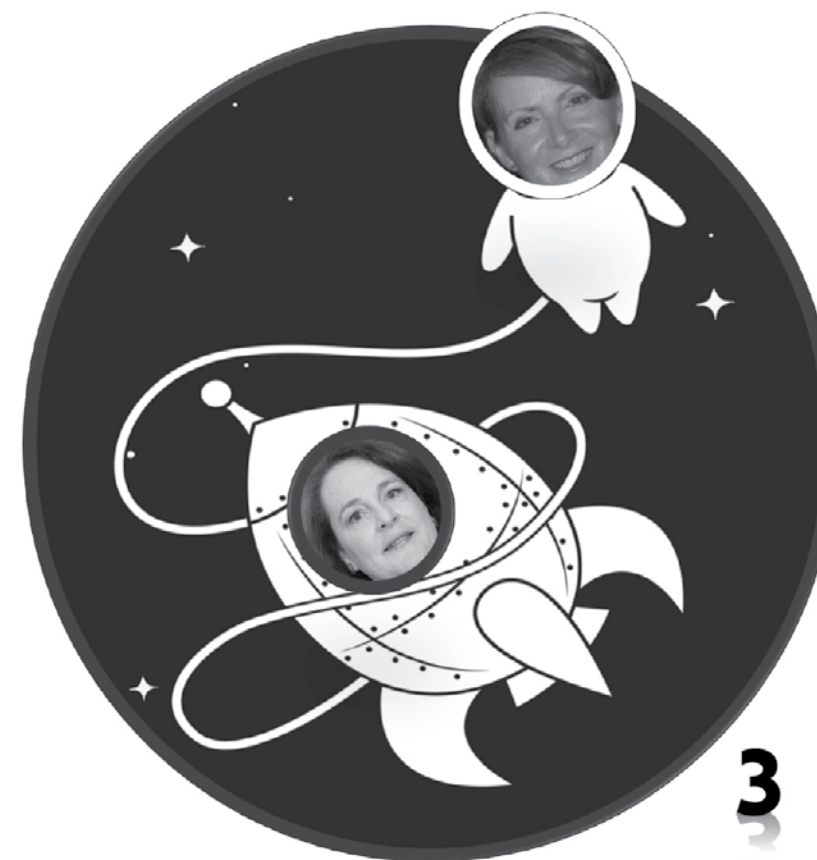


Strengthening B-comm in an Era Where Perception is Reality

85TH ANNUAL INTERNATIONAL CONFERENCE
October 27-31, 2020 • Virtually Everywhere

 **ABC** Association
for Business
Communication



3 - 2 - 1

BLASTOFF!

Welcome to the ABC's 85th Annual Conference

Live, from the International Cyberspace Station, it's ABC's 85th Annual International—or should we say, intergalactic—conference. Join your colleagues and hear their perspectives on the increasingly challenging communication environment we face today. Some events that we're particularly excited about include:

Tuesday:

- ★ Workshops (2 included with registration at no additional cost)
- ★ Welcome reception (saunter over to your fridge, grab a drink and a snack, and network with your co-chairs and fellow pros)

Wednesday:

- ★ Over 200 presentations by your esteemed peers
- ★ Conference Plenary
- ★ Awards Ceremony

Thursday:

- ★ Regional meetings open to all attendees

Saturday:

- ★ Additional workshops
- ★ Group panels

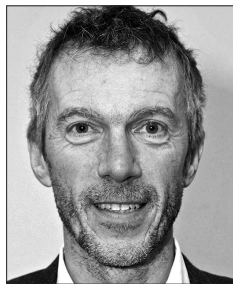
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Dee Fuchs & Ashley Nelson
Conference Co-Chairs

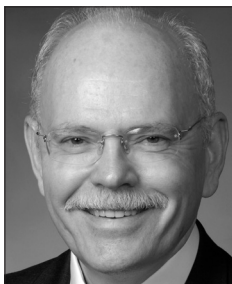


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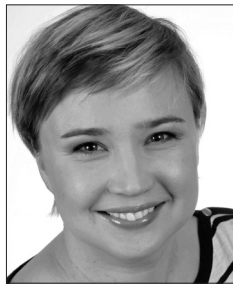
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1986	-	Lois Bachman.....	Community College of Philadelphia
1985	-	Patricia Wells.....	Oregon State University

American Business Communication Association, 1969-1984

1984	-	Phillip V. Lewis	Abilene Christian University
1983	-	Herbert W. Hildebrandt.....	University of Michigan
1982	-	Larry D. Hartman.....	Zenith Data Systems, Chicago
1981	-	E. Rennie Charles	Ryerson Polytechnic Institute, Canada
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1974	-	William J. Lord, Jr.	University of Texas at Austin
1973	-	Leland Brown.....	Eastern Michigan University
1972	-	William A. Damerst	Pennsylvania State University
1971	-	Morris P. Wolf	University of Houston
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American Business Writing Association, 1938 - 1968

1968	-	Michael Porte	University of Cincinnati
1967	-	Robert D. Hay	University of Arkansas
1966	-	Homer Cox.....	University of Colorado
1965	-	Virgil Harder	Washington University
1964	-	Norman B. Sigband	DePaul University
1963	-	Dorothea Chandler	Syracuse University
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1961	-	Raymond V. Lesikar	Louisiana State University
1960	-	Doris Sponseller.....	Ohio University
1959	-	E. Glenn Griffin	Purdue University
1958	-	Erwin M. Keithley	University of California, Los Angeles
1957	-	R. C. Gerfen.....	Northwestern University
1956	-	K. B. Horning.....	University of Oklahoma
1955	-	Sally B. Maybury.....	University of Vermont
1954	-	C. W. Wilkenson	Michigan State University
1954	-	John Ball	Miami University
1953	-	Lyda McHenry Chamberlin	Wayne State University
1951-52	-	J. H. Menning.....	University of Alabama
1950	-	J. H. Menning.....	University of Alabama (served two years changing to calendar year)
1949	-	J. H. Janis.....	New York University
1948	-	A. L. Cosgrove.....	University of Oklahoma
1947	-	C. C. Parkhurst.....	Boston University
1946	-	L. W. McKelvey	Northwestern University
1943-45	-	W. H. Butterfield.....	University of Oklahoma (served three years during WWII)
1942	-	Roy Davis.....	Boston University
1941	-	A. G. Saunders	University of Illinois
1940	-	W. P. Boyd.....	University of Texas
1939	-	R. R. Aurner	University of Wisconsin
1938	-	E. J. Kilduff.....	New York University
1937	-	C. R. “Chesty” Anderson	University of Illinois

Association of College Teachers of Business Writing

1936	-	C. R. “Chesty” Anderson	University of Illinois
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You’re Safe with Us: Data Security Breaches and Discourses of Crisis
Sky Marsen, Flinders University
Wednesday, October 28 during 11:00 a.m. presentations in Apollo

•

Teaching Students Rhetorical Practices for Innovation
Craig (CP) Moreau, Carnegie Mellon University
Thursday, October 29 during 7:30 p.m. presentations in Space Odyssey

•

Designing Effective Resumes: Perceptions from Business Communication Instructors
Sara Doan, Kennesaw State University
Wednesday, October 28 during 12:00 p.m. presentations in Apollo

About the C. R. Anderson Foundation and the C. R. Anderson Research Fund
C. R. Anderson Foundation (CRAF) is the 501(c)(3) affiliate of the Association for Business Communication. CRAF administers several awards and grants to include the C. R. Anderson Research Fund (CRARF) grants. The C. R. Anderson Research Fund grants cover costs for innovative research focused on business communication (e.g. coders, specialized software, or fieldwork travel). Proposals are accepted January 1st and September 1st. Proposals are blind reviewed much like journal articles. Top proposals are partially or fully funded up to USD 5,000. For details see the ABC website under Grants. Learn more about getting your business communication research funded with CRARF Committee Chair Jacob Rawlins, Saturday, October 31 at 12:00 p.m.

WELCOME

Afrikaans - Welkom

Arabic - أهلا وسهلا (Ahlan'wa sahla)

Chinese (Cantonese) - 歡迎 (fúnying)

Chinese (Mandarin) - 欢迎 [simplified] (huanyíng)

歡迎 [traditional] (huanyíng)

Czech - Vítáme té

Danish - Velkommen

Dutch - Welkom

Finnish - Tervetuloa

French - Bienvenue

German - Willkommen

Greek - Καλώς ορίσατε (Kals orisate)

Hawaiian - Aloha

Hebrew - Shalom

Hindi - Suswagatam/ Swagatam (Soo-swa-guh-tum)

Irish - Céad míle fáilte

Italian - Benvenuto

Japanese - こんにちは (yokoso)

Korean - 환영합니다 (hwan-yeong-hab-ni-da)

Norwegian - Velkommen

Portuguese - Bem-vindo (talking to a man)

Spanish - Bienvenido

Swedish - Välkommen

Sindhi - Bhalee Karay Aaya

Tagalog - Mabuhay

Telugu - Swaagatham; Suswaagatham

Turkish - Merhaba

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TUESDAY

9:00 a.m. - 10:00 a.m.

COMMITTEE/SIG MEETINGS

APOLLO

International Issues Committee

Katherine Wills, Indiana University Purdue University Columbus

DOCTOR WHO

Academic Environment Committee

Paula Lentz, University of Wisconsin-Eau Claire

RIGHT STUFF

Technology Committee

Stephanie Smith, Virginia Tech

10:00 a.m. - 11:00 a.m.

STAR WARS

Welcome First Time Attendees

ABC President Geert Jacobs and Executive Director Jim Dubinsky

Learn how to make the most of your conference experience.

10:00 a.m. - 11:00 a.m.

STAR WARS

Committee Chairs Special Session

Committee Chairs meet with First Vice President D. Joel Whalen and Second Vice President Laurie Stokes.

11:00 a.m. - 1:00 p.m.

APOLLO

Artificial Intelligence for Business Communication

TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Research

SESSION TYPE Workshop (2 hours)

Peter Cardon, University of Southern California

Jolanta Aritz, University of Southern California

Carolyn Fleischmann, University of Applied Sciences Ansbach

Kristen Getchell, Babson College

Stephen Carradini, Arizona State University

James Stapp, Oklahoma State University

Haibing Ma, DeepBlue Technology Co.

The purpose of this workshop is to develop research projects about artificial intelligence and business communication. The goal is to collaboratively write and publish the research in academic outlets over the year following the workshop. Beginning four to six weeks prior to the workshop, participants are required to complete pre-work reading, activities, and online meetings.

