and landscape worn: Removing barriers to student success at Hispanic Serving Institutions. *Communication Education*.
- Mottet, T. P. (2015). Affective learning from a cognitive neuroscientific perspective. *Communication Education, 64*(4), 1-3.
- Dannels, D., Darling, A., Fassett, D., Kerssen-Griep, J., Lane, D., Mottet, T. P., Nainby, K., Sellnow, D. (2014). Inception: Beginning a new conversation about communication pedagogy and scholarship for the 100th anniversary special issue of *Communication Education, 63*(4), 366-382
- Raley, J., Yanez, K., Cerroni, A., Mottet, T. P., Duzinski, S., & Lawson, K. (2013). Assessing trauma leader communication in an emergency department setting. *Journal of Communication in Healthcare, 6*(4), 197-207.
- Parker-Raley, J., Cerroni, A., Mottet, T. P., Lawson, K. A., Duzinski, S. V., Mercado, M., & Yanez, K. (2013). Investigating pediatric trauma team communication effectiveness phase two: Achieving inter-rater reliability for the assessment of pediatric resuscitation communication team assessment. *Journal of Communication in Healthcare, 6*(3), 145-157.
- Rocca-DelGaizo, K., Frymier, A. B., & Mottet, T. P. (2013). The application of basic communication skills to higher education administration. *The Journal of the Association for Communication Administration, 32*(2) 87-94.
- Parker-Raley, J., Mottet, T. P., Lawson, K. A., Duzinski, S. V., Cerroni, A., & Mercado, M. (2012). Investigating pediatric trauma team communication effectiveness phase one: The development of the assessment of pediatric resuscitation communication. *Journal of Communication in Healthcare, 5*(2), 102-115.
- Martin, L., & Mottet, T. P. (2011). The effect of instructor nonverbal immediacy behaviors and feedback sensitivity on Hispanic students' affective learning outcomes in ninth-grade writing conferences. *Communication Education, 60*(1), 1-19.
- Shimotsu, S. & Mottet, T. P. (2009). *The relationships among perfectionism, communication apprehension, and temperament. Communication Research Reports, 26*(3), 188-197.
- Faylor, N., Beebe, S. A., Houser, M. L., & Mottet, T. P. (2008). Perceived differences in instructional communication behaviors between effective and ineffective corporate trainers. *Human Communication, 11*(2), 145-156.
- Mottet, T. P., Garza, R., Beebe, S. A., Houser, M. L., Jurrells, S., & Furler, L. (2008). Instructional communication predictors of ninth-grade students' affective learning in math and science. *Communication Education, 57*(3), 333-355.
- Stephens, K., & Mottet, T. P. (2008). Interactivity in a web-conferencing learning environment: Effects on trainers and trainees. *Communication Education, 57*(1), 88-104.

- Mottet, T. P., Parker-Raley, J., Beebe, S. A., & Cunningham, C. (2007). Instructors who resist "college lite": The neutralizing effect of instructor immediacy on students' course workload violations and perceptions of instructor credibility and affective learning. *Communication Education, 56*(2), 145-167.
- Martin, M. M., Myers, S. A., & Mottet, T. P. (2006). Students' Machiavellianism and motives for communicating with instructors. *Psychological Reports, 98*, 861-864.
- Mottet, T. P., & Beebe, S. A. (2006). The relationship between student responsive behaviors, student socio-communicative style, and instructors' subjective and objective assessments of student work. *Communication Education, 55*(3), 295-312.
- Mottet, T. P., Parker-Raley, J., Cunningham, C., Beebe, S. A., & Raffeld, P. C. (2006). Testing the neutralizing effect of instructor immediacy on student course workload expectancy violations and tolerance for instructor unavailability. *Communication Education, 55*(2), 147-166.
- Mottet, T. P., Parker-Raley, J., Cunningham, C., & Beebe, S. A. (2005). The relationships between teacher nonverbal immediacy and student course workload and teacher availability expectations. *Communication Research Reports, 22*(4), 275-282.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2005). The effects of student responsiveness on teachers granting power to students and essay evaluation. *Communication Quarterly, 53*(4), 421-436.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Paulsel, M. L. (2004). The effects of student verbal and nonverbal responsiveness on teachers' liking of students and willingness to comply with student requests. *Communication Quarterly, 52*(1), 27-38.
- Mottet, T. P., Beebe, S. A., Raffeld, P. C., & Medlock, A. L. (2004). The effects of student verbal and nonverbal responsiveness on teacher self-efficacy and job satisfaction. *Communication Education, 53*(2), 150-163.
- Mottet, T. P., Martin, M. M., & Myers, S. A. (2004). Relationships among perceived instructor verbal approach and avoidance relational strategies and students' motives for communicating with their instructors. *Communication Education, 53*(1), 116-122.
- Mottet, T. P. (2004). Seminar in communication assessment. *Communication Teacher, 18*(4), 111-115.
- Paulsel, M. L., & Mottet, T. P. (2004). Interpersonal communication motives: A communibiological perspective. *Communication Quarterly, 52*(2), 182-195.
- Martin, M. M., Weber, K., & Mottet, T. P. (2003). Verbal aggression and viewing the world as a mean place. *Psychological Reports, 92*(1), 151-152.
- Myers, S. A., Martin, M. M., & Mottet, T. P. (2002). The relationship between student communication motives and information seeking. *Communication Research Reports, 19*(4), 352-361.
- Mottet, T. P., & Beebe, S. A. (2002). Relationships between teacher nonverbal immediacy, student emotional response, and perceived student learning. *Communication Research Reports, 19*(1), 77-88.
- Myers, S. A., Martin, M. M., & Mottet, T. P. (2002). Students' motives for communicating with their instructors: Considering instructor socio-communicative style, student socio-communicative orientation, and student gender. *Communication Education, 51*(2), 121-133.
- Mottet, T. P. (2000). The role of sexual orientation in predicting outcome value and anticipated communication behaviors. *Communication Quarterly, 48*(3), 223-239.
- Myers, S. A., Mottet, T. P., & Martin, M. M. (2000). The relationship between student communication motives and perceived instructor communicator style. *Communication Research Reports, 17*(2), 161-170.
- Martin, M. M., Mottet, T. P., & Myers, S. A. (2000). Students' motives for communicating with their instructors and affective and cognitive learning. *Psychological Reports, 87*, 830-834.
- Mottet, T. P. (2000). Interactive television instructors' perceptions of students' nonverbal responsiveness and their influence on distance teaching. *Communication Education, 49*(2), 146-164.