11:00 a.m. - 1:00 p.m.

DOCTOR WHO	The Pitch Formula Used by Top Silicon Valley Startups
	TRACK Communication Issues in Entrepreneurship and Innovation Management
	FOCUS Consulting & Practice
	SESSION TYPE Workshop (2 hours)
GRAVITY	Chris Lipp, Rice University
	Raising a million dollars is grueling. In high-stakes pitches, entrepreneurs must perform at world-class levels to succeed, or their innovation dies. This workshop equips participants with the 4-point pitch framework used by over 90% of successful Silicon Valley startups. Participants will learn through examples and exercises, review the underlying research, and walk away able to educate students and startups.
	Influencer Consulting: Sharing Business Communication Knowledge through Web and Social Community Building
	TRACK Consulting and Training
	FOCUS Consulting & Practice
	SESSION TYPE Workshop (2 hours)
	Curtis Newbold, Westminster College
	<i>Recipient 2019 Award for Excellence in Communication Consulting</i>
	This workshop addresses how to become an influencer-consultant, an expert aimed at sharing business communication knowledge through digital means to broad audiences. Specifically, the workshop addresses how to develop visually rich, engaging content that can be shared and searched through Google and social media to help educate business professionals seeking personal and institutional advice on business communication best practices.



1:00 p.m. - 2:00 p.m.

COMMITTEE/SIG MEETINGS	
DOCTOR WHO	Teaching Committee Annual Meeting
	Susanna Clason, University of Cincinnati Blue Ash College
	Andrew Quagliata, Cornell University
	Laura Barrett, University of Kansas
	Andrew Cavanaugh, University of Maryland Global Campus
	Becky Crews, Miami University
	Marilyn Dyrud, Oregon Institute of Technology
	Christopher McKenna, Stephen F. Austin State University
	Marcel Robles, Eastern Kentucky University
	Randy Waller, Baylor University
	Li Wang, West Virginia University
	Theresa Wernimont, Colorado State University
	Rebecca Worley, University of Delaware
	D. Joel Whalen, DePaul University
	Geert Jacobs, Ghent University
October 27 2:00 p.m. - 3:00 p.m.	
COMMITTEE/SIG MEETINGS	
GRAVITY	Community College SIG
	Ann Alexander, Grand Rapids Community College
	This an opportunity to network with business communication professors and instructors from two-year institutions.
RIGHT STUFF	Consulting SIG
	Barbara Shwom, Northwestern University
SPACE ODYSSEY	MBA SIG Annual Round Up: MBA in the Era of Uncertainties
	Marion Philadelphia, University of Southern California

TUESDAY

October 27 5:00 p.m. - 7:00 p.m.

APOLLO

Competency-Based Curriculum Development: From Learning Objectives to Assignments to Assessment in the Business Communication Classroom

TRACK

Scholarship of Teaching and Learning

FOCUS

Teaching

SESSION TYPE

Workshop (2 hours)

Abby Koenig, University of Louisville
Jenna Haugen, University of Louisville
Zachary Goldman, University of Louisville

In this workshop, attendees will learn about and work with competency-based business communication: professional, clear, concise, evidence-driven, and persuasive; and how to align those competencies with course learning objectives. Participants will be actively engaged in this hands-on workshop by creating holistic learning objectives that align with classroom activities and assignments and assessing those activities to meet learning goals.

DOCTOR WHO

Learning In and Out of the Human Fishbowl

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Workshop (2 hours)

Theresa Wernimont, Colorado State University
Jenny Morse, Colorado State University

Lack of time and resources often discourage instructors from creating what are referred to as “high-impact” learning experiences. Through immersion in a process, attendees will explore ways to design activities to increase student engagement and performance while employing peer-to-peer observation and feedback to ease grading and oversight. Attendees will take away ideas to apply high-impact practices to their courses delivered face-to-face, hybrid, or online.

October 27 6:00 p.m. - 7:00 p.m.

STAR TREK

Regional Vice President Meeting

D. Joel Whalen, DePaul University

October 27 7:00 p.m.

APOLLO

Welcome Reception

Live from Commander’s Palace - New Orleans

Ashley Nelson, Tulane University
Dee Fuchs, Tulane University

WEDNESDAY

October 28 9:00 a.m. - 10:00 a.m.

COMMITTEE/SIG MEETINGS

APOLLO

Diversity and Inclusion Committee Meeting

Jacquelyn Lowman, University of Maine at Presque Isle

GRAVITY

Student Competition Committee

Ann Alexander, Grand Rapids Community College

STAR WARS

Graduate Studies Committee Meeting

Stephen Carradini, Arizona State University

October 28 10:00 a.m. - 11:00 a.m.

APOLLO

Teaching/Training Virtual Global Teams in the Business Communication Classroom

Virtual global teams (VGTs) play an essential economic role, and providing VGT training is an essential part of the business communication curriculum. Research has emphasized the challenges of working in a virtual setting, such as medium, division of tasks, and development of international team culture. The panel will explore innovative teaching approaches to VGT training in business communication courses.

TRACK

Technology, Digital Communication, Social Media, and Web 2.0

FOCUS

Teaching

SESSION TYPE

Group Panel (60 minutes)

Project-based Approaches to Teaching/Training Virtual Global Teams in the Business Communication Classroom

Stefan Diemer, Trier University of Applied Sciences
Marie-Louise Brunner, Trier University of Applied Sciences, Institute for International and Digital Communication

Presenting project-based approaches to teaching virtual global teams in the business communication classroom and evaluating their efficiency and outcome.

Teaching Cross-Cultural Market Research and Marketing with Belgian-German Virtual Teams

Sofie Decock, Ghent University
Marie-Louise Brunner, Trier University of Applied Sciences, Institute for International and Digital Communication
Stefan Diemer, Trier University of Applied Sciences
Co-Author: Christophe Wybraeke, Ghent University

Presenting a case study of VGT teaching in a cross-cultural student team with an international business setting.

(continued on the following page)

APOLLO	Teaching/Training Virtual Global Teams in the Business Communication Classroom <i>(continued from preceding page)</i>
	The Virtual Business Professionals Project Archana Shrivastava, Birla Institute of Management Technology Aiste Ptakauske, Vilnius Gediminas Technical University Presenting the Virtual Business Professionals Project, a six-week project that gives students real-world experience using communication and collaboration, involving nine universities from seven countries.
DOCTOR WHO	On Writing Proposals for International/Intercultural Business Communication Books: A Comparative Analysis <div>TRACK Intercultural and Global Communication</div> <div>FOCUS Research</div> <div>SESSION TYPE Group Panel (60 minutes)</div> Bertha Du-Babcock, City University of Hong Kong David Victor, Eastern Michigan University Richard Babcock, University of San Francisco This panel analyzes the accepted proposals written for five international business communication books. Drawing on their experience, panel members will share their insights on how to write a book proposal. Second, as the books cover a period of time, panel members will show how the books reflect the development of international business communication theory from 1992 to the present.
	Virtual Classroom Management: Shifting Business Communication Class Online in the Asian Pacific Region <div>TRACK Scholarship of Teaching and Learning</div> <div>FOCUS Teaching</div> <div>SESSION TYPE Group Panel (60 minutes)</div> Yunxia Zhu, University of Queensland Sky Marsen, Flinders University Misa Fujio, Toyo University Catherine White, Central Queensland University As is widely accepted, educators can use the virtual classroom for teaching a wide variety of subjects. Yet a sudden shift from face-to-face to virtual teaching, especially during this pandemic period, has posed many challenges. The challenges are even greater for teaching business communication with a focus on interaction and classroom practice. This panel discussion addresses this important issue by focusing on both challenges and opportunities for teaching innovation.
GRAVITY	

RIGHT STUFF	The Pedagogy of Peer Review in Business and Professional Communication <div>TRACK Innovative Instructional Methods</div> <div>FOCUS Teaching</div> <div>SESSION TYPE Group Panel (60 minutes)</div> Peer review is a powerful technique for student learning; however, not all students know how to take advantage of the opportunity. This panel is designed to help business communication instructors raise the quality of peer reviews in their classes, offering perspectives from four presenters who use a variety of peer review techniques to achieve a variety of goals.
	Helping Students Produce High Quality Peer Reviews Barbara Shwom, Northwestern University Both research and experience have shown that, without guidance, students may produce peer reviews that are superficial and either too critical or too nice, thus undermining the value of the peer review. This presentation provides guidelines and techniques for raising the quality of peer review in business communication classes and raising students’ appreciation for the activity.
	Learning and Connection in the Online Business Writing Classroom Michele Zugnoni, Northwestern University This presentation will consider peer review as both a learning and a connection technique in the online business writing classroom. In an online environment, peer review activities foster student learning by exposing students to multiple examples of writing and encouraging them to reflect. Such activities also help students connect with peers, thus fostering fundamental classroom relationships that increase class engagement.
	Using a Rubric-Based Peer Review to Build Genre Knowledge Karl Keller, Communication Partners Typically, rubrics help assess writing skill, but they can also help a writer develop sophisticated genre knowledge. This presentation will demonstrate how professionals in a post-graduate workshop gain a deeper understanding of a high-stakes professional genre—and of their own writing—by peer reviewing each other’s drafts using a genre-focused rubric.
	Resting Bored Face: How to Give Peer Feedback for Audience Performance Megan Geigner, Northwestern University Many students and employees have little awareness of their self-presentation as listeners, whether as audience members at presentations or participants in meetings. Moreover, few people can both present and note audience member behavior simultaneously. This presentation will walk through a system for giving audience members feedback on listening performance to help business students develop this aspect of their professional persona.

October 28 10:00 a.m. - 11:00 a.m.