- Martin, M. M., Myers, S. A., & Mottet, T. P. (1999). Students' motives for communicating with their instructors. *Communication Education, 48*(2), 155-164.
- Martin, M. M., Anderson, C. M., & Mottet, T. P. (1999). Perceived understanding and self-disclosure in the stepparent-stepchild relationship. *The Journal of Psychology, 133*(3), 281-290.
- Mottet, T. P., & Richmond, V. P. (1998). An inductive analysis of verbal immediacy: Alternative conceptualization of relational verbal approach/avoidance strategies. *Communication Quarterly, 46*(1), 25-40.
- Mottet, T. P., & Richmond, V. P. (1998). New is not necessarily better: A reexamination of affective learning measurement. *Communication Research Reports, 15*(4), 370-378.
- Martin, M. M., Mottet, T. P., Weber, K., Koehn, S. C., & Maffeo, V. P. (1998). The relationships of trait verbal aggressiveness and frequency of viewing and enjoyment of television sitcoms. *Communication Research Reports, 15*(4), 406-412.
- Martin, M. M., Chesebro, J. L., & Mottet, T. P. (1998). Students' perceptions of instructors' socio-communicative style and the influence on instructor credibility and situational motivation. *Communication Research Reports, 14*(4), 431-440.
- Mottet, T. P., & Thweatt, K. S. (1997). The relationships between peer teasing, self-esteem, and affect for school. *Communication Research Reports, 14*(2), 1-8.
- Martin, M. M., Anderson, C. M., & Mottet, T. P. (1997). The relationship between perceived understanding and self-disclosure in the sibling relationship. *Communication Research Reports, 14*(3), 331-338.
- Mottet, T. P. (1996). Students informing students on Rilke's *Letters to a Young Poet*. *The Speech Communication Teacher, 10*, 8-9.

Current Competitive Conference Papers

- Mottet, T. P. (2016, July). *Using a change management process to lead change: Reorganizing academic affairs to support academic vision*. Paper presented at annual conference of American Association of State Colleges and Universities summer academic affairs meeting, Denver, CO.
- Mottet, T. P., Spradling, C., & Toomey, D. (2015, July). *Enhancing engagement through profession-based work experiences early in a student's education*. Paper presented at annual conference of American Association of State Colleges and Universities summer academic affairs meeting, Portland, OR.
- Raley, J., Mercado, M., Cerroni, A., Yanez, K., Mottet, T. P., Lawson, K., & Duzinski, S. (2013, November). *Perception of communication training needs among pediatric trauma team members*. Paper presented at annual conference of National Communication Association, Washington, DC. Received "Top Paper" award from Training and Development Division.
- Raley, J., Yanez, K., Cerroni, A., Mottet, T. P., Duzinski, S., & Lawson, K. (2013, November) *Phase three: Testing the inter-rater reliability of the assessment of pediatric resuscitation communication leader assessment (APRC-LA)*. Paper presented at annual conference of National Communication Association, Washington, DC.

Select Invited Lecture Presentations

- Presented *The Status of Communication Education in the United States: Implications for Russian Communication Education* at Russian State University for the Humanities, Moscow, Russia, June 5, 2008.
- Presented *Exploring the Effects of TBIs on Social Communication and Relational Outcomes* to Research Imaging Center in Department of Communication Sciences and Disorders at University of Texas Health Science Center-San Antonio, December 14, 2007.
- Presented *Teaching and Learning in Higher Education: A Closer Look at What's Going on Inside the Classroom* for Department of Communication Studies at West Virginia University, April 2, 2007.

Presented Dean's Seminar *The Process-Product Paradigm Revisited: The Effects of Student Communication Behaviors on Teachers and Teaching* for College of Fine Arts and Communication, October 25, 2005. Awarded \$1,000.

Presented keynote lecture *Student Communication and Its Impact on Teachers and Teaching: Implications for Distance Educators* at Texas Tech University as part of Communication Week, March 5, 2003, Lubbock, TX.

Select Grants and Contracts

Research grant of \$1.7M from Department of Education (Title V), funded 2009-2012. *Promoting Post-Baccalaureate Opportunities for Hispanic Americans*. [Served as co-principle investigator.]

Research grant of \$5M from National Science Foundation, funded 2013-2018. *Gender Diversity Matters: Transformation of Institutional Policies, Practices, Climate, and Culture at The University of Texas-Pan American*. [Served as senior personnel author.]

Research grant of \$2,882 from UTPA Faculty Development Council, funded November 2010. *Developing and Validating the "Assessment of Pediatric Resuscitation Communication" (APRC) Instrument*.

Research grant of \$2,500 from UTPA Graduate School's Undergraduate Research Initiative, funded September 2009. *Developing and Validating the "Assessment of Pediatric Resuscitation Communication" (APRC) Instrument*.

Research grant of \$8,000 from College of Arts and Humanities at The University of Texas-Pan American, funded January 2008. *The Impact of Traumatic Brain Injuries on Individuals' Social Communication and Relationship Satisfaction*.

Research grant of \$8,000 from Texas State University-San Marcos, funded January 2007. *Instructor Communication Behavioral Predictors of the Math/Science Learning Deficit*.

Research grant of \$8,000 from Texas State University-San Marcos, funded January 2005. *Instructor Communication and its Impact on Students and Their Learning*.

Research grant of \$3,500 from Southwest Texas State University, funded January 2000. *Student Communication and its Impact on Teachers and Their Teaching*.

Select Research Awards

Inducted into Eastern Communication Association's Distinguished Research Fellows Program during annual conference in Cambridge, MA, April, 2012.

Top-Ranked Scholar in Communication Studies according to study published in *Communication Research Reports*, 26(4), 337-346. Ranked 16th in discipline as being most prolific between 2002-2006.

College of Arts and Humanities' Recipient of Faculty Excellence Award in Research and Creative Activities—2008. Awarded \$1,000.

Eastern Communication Association's Past Presidents' Award, which recognizes one mid-career ECA member annually who has made a significant contribution to communication scholarship. Received April 30, 2005.

Texas State University's Presidential Award for Excellence in Research/Scholarly Activity Recipient—2004. Awarded \$5,000.

College of Fine Arts and Communication Nominee for Presidential Award for Excellence in Scholarship—2003. Awarded \$2,000.

Top-Ranked New Scholar in Communication Studies according to study published in *Communication Research Reports*, 20(4), 308-319. Ranked 36th in the discipline as being most prolific between 1996-2001.

College of Fine Arts and Communication Nominee for Presidential Award for Excellence in Scholarship—2002. Awarded \$2,000.

College of Fine Arts and Communication Nominee for Presidential Award for Excellence in Scholarship—2001. Awarded \$2,000.

College of Fine Arts and Communication Runner-Up for Presidential Award for Excellence in Scholarship—2000. Awarded \$1,000.

SERVICE

Select University/College Service

Chair University's Public Art Committee that has procured and installed 2 million in public art on campus. Fall 2011-present.

Served on Student Union Expansion Feasibility Steering Committee under the direction of Associate Vice-President and Dean of Students Dr. Calvin Philips. Spring 2010-2011.

Chaired Distinguished Speaker Series Committee, which oversees a budget of approximately \$300,000 and is responsible for coordinating annual programming of distinguished speakers. Spring 2010-2011.

Served on Freshman Building Feasibility Committee at President Trauth's request, Spring 2004.

Co-Chaired 2003 University Fund Drive for the College of Fine Arts and Communication increasing participation rate of faculty members in Communication Studies from 35% to 56%.

Served as member of First-Year Student Engagement Mini-Grant Committee, chaired by Dean Ron Brown, Fall 2002.

Served as member of Texas State's Kellogg grant for teaching effectiveness and recognition of teaching excellence, 1999-2000.

Select Professional Service

Associate Editor for *Communication Education* edited by Jon Hess, 2014-2016.

Associate Editor for *Communication Education* edited by Paul Witt, 2011-2013.

Associate Editor for *Communication Research Reports* edited by Ted Avtgis, 2010-2012.

Associate Editor for *Communication Research Reports* edited by Wendy Samter, 2007-2009.

Associate Editor for *Communication Education* edited by Melanie Booth-Butterfield, 2008-2010.

Select Academic Journal Editorial Review Board Service

Editorial Board Member for *Communication Education* edited by Deanna Dannels, 2018-2020.

Editorial Board Member for *Communication Education* edited by Jon Hess, 2014-2016.

Editorial Board Member for *Western Journal of Communication* edited by Bill Eadie, 2014.

Editorial Board Member for *Communication Research Reports* edited by Don Stacks, 2013-2015.

Service Award

Texas State University's Presidential Award for Excellence in Service Recipient—2005. Awarded \$5,000. University's top service award recognizing outstanding service to professional associations, university, college, and department.