SPACE ODYSSEY **Center in a Crisis: Challenges Created by COVID-19**

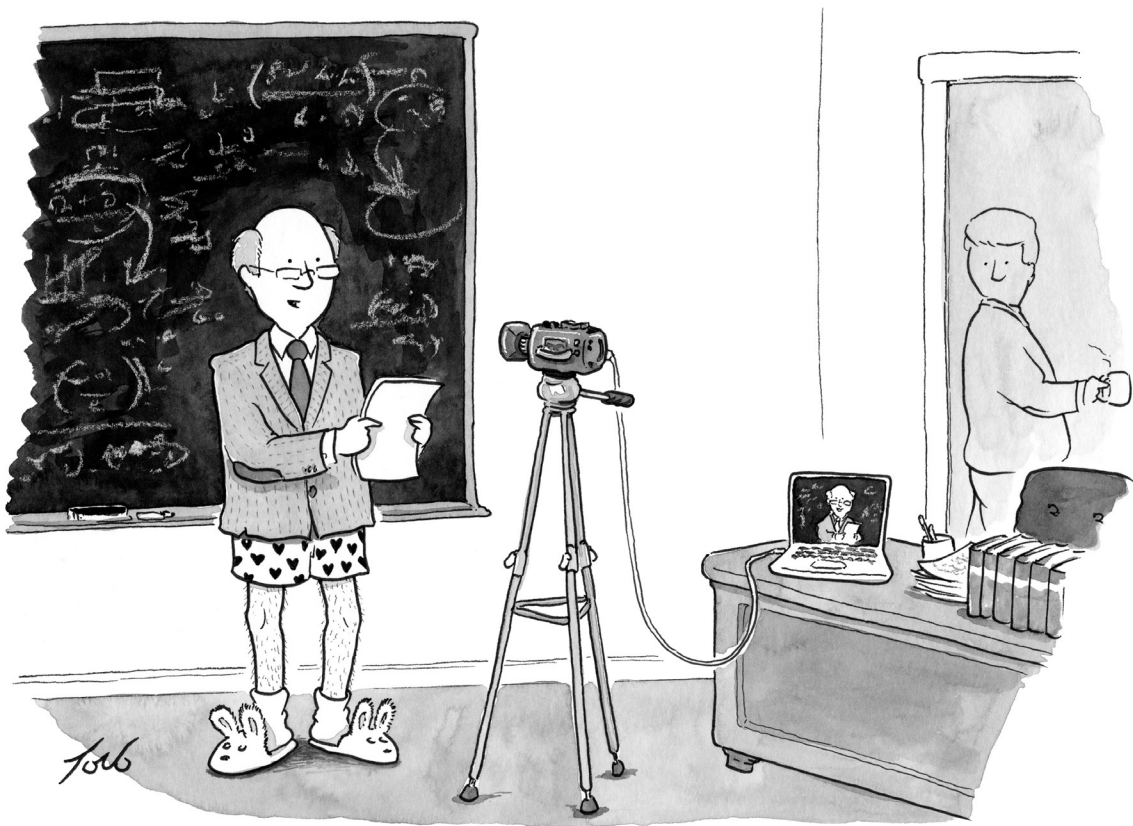
TRACK Innovative Instructional Methods

FOCUS Teaching

SESSION TYPE Group Panel (60 minutes)

Ryan Sheets, University of Arkansas
Matthew Gilchrist, Lehigh University
Beth Ernst, Western Michigan University
Brian Hentz, University of Massachusetts Amherst
Pamela Bourjaily, University of Iowa
Carl Follmer, University of Iowa
Katie Gerst, Temple University

Business Communication Centers Special Interest Group members discuss the challenges of the COVID-19 pandemic on their centers and their ever-evolving strategies for addressing issues. Presenters address topics such as how to harness the power of social media and telecommuting applications, maintaining operational effectiveness, and holding to their vision of supporting student success/career readiness despite losing staff members and traditional avenues of doing so.



“I’m honored to share my research at your virtual academic conference.”

October 28 10:00 a.m. - 11:00 a.m.

STAR WARS **Graduate Studies In-Progress Research Session**

TRACK Scholarship of Teaching and Learning

FOCUS Research

Stephen Carradini, Arizona State University
Graduate students are invited to brainstorm and discuss research ideas with experienced researchers and peers in a relaxed setting.

TWILIGHT ZONE **Learning, Research, and Practice in Business Communication: A Careful Balancing Act on the Road to Success - Part I**

This panel presents case-based explorations of the complex interactions between learning, research, and practice in the fields of business and professional communication. The presentations will raise and answer questions concerning the—at times difficult—balancing act faced by the parties (both academic and professional) involved in the training of emerging business communication specialists.

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Group Panel (60 minutes)

Introduction by convenors:
Geert Jacobs, Ghent University
Astrid Vandendaele, Ghent University

Developing Future Global Leaders in a Business School Course: A Case Study of a Course Redesign Inspired by Team-based Learning

Annelise Ly, Norwegian School of Economics
The presentation reflects on a case of a course redesign that fosters the development of global leadership competencies in the classroom. The presentation reports on the redesign, the learning outcomes and the activities associated; it shares the students and my own perspective on the redesign; and it deconstructs the teaching practice (constructive alignment and the changing role of the teacher).

Mutual Interdisciplinary Feedback: An Application of Business Communication Research to the Humanities

Mercedes Díez-Prados, University of Alcalá
This paper presents the results of a project carried out with Translation and Modern Languages university students from the University of Alcalá (Spain), who prepared a social entrepreneurial pitch in Spanish, translated it into English, and analyzed the translation process. These pitches have been analyzed in terms of their linguistic choices and rhetorical strategies, following Daly and Davy’s (2016) model.

(continued on following page)

October 28 10:00 a.m. - 11:00 a.m.

TWILIGHT ZONE **Learning, Research, and Practice in Business Communication: A Careful Balancing Act on the Road to Success - Part I**
(continued from previous page)

Who is Talking to Whom Now? Communicative Aim, Roles and Realism in the Business Communication Classroom
Julia Valeiras-Jurado, Ghent University

Business communication usually happens in a distinct environment among people with recognisable roles. Students should have opportunities to practice in realistic settings. However, this is not easy in a classroom environment because there is a duplicity of roles and communicative aims (teacher-student vs. practitioner). This study explores how increased authenticity can help smoothen the transition from student to practitioner.

October 28 11:00 a.m. - 12:00 p.m.

APOLLO Session Chair: Sky Marsen

APOLLO **You’re Safe with Us: Data Security Breaches and Discourses of Crisis**

TRACK Organizational Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Sky Marsen, Flinders University
C.R. Anderson Foundation Grant Recipient

This presenter discusses texts produced by organizations after data breach crises. In particular, the presentation focuses on written documents produced by Equifax and Marriot Hotels, after their data breach crises in 2017 and 2018, respectively. The research is informed by discourse analysis, narrative theory, and crisis communication theory.

APOLLO **Managerial and Organizational Communication During Times of Crisis**

TRACK Executive, Managerial, and MBA Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Ashley Hall, Stephen F. Austin State University

Change is common in organizations today and even more so in the COVID-19 era. The communications employees receive play an important role in their adjustment and work continuity. The presentation shares the results of a study that investigated the role of managerial and organizational communication during times of organizational change in response to crisis situations.

October 28 11:00 a.m. - 12:00 p.m.

APOLLO **Strategies for Teaching Crisis Communication**

TRACK Organizational Communication

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Janna Wong, University of Southern California

Social media forever changed the landscape of corporate communication and has vastly altered a critical area of it: Crisis Communication. This presenter explains the strategies used for teaching Crisis Communication, including the importance of social media, in the upper-division course, “Managing Communication and New Media,” taught through the Department of Business Communication at the University of Southern California’s Marshall School of Business.

DOCTOR WHO Session Chair: Teeanna Rizkallah

DOCTOR WHO **When Perceptions Collide: Designing a Multi-Disciplinary Course**

TRACK Innovative Instructional Methods

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Teeanna Rizkallah, California State University - Fullerton

“Explore Core” is a course series under approval at California State University, Fullerton. It provides a multi-disciplinary approach to a single topic. The presenters will share how business communication was incorporated into science, health and human development, and humanities studies, and how courses in other dissimilar colleges have met the challenge of working together for more comprehensive student experiences.

DOCTOR WHO **Strategic Narrative Canvas: A Template for Developing and Communicating Human-Centered Innovation**

TRACK Communication Issues in Entrepreneurship and Innovation Management

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Abram Anders, Iowa State University

This presentation introduces a visual chart designed to support a human-centered approach to developing strategic innovation and communicating it through vision, values, and vital behaviors. The session will explain and illustrate diverse applications in both business and academic contexts including leadership coaching, communication consulting, employee training, curriculum design, and faculty development.

October 28 11:00 a.m. - 12:00 p.m.

DOCTOR WHO	<p>Adapting the Business Communication Core Course: Keeping Up with Trends without Overstuffing the Curriculum</p> <p>TRACK Innovative Instructional Methods</p> <p>FOCUS Teaching</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Pamela Bourjaily, University of Iowa Ryan Sheets, University of Arkansas</p> <p>What happens when one course must contain multitudes: written, oral, and visual communication skill development across multiple communication channels and platforms? How do instructors flex the curriculum to keep up with trends and not overwhelm students or instructors? This session shares lessons learned from overstuffing a business communication course and then scaling it back to balance student preparedness and learning.</p>
GRAVITY	<p>Session Chair: Jeanette Heidewald</p>

Gravity **Is Our Course Content Relevant to Today’s Workplace? Results of BizComm Skills Survey of Business School Graduates**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Jeanette Heidewald, Indiana University
Thomas Landis, Indiana University
Dawn Wisher, Indiana University

Do business communication courses track well with the need for business writing, presentations, slide-design, teamwork, strategy, and technology in the modern workplace? This presentation, providing results of a survey of hundreds of business school graduates across industries, career types, and graduation years, addresses this critical question to gauge the synergy between curriculum and the skills needed by today’s professionals.

October 28 11:00 a.m. - 12:00 p.m.

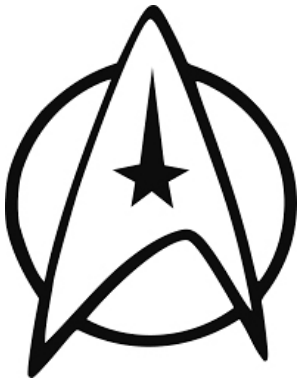
GRAVITY	<p>Analyzing Student and Educator Personality Traits in Identifying Correlations with Overall Successfulness in Classroom Experiences</p> <p>TRACK Scholarship of Teaching and Learning</p> <p>FOCUS Consulting & Practice</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Charles Bass, Tulsa Community College</p> <p>If an educator and student share personality traits, would that improve the classroom experience? This study will define what constitutes a successful classroom experience, what personality traits will be identified, and how the information will be gathered. If a correlation in personality traits exist, then it would be advantageous to match educators with students. It is believed that this study could carry over to consulting and training as well.</p>
GRAVITY	<p>Examining Self-Efficacy and Goal Orientation as Mediators of the Relationship between Social Presence and Career Planning of MBA Students</p> <p>TRACK Scholarship of Teaching and Learning</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Leslie Ramos Salazar, West Texas A&M University <i>Co-Author:</i> Yafei Zhang, West Texas A&M University <i>Co-Author:</i> Heidi Huntington, West Texas A&M University <i>Co-Author:</i> Priyanka Khandelwal, West Texas A&M University <i>Co-Author:</i> Pradnya Joshi, Independent Researcher</p> <p>Social Presence Theory has been employed to understand the computer-mediated communication of students in virtual learning environments. This study examined Internet self-efficacy, perceived self-efficacy in an MBA program, and intrinsic and extrinsic goal orientation as mediators of the relationship between social presence and career planning confidence. This presentation will discuss study results that found that the self-efficacy and goal orientation variables were significant mediators of social presence and career planning confidence among 292 MBA students.</p>

October 28 11:00 a.m. - 12:00 p.m.

RIGHT STUFF	Session Chair: Elizabeth Tomlinson
RIGHT STUFF	<div>Measuring the Impact of the Business Communication Center</div> <div><div>TRACK</div>Scholarship of Teaching and Learning</div> <div><div>FOCUS</div>Teaching</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Elizabeth Tomlinson, West Virginia University</div> <div>This presentation describes building a programmatic assessment for a business communication center. The presenter will demonstrate the importance of collecting a variety of metrics. Next, the presenter will show participants that data collection does not have to be an onerous process. The presenter will close by providing participants with strategies for advocating on behalf of their centers.</div>
RIGHT STUFF	<div>Examining How Categorized Feedback Impacts and Improves Student Writing</div> <div><div>TRACK</div>Innovative Instructional Methods</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Heidi Schultz, University of North Carolina-Chapel Hill</div> <div>Michael Meredith, University of North Carolina-Chapel Hill</div> <div>The researchers share the results of an assessment strategy that resulted in quantifiable improvement in student writing when compared to more traditional approaches to feedback. Based on how people process, remember, and act on information, the researchers created rhetorical feedback categories, which were ranked and tracked across nine sections of a core business communication course involving 156 students.</div>
RIGHT STUFF	<div>Assessing a Writing Initiative: Testing the Perceived Effectiveness of Grammar-focused Writing Grading</div> <div><div>TRACK</div>Scholarship of Teaching and Learning</div> <div><div>FOCUS</div>Teaching</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Ashly Smith, Sam Houston State University</div> <div>Co-Author: Lindsay Clark, Sam Houston State University</div> <div>Co-Author: Zijun Luo, Sam Houston State University</div> <div>Support programs, like communication centers and course embedded consultants, are popular options for supporting business students’ communication skill development. The Writing Initiative in the presenter’s business college offers faculty an embedded grader who assesses the writing quality of students’ submissions. This presentation explains the structure and effectiveness of the Writing Initiative program and offers recommended adjustments to such a program.</div>

October 28 11:00 a.m. - 12:00 p.m.

SPACE ODYSSEY	Session Chair: Krista Sarraf
SPACE ODYSSEY	<div>How Do Writers Communication Across Borders? Teaching Email Communication through a Transnational Email Assignment</div> <div><div>TRACK</div>Scholarship of Teaching and Learning</div> <div><div>FOCUS</div>Teaching</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Krista Sarraf, West Virginia University</div> <div>Email is a prominent written genre in the workplace and is used to communicate across borders. This presentation draws on translingual frameworks to contextualize an email assignment taught in first-year writing that paired U.S. students with business writing students in Lebanon. Attendees of this presentation will have access to the presenter’s teaching tools and assignment sequence.</div>
SPACE ODYSSEY	<div>Building Intercultural Understanding: International Student Teams from the United States and the United Arab Emirates Create Business Communication Guides</div> <div><div>TRACK</div>Intercultural and Global Communication</div> <div><div>FOCUS</div>Teaching</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Leslie Seawright, Missouri State University</div> <div>Robyn Albers, Zayed University</div> <div>Susan Schanne, Eastern Michigan University</div> <div>Instructors from the United States and the United Arab Emirates paired their classes and created international student teams to create business communication guides with the purpose of establishing intercultural understanding, tolerance, and business communication skills. This presentation will offer interested instructors a template for how to conduct similar intercultural/international projects in their own courses.</div>



October 28 11:00 a.m. - 12:00 p.m.

STAR TREK Session Chair: Reid McLain

STAR TREK **Using Standard Technology Tools to Facilitate Class Communication and Remote Work - Lessons Learned From the Implementation of Slack and Zoom in Two Remote Business Communication Courses**

TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Reid McLain, Hankuk University of Foreign Studies

This presentation is about the lessons learned from the use of Slack and Zoom—two mainstream business communication collaboration tools— to facilitate remote communication interactions in the business communication classroom. The presenter will discuss instructor perspectives from a class management point of view, and share perspectives from the students’ experiences.

October 28 11:00 a.m. - 12:00 p.m.

STAR TREK **How Trained Coaches Plus Technology Tools Result in Better Public Speakers than Either One Alone**

TRACK Innovative Instructional Methods

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Caron Martinez, American University
Sara Weinstock, American University

Technology tools enhance mastery of public speaking but work best when supplemented with human interaction. These presenters share specifics of two projects: using PitchVantage independently along with peer consultant coaching, and accessing Zoom’s presentation and breakout rooms functions to give immediate feedback to students in “Tag Team Coaching.” Presenters will engage participants, discussing how the human component amplifies technology for better results than coaching or technology alone.

STAR WARS Session Chair: Judith Ainsworth

STAR WARS **Emotional Co-construction in the Workplace Discourse of First Aid Servants in Combat Environments of Communication**

TRACK ABC Europe (Special Track)

FOCUS Consulting & Practice

SESSION TYPE Regular Presentation (20 minutes)

Olesia Liubashenko, Taras Shevchenko National University of Kyiv

This presentation shares research on workplace discourse within a military conflict zone. The study provides an analysis of emotional interaction between combatants and first aid servants as a pragmatic discourse phenomenon, with a particular focus on those discourse-related features that are relevant for constructing and maintaining interaction as part of the emotional co-construction: the context of expressing emotion, communicative intention to manifest emotion, affective inferences, and choice of language devices.

October 28 11:00 a.m. - 12:00 p.m.

STAR WARS

Teaching Responsible Leadership through Language Analysis and Digital Storytelling Podcasts

TRACK

ABC Europe (Special Track)

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Judith Ainsworth, Academy of International Business

This presentation reports on an undergraduate business communication assignment requiring students to examine critically the language patterns and discourse in 2017 and 2018 CEO corporate annual report letters. Student teams recorded a podcast and prepared a one-page analysis submitted to the discussion board to scaffold learning. Assignment instructions, PowerPoint presentations, examples of team podcasts, and team analyses will be shared with session participants.

TWILIGHT ZONE

Learning, Research, and Practice in Business Communication: A Careful Balancing Act on the Road to Success - Part II

TRACK

Scholarship of Teaching and Learning

FOCUS

Teaching

SESSION TYPE

Group Panel (60 minutes)

Discussion introduced by James Dubinsky, Virginia Tech

This panel, part two, presents case-based explorations of the complex interactions between learning, research, and practice in the fields of business and professional communication. The presentations will raise and answer questions concerning the—at times difficult—balancing act faced by the parties (both academic and professional) involved in the training of emerging business communication specialists.

From the Boardroom to the Classroom: The Practitioners’ Call for More Involvement and Impact

Tom Bruyer, VIVES University College

This study aims to add a new dimension to empirical research on the interaction between learning, research and practice in the field of business communication. The practitioner’s role in facilitating the transition from a student-researcher to a well-seasoned communication professional is paramount.

The analysis of 65 semi-structured interviews conducted in a multilingual corporate environment provides interesting insights on the practitioners’ perspective: How do communication professionals help students forge a new identity as junior practitioners? Is it possible to discern different patterns of role-switching? Finally, which learnings could be channelled back from the boardroom to the classroom?

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October 28 11:00 a.m. - 12:00 p.m.

(continued from preceding page)

Who’s Shortlisting? (I) An Exploration of an Online Career Coaching Service for Young Talent

Jonathan Clifton, University of Valenciennes
Julia Valeiras-Jurado, Ghent University
Geert Jacobs, Ghent University
Astrid Vandendaele, Ghent University

Moving beyond considering communication as something that happens exclusively in and between people, this paper analyses the way in which networks of agents animate social actors and motivate them to speak and act in particular ways. Analysing transcripts of naturally-occurring talk and using the Montreal School’s notion of ventriloquism, we investigate how guru-theory animates the advice-giving of career coaches.

Who’s Shortlisting? (II) An Exploration of the Interaction Between Millennial First-time Job Seekers and Career Development Coaches

Geert Jacobs, Ghent University
Jonathan Clifton, University of Valenciennes
Astrid Vandendaele, Ghent University

In today’s job market a degree does no longer seem enough and career coaching companies are marketing their services to first-time job seekers as a bridge between ‘school’ and the job market. For this study, we examined a number of individual coaching sessions and we conducted interviews with coaches in order to uncover how coaches perceive their own professional role.

Climate Change and Business Communication: A Multimodal Ecolinguistic Approach

Jose Fernandez-Vazquez, University of Alcala

This paper presents a multimodal analysis of the corporate sustainability webpages of Spanish IBEX 35 companies. Our intention is to determine how global corporations in Spain address climate change in their online business communications. The results of the research will be used to give some practical suggestions which global corporations could follow to improve their environmental communications.

WEDNESDAY

October 28 12:00 p.m. - 1:00 p.m.

APOLLO Session Chair: Andy Spackman

APOLLO **Nobody Cares About You: Teaching Students How to Turn Job Interviews into Intelligent Conversations**
TRACK Innovative Instructional Methods
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Andy Spackman, Brigham Young University
Students think the job interview is all about them, but when they’re looking for a job, audience-centric communication is more important than ever. The presenter shows how students can reframe their resumes and experiences around recruiters’ interests. Doing some focused research can help with this, equipping students so they can transform a job interview into an intelligent conversation.

APOLLO **Networking Strategies of Recent College Graduate Job Seekers**
TRACK Employment Issues in Business Communication
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Stephanie Smith, Virginia Tech
The presenter reports on a qualitative study that examines how recent college graduates engage in networking strategies to obtain full-time, post-graduate employment, interpreted through the lens of social cognitive career theory.

APOLLO **Designing Effective Resumes: Perceptions from Business Communication Instructors**
TRACK Visual Communication
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Sara Doan, Kennesaw State University
C.R. Anderson Foundation Grant Recipient
This presentation describes results from 20 qualitative interviews asking how business communication instructors taught resumes assignment in their introductory courses. Attendees will understand five major strategies for teaching effective resume design: designing for “skimmability,” consistency, alignment, attractiveness, and using design to serve and shape the resume’s content.

WEDNESDAY

October 28 12:00 p.m. - 1:00 p.m.

DOCTOR WHO Session Chair: Jamie Humphries

DOCTOR WHO **Visual Communications: Bridging the Gap Between Data Analytics and COVID-19**
TRACK Visual Communication
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Jamie Humphries, Stephen F. Austin State University
Visual communication is essential to bridging the gap between big data and understanding the width and breadth of the impact of the COVID-19 on business and society. This presentation will discuss a practical example of how raw data related to COVID-19 was used by students to create visual communication to clarify decision making. Student samples of visual communication will be shared.

DOCTOR WHO **I “Do” What I “See”: A Comparative Visual Analysis of Infographics of COVID-19 from China, United States, and World Health Organization (WHO)**
TRACK Visual Communication
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Li Li, Elon University
Jooyun Hwang, Elon University
This session provides a comparative visual analysis of COVID-19 infographics from China, the United States, and WHO. Findings show differences between localized and universalized infographic design strategies. The study contributes to the understanding of the role of culture in infographic design and offers professional communicators advice on the construction of globalized and localized designs in risk communication.

DOCTOR WHO **Teaching Data Visualization in Business Communication Courses: Transitioning from Static Print Charts to Interactive Data Design**
TRACK Visual Communication
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Charles Kostelnick, Iowa State University
As data visualization becomes more interactive, instruction in business communication needs to transition from static, print-based charts and graphs to more dynamic forms of digital data design. To meet this need, this presentation will outline criteria for analyzing and designing interactive displays, provide sources for innovative examples, and identify accessible design tools for creating interactive displays.

WEDNESDAY

October 28 12:00 p.m. - 1:00 p.m.

GRAVITY	Session Chair: N. Lamar Reinsch
GRAVITY	Sir Antony Jay on Business Communication: Oral Presentations <div><div>TRACK</div>Executive, Managerial, and MBA Communication<div>FOCUS</div>Research<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>N. Lamar Reinsch, Lubbock Christian University <i>Co-Author:</i> Paul Reinsch, Texas Tech University</p> <p>This presentation describes works by Antony Jay, who, along with John Cleese, founded and nurtured the video training-film company Video Arts. The presentation identifies distinctive concepts from Jay’s work. It also includes clips from Jay’s oral presentation film, “Making Your Case,” and discusses filmic aspect of that training film.</p>
GRAVITY	Question Asking: A Critical Communication Skill <div><div>TRACK</div>Communication Issues in Entrepreneurship and Innovation Management<div>FOCUS</div>Teaching<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Andrew Quagliata, Cornell University</p> <p>Question asking is a skill hiring managers value. Google’s former CEO, Eric Schmidt, once said, “We run this company on questions, not answers.” However, most of our business communication courses provide little to no direct instruction related to question asking. This presentation offers practical suggestions for business communication educators interested in helping students develop question asking skills.</p>
GRAVITY	Anxiety-to-Excitement Reappraisal Strategies and High Valence Music: Antidotes for Presentation Anxiety <div><div>TRACK</div>Innovative Instructional Methods<div>FOCUS</div>Teaching<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Heidi Schultz, University of North Carolina-Chapel Hill</p> <p>This session shares the results of a study that found statistically significant improvement in student confidence in a core MBA presentation course, which was attributed to “anxiety-to-excitement reappraisal strategies.” Attendees will gain insights in how to use reappraisal strategies to bolster presentation confidence with their own students.</p>

WEDNESDAY

October 28 12:00 p.m. - 1:00 p.m.

RIGHT STUFF	Session Chair: Katherine Robisch
RIGHT STUFF	What Are We Going to Do Now? Workplace Writing Instruction for Changing Plans <div><div>TRACK</div>Organizational Communication<div>FOCUS</div>Teaching<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Katherine Robisch, Case Western Reserve University</p> <p>This presentation discusses how a professional writing course for engineers adapted due to COVID-19 and its students’ next career steps following the spring 2020 semester. Through surveys and follow-up interviews, students shared their experiences and adaptations given changes like rescinded internship and job offers. Implications for teaching workplace writing will be discussed.</p>
RIGHT STUFF	Twenty-First Century Workplace Attire: Formal or Casual? <div><div>TRACK</div>Employment Issues in Business Communication<div>FOCUS</div>Teaching<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Virginia Hemby, Middle Tennessee State University Raholanda White, Middle Tennessee State University</p> <p>What style of attire do most 21st-century businesspeople prefer employees to wear in the work environment? The presenters will report on a study of professionals in the areas of business, medicine, insurance, and finance as to their preferences for professional versus casual attire, their definitions for professional dress versus business casual attire, and their choices for acceptable attire for their work environments.</p>
RIGHT STUFF	Preparing Students for the Workforce: Do They Feel Prepared? <div><div>TRACK</div>Innovative Instructional Methods<div>FOCUS</div>Teaching<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Carol Wright, Stephen F. Austin State University Jamie Humphries, Stephen F. Austin State University</p> <p>This session presents the results of a study that explored whether students taking an online professional development course felt prepared for their job search. Although most students understood the importance of the career preparation assignments used in the class, students had not successfully completed the tasks. The concepts in the class helped to update skills for a more technologically-based job search and provided extra practice to build self-efficacy.</p>

WEDNESDAY

October 28 12:00 p.m. - 1:00 p.m.

SPACE ODYSSEY	Session Chair: Maria Cristina Gatti
SPACE ODYSSEY	<div><div>The Impact of a Linguistic Realization of Employee Empathy in Organizational Complaint Response Emails on Brand Trust: An Experimental Study</div><div><div>TRACK</div>Organizational Communication</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div>Rebecca Van Herck, Ghent University Co-Author: Sofie Decock, Ghent University Co-Author: Bernard De Clerck Co-Author: Liselot Hudders</div> <div>Service recovery research, which involves all strategies that could help to turn a dissatisfied customer into a satisfied one after a complaint, emphasizes the importance of establishing a personal connection in customer-agent relationships to achieve service recovery, for example, by apologizing or showing empathy to the customer. This session presents study findings on the effect of linguistic realization of employee empathy on customer outcomes in business to consumer interactions.</div>
SPACE ODYSSEY	<div><div>A Neoconstructivist Approach to Lingua Franca English Business Discourse</div><div><div>TRACK</div>Interpersonal and Non-Verbal Communication</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Research Roundtable</div></div> <div>Maria Cristina Gatti, University of Bozen-Bolzano Hiromasa Tanaka, Meisei University</div> <div>The limits of most lingua franca discourse-analytical approaches have increasingly become apparent. A neo-constructivist approach suggests turning the spotlight on participant’s cognition as well as on the multisensory resources that participants draw from in order to overcome the constraints that different perceptions of time and environment might impose on the making and retrieval of meaning.</div>

WEDNESDAY

October 28 12:00 p.m. - 1:00 p.m.

STAR TREK	Session Chair: Kathy Langston
STAR TREK	<div><div>Underserved Populations: Meeting the Needs of Veteran Students</div><div><div>TRACK</div>Diversity and Inclusion</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div>Kathy Langston, University of South Carolina</div> <div>Student veterans, an underserved population, present challenges for business communication professors that require adjustments within their classrooms. Focusing on specific needs of veteran students, this presentation will cover methods for dealing with issues that include maturity, being non-traditional students, transitioning from military to civilian life, and posttraumatic stress disorder.</div>
STAR TREK	<div><div>Overcoming Rhetorics of Deficiency: The Legacy of Watermelon Postcards</div><div><div>TRACK</div>Diversity and Inclusion</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div>Clive Muir, ThinkCraftSolve Recipient 2019 Distinction in the Practice of Diversity and Inclusion Award</div> <div>Why do watermelons matter to workplace communication? This paper discusses the postcard craze of the early 1900s that disparaged Black Americans’ love of watermelons and still has a debilitating effect today. The watermelon stereotypes became rhetorics of deficiency that now hinder interactions at work. Session attendees are asked to examine deficiency rhetorics in the workplace and the biases that feed them.</div>

October 28 1:00 p.m. - 2:00 p.m.

APOLLO	<div><div>Lunch and Learn with Cengage Learning</div><div>Grab a PB & J and tune in for our conversation with Beth Ryan, Associate Professor of Instruction in the Business and Entrepreneurship Department at Columbia College Chicago. We will discuss the evolution of the Business Communication course by reflecting upon the past year, and look at the road ahead by considering areas for continued growth and the innovative approaches, methods, or learnings that have staying power.</div></div>
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WEDNESDAY

October 28 2:00 p.m. - 3:00 p.m.

	COMMITTEE/SIG MEETINGS
STAR WARS	Publications Board Jason Snyder, Central Connecticut State University Restricted to present Pub Board members.

October 28 3:00 p.m. - 4:00 p.m.

	COMMITTEE/SIG MEETINGS
STAR TREK	BComm Certificate Ad Hoc Committee Susanna Clason, University of Cincinnati Blue Ash College
APOLLO	MLA Liaison Committee William Brown, Midland College
DOCTOR WHO	Business Practices Sam DeKay, VP - BNY Mellon Corporation
GRAVITY	National Communication Association Convention Committee Jenna Haugen, University of Louisville

October 28 4:00 p.m. - 5:00 p.m.

APOLLO	Session Chair: Larissa Ramos
APOLLO	Virtual Reality (VR) Story-telling: Developing Students’ Global Mindset with Google Tour’s Creator App Innovative Instructional Methods Teaching Regular Presentation (20 minutes) Larissa Ramos, Univeristy of Miami This session will discuss the piloting of a 360 Virtual Reality (VR) Tour Assignment using Google’s Tour Creator application, aimed at developing or enhancing students’ global mindset, cultural intelligence, and digital story-telling abilities through the use of free VR technology. Upon researching the culture and history of the selected global site, students develop an engaging and coherent virtual reality tour.

WEDNESDAY

October 28 4:00 p.m. - 5:00 p.m.

APOLLO	Turning Students into Storytellers Innovative Instructional Methods Teaching Regular Presentation (20 minutes) Christina Iluzada, Baylor University Storytelling elicits audience interest and makes content memorable, but students are often flummoxed about how to tell an engaging story and sometimes question the necessity of storytelling in business communication. This presentation will empower instructors to teach and model for their students how to incorporate stories into presentations as well as cover letters and interviews.
DOCTOR WHO	Session Chair: Jef Naidoo
DOCTOR WHO	Visualize Your Data: Designing a Corporate Dashboard Visual Communication Consulting & Practice Regular Presentation (20 minutes) Jef Naidoo, University of Alabama Sarah Miesse, University of Alabama Seth Miesse, University of Alabama Rachael Smallwood, University of Alabama The big data era has ushered an increasing demand for simple and easy data integration and visualization in organizations. The data visualization design process, however, is both complex and nuanced. This complexity presents an opportunity for business communication professionals. By extending their knowledge of and proficiency across a widening range of visualization approaches, communication professionals will establish an authoritative voice in the ever-growing organizational data communication ecosystem.
DOCTOR WHO	An Investigation into How Communication with One’s Colleagues, Organization, and Romantic Partners Impacts the Experience of Retirement Employment Issues in Business Communication Research Regular Presentation (20 minutes) Nici Ploeger-Lyons, University of Wisconsin - Eau Claire Communication is an essential part of how workers anticipate, make sense of, and experience retirement. This study seeks to investigate how employees’ relational satisfaction with and quality of communication with coworkers, significant others, and the organization itself impacts the retirement process of full-time working adults. Workers’ identification with their business and career will be explored.

October 28 4:00 p.m. - 5:00 p.m.

DOCTOR WHO	Digital Information Behavior of Rural Entrepreneurs <div><div>TRACK</div>Communication Issues in Entrepreneurship and Innovation Management</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Rose Helens-Hart, Fort Hays State University <i>Co-Author:</i> Robert Lloyd, Fort Hays State University <i>Co-Author:</i> Kunal Sevak, Fort Hays State University</p> <p>Digital circumvention of geographic limitations is allowing rural entrepreneurs to reach new markets and gain access to information and networks that were previously bounded. This study establishes a baseline understanding of how rural entrepreneurs are using digital technologies to seek information and create value. Hear how researchers pursued this understanding by conducting interviews with 18 midwestern rural entrepreneurs to explore how they are engaging digital technologies to create sustainable competitive advantage.</p>
GRAVITY	Session Chair: Lucia Sigmar

GRAVITY	Small Business vs. Big Crisis: Examining Small Businesses’ Crisis Communication During COVID-19 <div><div>TRACK</div>Organizational Communication</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Lucia Sigmar, Stephen F. Austin State University Marsha Bayless, Stephen F. Austin State University M. Shane Allen, Stephen F. Austin State University</p> <p>The presenters report on a study that examines approximately 60 business messages sent to clients and customers by small businesses in rural, East Texas in response to the COVID-19 pandemic. The authors investigate channels of communication, strategies, and rhetorical moves, as well as the timing and content of these messages, during the internal and instructional stages of the crisis. The results will show how small businesses used crisis communication strategies to influence their constituents and mediate the risk to their business environments.</p>
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October 28 4:00 p.m. - 5:00 p.m.

GRAVITY	A Content and Framing Analysis of COVID-19 Pandemic Business Disruption and Closure Messages <div><div>TRACK</div>Organizational Communication</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Carolyn Meyer, Ryerson University</p> <p>This study analyzed North American businesses’ crisis communication strategies at the outset of the COVID-19 pandemic through content and linguistic analysis of 50 mass-circulation CEO open letters and targeted customer emails. The analysis determined how, if at all, organizations showed empathy and identified the frames and sub-themes used in dealing with the early stage of the crisis.</p>
GRAVITY	COVID-19 On Campus: How the University of Delaware Responded to Our New Reality <div><div>TRACK</div>Organizational Communication</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Caroline Sullivan, University of Delaware Tracey Holden, University of Delaware</p> <p>Hear how the University of Delaware utilized different outlets of communication in order to cope with the coronavirus crisis. This presentation includes how it responded to school closings, how it used social media, and how it catered different responses to various members of the University of Delaware community.</p>

RIGHT STUFF	Session Chair: Peter Cardon
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RIGHT STUFF	The Persuasiveness of Financial Planning Recommendations: A Study of Gen Z Individuals <div><div>TRACK</div>Rhetoric</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Bryan Marshall, Georgia College Peter Cardon, University of Southern California Ephraim Okoro, Howard University <i>Co-Author:</i> Steven Fowler, Georgia College & State University</p> <p>The presenters report on research about how people choose different language patterns for financial recommendations. Respondents were placed in the roles of persuaders and the person being persuaded. In this session, learn how preferred language patterns vary between these roles related to gain-loss language, superlative-moderate language, and choice language.</p>
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October 28 4:00 p.m. - 5:00 p.m.

RIGHT STUFF	Millennials, Gen Z, and the Fair Trade Revolution
	TRACK Social Responsibility, Civic Engagement, Sustainability, and Business Ethics
	FOCUS Research
	SESSION TYPE Regular Presentation (20 minutes)
Fadia Nordtveit, Smith College	
Greenwashing is a widespread business communication phenomenon of many United States based consumer enterprises that do not have any concrete commitment to sustainability and the environment. The ethics of such business communication practices that falsely construct their brand identities on tropes of sustainability, ecology and fair-trade is explored in this qualitative presentation. Also, recommendations are provided on how businesses can be redesigned and regulated to reflect true environmental commitment and subsequently authentic, green business communication.	
SPACE ODYSSEY	Session Chair: Hogeun Seo

SPACE ODYSSEY	Platform Rules: Unfair Competition in the Smartphone Industry
	TRACK Social Responsibility, Civic Engagement, Sustainability, and Business Ethics
	FOCUS Research
	SESSION TYPE Regular Presentation (20 minutes)
Hogeun Seo, Belmont University	
This research provides empirical evidence and critical explanations of the control mechanisms in the Android ecosystem by exploring the challenges of global leading manufacturer Samsung Electronics, which failed to launch successful smartphone platforms. In particular, the current study investigates the unethical business practices of Google, the global dominant platform provider.	
SPACE ODYSSEY	Pitching Like a World Class South American Entrepreneur: Lessons from Start-Up Chile
	TRACK Communication Issues in Entrepreneurship and Innovation Management
	FOCUS Research
	SESSION TYPE Regular Presentation (20 minutes)
Mason Pellegrini, Purdue University	
This presentation is the results of an empirical study which illuminates the pitching strategies used by transnational entrepreneurs at the leading business accelerator in Latin America: Start-Up Chile. The presentation illustrates what makes these pitches different and effective in terms of structure and content so that practitioners or scholars can improve their knowledge and skill with pitches.	

October 28 4:00 p.m. - 5:00 p.m.

SPACE ODYSSEY	Crisis-induced Government Learning: A Review of the Sanlu Infant Formula Scandal in China
	TRACK Organizational Communication
	FOCUS Research
	SESSION TYPE Regular Presentation (20 minutes)
Guoyu Ding, Massey University	
Can a government learn from public crises? Using the qualitative content analysis method, this presentation examines the 2008 Sanlu melamine infant formula scandal under the lens of crisis-induced organizational learning theory to identify evidence of organizational learning occurred in the Chinese food safety authority in the wake of the food safety scandal.	
STAR TREK	Session Chair: Ellis Hayes
STAR TREK	Perceptions and Performance in Business Writing: Individual and Group Comparisons
	TRACK Scholarship of Teaching and Learning
	FOCUS Teaching
	SESSION TYPE Regular Presentation (20 minutes)
Ellis Hayes, Wingate University	
The presenter provides an analytical review of two semester course sections in Managerial Communication examining group workshop writing, compared with concurrent submitted individual writing assignments. Findings reveal the extent of convergence and divergence among several dozen aspects within both technical and composition categories. Individual perceptions of difficulty among aspects are juxtaposed for trending and comparison to better inform and invite suggestions for writing improvement.	
STAR TREK	Giving and Receiving Feedback: Impact of a Process on Team Efforts
	TRACK Scholarship of Teaching and Learning
	FOCUS Teaching
	SESSION TYPE Regular Presentation (20 minutes)
Kimberly Jordan, Ohio University	
Strengthening business communication in an era where perception is reality requires insight into perceptions. Ambiguous performance results can entrench behaviors that do not serve organizations or teams. A process for team feedback rounds normalizes regular feedback and provides individuals with an awareness of trends, patterns, and benchmarks to guide development. In this session, the presenter will examine one process and its impact on team evaluations.	

October 28 5:00 p.m. - 6:00 p.m.

APOLLO **Opening Plenary**
With M.C. Jim Dubinsky, Virginia Tech.
ABC President Geert Jacobs, Ghent University
ABC First Vice President D. Joel Whalen, DePaul University
Virtual Conferencce Co-chair Ashley Nelson, Tulane University
Virtual Conferencce Co-chair Deirdre (Dee) Fuchs, Tulane University

October 28 6:00 p.m. - 7:30 p.m.

APOLLO **My Favorite Assignment - I**
D. Joel Whalen, DePaul University, Moderator
Discover the latest classroom assignment creations from your ABC colleagues. Come to share ideas and take home some techniques during this energetic, popular session.

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Lightning Roundtable (60-80 minutes)

Assigning a Networking Plan
Christina Iluzada, Baylor University
BizCom Bizfeed (Show Us What You Learned)
Matari Gunter, Texas State University
Choose a Technology to Use for Team Communication and Collaboration
Xiaoli Li, University of Dayton
Intergenerational Communication
Howard Leland Smith, University of Tennessee - Martin
Creating a Personal Leadership Vision
Amy Newman, Cornell University
Entrepreneurship and Data Visualization
Bruce Kingma, Syracuse University
Evaluating LinkedIn Profiles
Emily Goenner, St. Cloud State University
From Hard Copy to Online: Instructional Handout
Susanna Shelton Clason, University of Cincinnati Blue Ash College
From Z to X and Beyond: How Understanding the Five Generations in Today’s Workplace Impacts Communication Strategy
Kathryn Canas, University of Utah & Georgi Rausch, University of Utah
(continued on following page)

October 28 6:00 p.m. - 7:30 p.m.

(continued from preceding page)
Communication Square Dancing: Developing a Pitch
Trent Deckard, Indiana University
Team Report to Presentation
Ruby Nancy, University of Minnesota Duluth
How to Share Your COVID-19 Story of Resilience
Danny Rubin, Rubin Education
It’s In The News
Barbara Davis, University of Memphis
Business Consultants Battle Royal!
Elena V. Chudnovskaya
Hot Topics: Introduction To Persuasion
Michelle Migdal
Declaration of Your Personal Mission: Persuasive Message Video Recording
Alima Dostiyarova, KIMEP University

Octoer 28 8:00 p.m. - 9:00 p.m.

ABC Executive Director - Awards
James Dubinsky



THURSDAY

October 29 8:00 a.m. - 9:00 a.m.

APOLLO **Regional Meeting - Europe, Africa, and Middle East**
Erika Darics, Aston University

October 29 9:00 a.m. - 10:00 a.m.

COMMITTEE/SIG MEETINGS

RIGHT STUFF **Business Communication Center SIG**
Ryan Sheets, University of Arkansas
Pamela Bourjaily, University of Iowa

STAR TREK **Intercultural SIG**
Sana Reynolds, Baruch College, City University of New York

October 29 10:00 a.m. - 11:00 a.m.

APOLLO Session Chair: Maria Cristina Gatti

APOLLO **When Ready-made, Core Common Ground and Shared Sociocultural Knowledge are Not Available. Timing and Time Perception in Intercultural Business Communication**

TRACK Intercultural and Global Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Maria Cristina Gatti, University of Bozen-Bolzano
Hiromasa Tanaka, Meisei University

On the job site, various types of lingua franca interactions are constructed in relation to the participants’ background (social) knowledge of temporality as well as the linguistic and sensory resources available in the situation. These constructions result in a shift from passive risk-avoiding to active linguistic behavior. This session will shed light on lingua franca English (LFE) business communication practices in Europe and East Asia from a sensory-pragmatic perspective.

THURSDAY

October 29 10:00 a.m. - 11:00 a.m.

APOLLO **Our Corporate Core Values Are the Same Worldwide: Translation and Adaptation of Corporate Communication in Multinational Corporations**

TRACK Intercultural and Global Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Victoria Schröder, NHH Norwegian School of Economics

For multinational corporations (MNCs), implementing a set of core values that are shared between headquarters and all international subsidiaries might serve a unifying function, both internally and externally. However, the meaning of values could be recontextualized or lost in translation when transferred across cultural borders. In this presentation, the case of a French multilingual MNC will be used to examine and compare a set of articulated corporate core values that has been translated and adapted to local business contexts in subsidiaries.

APOLLO **A Bridge Too Far? The Challenge of Pragmatic Accommodation to Western-oriented Decision-making Meeting Styles for Japanese Professionals**

TRACK Intercultural and Global Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Josef Williamson, Daito Bunka University

How do you make group decisions when the pragmatic rules of your meeting are unclear, unfamiliar, or unacceptable? This is the dilemma for western and Japanese style business English users attempting to hold productive discourse. Commonsense norms of turn-taking, topic management, and conflict resolution no longer seem to apply. This session will include a presentation of related research and a discussion.

DOCTOR WHO Session Chair: Jenny Morse

DOCTOR WHO **Scaffolding Assignments: Strategies to Help Students Connect the Dots**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Jenny Morse, Colorado State University
Theresa Wernimont, Colorado State University

To effectively teach written communication skills at the university-level, assignments can be scaffolded—broken into smaller, easier components that build to become a larger unit. The presenters describe one such assignment as representative of any possible series for helping students develop skills in both composition and rhetorical analysis.

October 29 10:00 a.m. - 11:00 a.m.

DOCTOR WHO

Meet Me In the Middle: Using Mid-Term Evaluations For Instructor and Student Success

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Abby Koenig, University of Louisville

In this presentation, attendees will learn the value of incorporating mid-semester student evaluations into their communication courses, what types of questions spark insightful responses, and how to analyze the evaluations constructively. Further, attendees will learn how to then report back to the students on the results of the evaluations to empower students to changes their own learning styles.

GRAVITY

Session Chair: Shelly Scott-Harmon

GRAVITY

Enhancing the Environment: Teaching Female Undergraduates in the Business Classroom

TRACK

Diversity and Inclusion

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Shelly Scott-Harmon, Indiana University

This presentation considers how the minority status that female business students expect and accept has transformed perception into reality. Told they are viewed as a minority in business school, many female students find it challenging to communicate with confidence. Observations of female student achievement and confidence in light of national trends among women in business education environments are analyzed.

October 29 10:00 a.m. - 11:00 a.m.

GRAVITY

Are Women Leaders Particularly Adept at Dealing with the Coronavirus Crisis?

TRACK

Executive, Managerial, and MBA Communication

FOCUS

Consulting & Practice

SESSION TYPE

Regular Presentation (20 minutes)

Sana Reynolds, Baruch College, City University of New York

Recent articles in prominent journals (Forbes, The Atlantic Monthly) and credible newspapers (The Guardian, The New York Times) argue that women are better able to deal with crises than men. This presentation will analyze the communication patterns of seven world leaders who are women and will compare their communication styles to what is often considered effective in male leadership.

GRAVITY

Digital Versus Physical Greetings During the Winter Holidays

TRACK

Technology, Digital Communication, Social Media, and Web 2.0

FOCUS

Research

SESSION TYPE

Regular Presentation (20 minutes)

Stephen Lind, Washington and Lee University

This presentation highlights the results from a study of U.S. small business use of digital versus physical greeting card messages during the winter holiday season. It explores the frequency of digital versus physical cards, to whom they are sent, with what language, and whether there is any evidence that it is actually worth it.

RIGHT STUFF

Session Chair: Shelley Hepler

RIGHT STUFF

Excuse Me, Your Ableism is Showing: Impacts of Ableism in the Workplace

TRACK

Diversity and Inclusion

FOCUS

Consulting & Practice

SESSION TYPE

Regular Presentation (20 minutes)

Shelley Hepler, University of Kansas

October is National Disability Employment Awareness Month. It is also the 30th anniversary of the Americans with Disabilities Act (ADA). Could there be a better time to discuss ableism? This session explores the impacts of ableism in the workplace, highlights ableist microaggressions as a destructive form of internal business communication, and offers ways to acknowledge, include, and celebrate differences.

October 29 10:00 a.m. - 11:00 a.m.

RIGHT STUFF

An Experimental Study on the Influence of Persuasive Message Strategies on Less Empathetic Individuals

TRACK Organizational Communication
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Fabienne Bünzli, University of St. Gallen
Co-author: Martin J. Eppler, University of St.Gallen

Less empathic individuals are less likely to donate to charitable causes and to volunteer. This fact raises an important question: What drives this gap? The findings of an experimental study (N = 206) indicate that involvement mediates the influence of empathic concern on prosocial attitudes and that sad images help increase support for prosocial advocacy from less empathic individuals.

RIGHT STUFF

Integrating Rhetorical Criticism into Business Communication as an Interdisciplinary Approach

TRACK Rhetoric
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Sangchul Lee, SungKyunKwan University, Seoul, Korea

Integrating rhetorical criticism into business communication as an interdisciplinary approach infuses a new approach that goes beyond the contemporary research and pedagogy domain. Integrating rhetorical criticism into business communication not only improves the quality of discourse in business society but also tests and modifies both theories and practices of corporate rhetoric. Among the various perspectives on rhetorical criticism in the field of speech communication, this paper discusses three commonly adopted methods; neo-Aristotelian criticism, genre criticism, narrative criticism.

October 29 10:00 a.m. - 11:00 a.m.

Space Odyssey

Session Chair: Junhua Wang

SPACE ODYSSEY

Responding to Negative Online Reviews on Chinese and U.S. E-commerce Platforms: A Comparison of Genre Construct

TRACK Rhetoric
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Junhua Wang, University of Minnesota
Hua Wang, Michigan Technological University

The presenters report on a genre analysis to identify genre moves in 50 business responses to negative online reviews on leading Chinese business-to-consumer (B2C) e-commerce platforms. Following the rhetorical move analysis, the moves were compared with the genre construct identified on Amazon in Wang’s (2021) research. The presenters conclude by explaining how cultural factors may contribute to the differences and similarities identified.

SPACE ODYSSEY

Chinese Retailers’ Rhetorical Response to Online Negative Reviews

TRACK Rhetoric
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Hua Wang, Michigan Technological University

This study analyzes how Taobao retailers responded to 150 negative reviews and identifies rhetorical strategies used to defend their stance. There are two significant findings. First, the retailers’ informal response to negative reviews changes the professional business language; second, the retailers’ inviting the prospective consumers to get involved in gauging negative review reliability may enhance consumer trust.

SPACE ODYSSEY

Examining the Double Moderation Effects of Communication Components in Online Restaurant Review Platforms

TRACK Technology, Digital Communication, Social Media, and Web 2.0
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Lin Li, Kyung Hee University
Sung-Byung Yang, Kyung Hee University
Co-Author: Hanna Lee, Kyung Hee University

This paper validates the roles of main components of digital communication (i.e., poster, posting, reader) and their interaction effects (the double-moderation effects) on review readers’ voting and visiting intentions in an online restaurant review setting by performing a 2x2x2 scenario-based experiment. This paper is a good fit with the “Technology, Digital Communication, Social Media, and Web 2.0” track.

October 29 10:00 a.m. - 11:00 a.m.

STAR TREK Session Chair: Suwichit Chaidaroon

STAR TREK **Teaching Students to Analyze Strategic Communication Campaigns: A Wiki Approach**

TRACK Innovative Instructional Methods

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Suwichit Chaidaroon, National University of Singapore

This paper presents an online wiki writing assignment for students to analyze strategic communication campaigns in a large metropolitan university in Thailand. An online survey was conducted with students at the end of the semester. Findings suggested that students reported higher motivation to learn from each other virtually. Implications for using this activity for online teaching will be provided.

STAR TREK **Investor Communications: An Analysis from an Audience-conscious Communication Perspective**

TRACK Intercultural and Global Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Seiji Nomura, Graduate School of Tokyo Fuji University

This presenter analyzes an integrated report (an annual report to the investment market targeting customers and shareholders) for a global company from an audience-conscious communication perspective with referring to Critical Discourse Analysis. The analysis reviews the wording of key messages between a Japanese and English version of a report and highlights the need to ensure that all investors can accurately interpret information regardless of their cultural and educational backgrounds.

STAR TREK **Discourse Analysis of the Medical Professional Talk: Presenting Information in Academic Communities**

TRACK Organizational Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Emiko Matsumoto, Juntendo University

This presentation reviews the findings of a study examining the effectiveness of the discourse of medical doctors among patients and academic audiences. Through interviews of physicians with and without ties to universities, the presenter explored the psychological and sociolinguistic factors impacting the types of communication and presentation style of physicians.

October 29 10:00 a.m. - 11:00 a.m.

STAR WARS Session Chair: Ashley Patriarca

STAR WARS **Turning the Me into Team: Envisioning the Business Plan as a Focus for Interdisciplinary Collaboration**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Ashley Patriarca, West Chester University of Pennsylvania

This presentation argues that re-envisioning the business plan assignment as a collaborative assignment within the business communication service course encourages entrepreneurially minded students to develop the skills they need to sustain their future businesses. Audience members will leave the presentation with concrete strategies and sample assignments for implementing and scaffolding this assignment within a service course.

STAR WARS **Transdisciplinary Collaborations between Professors and Professionals in Japanese Business Communication**

TRACK Intercultural and Global Communication

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Misa Fujio, Toyo University

In this presentation, transdisciplinarity in business communication will be shared, based on ten in-depth interviews with Japanese scholar-practitioners. The challenges include time management, confidentiality issues, and insufficient understanding of Japanese corporations to research. Opportunities include the possibility of raising not only individual but corporate reputation as part of corporate social responsibility collaborations.

STAR WARS **Professional Communication+Intercultural Communication+Community: Preparing for the Diverse and Global Workplace**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Laura Pigozzi, Northwestern University

This presenter will describe a service-learning professional writing course that partnered with a faith community serving a Latino-immigrant community. A focus on culture and intercultural communication were integrated into the course. Additionally, reflection enabled the students to consider the ethical and civic dimensions their professional lives might contain. The presentation concludes with a discussion of how this course might be taught online.

October 29 11:00 a.m. - 12:00 p.m.

APOLLO

Keeping Up with Corporate Civic Engagement: Adapting Critical Pedagogies to Teach Mission Statements in Business Communication

TRACK

Social Responsibility, Civic Engagement, Sustainability & Business Ethics

FOCUS

Teaching

SESSION TYPE

Group Panel (60 minutes)

Nathan Bollig, University of Minnesota

Brigitte Mussack, University of Minnesota

Saveena (Chakrika) Veeramoothoo, University of Minnesota

This panel presentation offers conference attendees three pedagogical approaches to using the evolving corporate communication trend of mission statements to analyze the intersection of ethics, social justice, and how language constructs corporate identity. The three presenters showcase distinct approaches to teaching business communication students about 21st-century mission statements and their impact on audiences and material reality.

GRAVITY

A Public Speaking Renaissance at University of California, Santa Barbara: How Innovative Presentation Training Led the Way

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Group Panel (60 minutes)

Jeffrey Hanson, University of California Santa Barbara

Gina Genova, University of California, Santa Barbara

Craig Cotich, University of California-Santa Barbara

An innovative new course, Writing for Public Speaking, debuted for the Writing Program at the University of California, Santa Barbara in 2012. A campus-wide Public Speaking Renaissance soon followed. This group panel will examine the core factors that three instructors of this course have identified as central to this surprising transformation. A handout and online resource site will be available to all participants.

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THURSDAY

October 29 11:00 a.m. - 12:00 p.m.

GRAVITY

Student Research Panel

TRACK

Organizational Communication

FOCUS

Research

SESSION TYPE

Group Panel (60 minutes)

This panel highlights the contributions of students to business and professional communication scholarship on a wide range of topics and via a wide variety of theoretical lenses and methodological approaches. It offers an international perspective and provides a safe space for discussion and feedback.

Moderators:
Geert Jacobs, Ghent University
Erika Darics, Aston University
Stephen Carradini, Arizona State University

The Translation of Corporate Values in Multinational Corporations. To Adapt or Not to Adapt?

Victoria Schröder, NHH Norwegian School of Economics

It can be challenging for multinational corporations (MNCs) to communicate efficiently and consistently across cultural borders. For multilingual MNCs, language becomes an additional filter that the communication must pass through. This PhD project explores the role of interlingual translation and adaptation of corporate communication in MNCs, and investigates whether the linguistic filter might be a tool rather than an obstacle.

Global Paternity Leave; a Question of Equality or Ethnocentrism?

Agnes Bamford, NHH Norwegian School of Economics

This work in progress focuses on gender equality and cultural differences in multinational companies and aims to explore whether a recently implemented global paternity leave benefit is an example of gender equality or ethnocentrism. This study represents a novel comparison, with a point of departure in linguistics, of how global parental leave is communicated and perceived in different socio-cultural settings.

Anonymity, Expertise and Trustworthiness: The Credibility of Redditors in r/books Recommendations

Dacota Liska, University of South Florida

Research suggests that identity and credibility are crucial components of effective electronic word-of-mouth communication; however, discursive analysis of an understudied subset of these communications, recommendations on Reddit, suggests that discursive features associated with effective electronic word-of-mouth communication may vary depending on the platform on which they appear and the nature of the community producing and reading it.

(continued on following page)

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October 29 11:00 a.m. - 12:00 p.m.

GRAVITY	<p>Student Research Panel <i>(continued from preceding page)</i></p> <p>‘As a Woman you Have to Find Other Ways to Earn Respect.’ Capturing the Gendering of Work in Stories of Agile IT Teams in Switzerland, the UK and the US. Joelle Loew, University of Basel</p> <p>Part of an ongoing PhD project on professional communication in agile teams, this presentation focuses on narratives told by IT professionals in interviews on their experiences of working in such teams. I discuss the discursive strategies through which participants construct and orient to gender issues in their respective professional contexts to contribute to current debates on the gendering of work.</p>
RIGHT STUFF	<p>Face-to-Face Teaching Has a New Face: Online, Remote, Hybrid, and Hy-Flex</p> <p>TRACK Innovative Instructional Methods</p> <p>FOCUS Teaching</p> <p>SESSION TYPE Group Panel (60 minutes)</p> <p>Paula Lentz, University of Wisconsin-Eau Claire Janel Bloch, Northern Kentucky University Peter Cardon, University of Southern California Linda Cresap, Minot State University Ashley Nelson, Tulane University Dirk Remley, Kent State University</p> <p>This panel, representing the Academic Environment Committee, discusses the COVID-19 impact on course delivery. The panel members will discuss adapting course delivery and assessment models (e.g., Hy-Flex, synchronous, asynchronous); meeting tenure, promotion, professional development, and accreditation requirements; navigating schools’ cost-cutting measures (e.g., furloughs, layoffs); and examining how state governments’ guidelines and restrictions affect what to do.</p>
SPACE ODYSSEY	<p>Cross-Discipline Experiential Learning Approach to Teaching Business Communications within a Live Client Scenario</p> <p>TRACK Innovative Instructional Methods</p> <p>FOCUS Teaching</p> <p>SESSION TYPE Group Panel (60 minutes)</p> <p>Liane Czirjak, Suffolk University Sarah Mellen, Suffolk University Lori LaDuke, Suffolk University</p> <p>Working within the framework of real-time client experience, Suffolk University’s Sawyer Business School students simultaneously learn traditional business writing curriculum. The Business Writing instructor team will present how it linked the Business Writing and Market Research foundational courses for a more dynamic student experience. The approach, project outcomes, and student/client feedback will be described in detail.</p>

October 29 12:00 p.m. - 1:30 p.m.

APOLLO	<p>How Do You Teach Diversity and Inclusion? I</p> <p>Jacquelyn Lowman, University of Maine at Presque Isle, Moderator</p> <p>In this forum, panelists - and audience - will discuss best practices. Participants will share a favorite diversity and inclusion assignment in a lightning round, where each will have a few minutes to present. These presentations will help people to start thinking about the things they do and the opportunity to do more regarding diversity and inclusion in their teaching, research, and daily lives.</p> <p>TRACK Diversity and Inclusion</p> <p>FOCUS Teaching</p> <p>SESSION TYPE Lightning Roundtable (60-80 minutes)</p> <p>Using Narratives to Engage Students in Sharing Personal Testimonies on “Cultural Shocks” and Learned Lessons Yingqin Liu, Cameron University</p> <p>‘Stem Cell and Nanotechnology Literacy’ for Post Graduate Students of Clinical Pathology Laiia Montaser, Menoufia University</p> <p>Nonverbal Markers: Diverse Ways We Use to Signal Inclusion Evelyn Plummer, Seton Hall University</p> <p>Discovery, Disclosure, and Dyads: Learning About Self, Other, and Being Together Trey Guinn, University of Texas at Austin</p> <p>What’s In a Name? Drew Marsherrall, University of Rochester <i>Co-Author:</i> Young Sun Lee</p> <p>Fun D & I Conversation Starters: Disney Princess Game and Traditional Greetings Game Laura Lambdin, University of South Carolina</p> <p>Publishing the Poetry of Children from a Special Needs Classroom Tara Moore, Elizabethtown College</p> <p>Masks, Cultural Differences, Racism, and Discrimination During the COVID-19 Outbreak Junhua Wang, University of Minnesota</p> <p>Upgrading Presentation Materials Ruby Nancy, University of Minnesota Duluth</p> <p>“Whom to Add to the Group”: Discussing Diversity, Equity, and Inclusion (DEI) Kimberley Williams, University of Alabama</p> <p>Diversity and Reputation: How Student Research Projects Can Help Create Awareness Geert Jacobs, Ghent University</p>
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October 29 12:00 p.m. - 1:00 p.m.

DOCTOR WHO	<p>Graduate Studies Sponsored Panel: Emerging Trends in Business and Professional Communication</p> <p>Stephen Carradini, Arizona State University, Moderator</p> <p>Graduate students are often engaged in boundary-pushing and field-expanding work. This panel highlights those contributions of graduate students to business and professional communication scholarship. ABC graduate students will present on their research and teaching surrounding emerging issues.</p> <div><div>TRACK</div>Technology, Digital Communication, Social Media, and Web 2.0</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Group Panel (60 minutes)</div> <p>Developing Diverse Leadership for Corporate Sustainability</p> <p>Levon Galstyan, Temple University</p> <p>Research shows that leadership diversity is crucial to an organization’s success. This project examines the President’s Leadership Forum created by one multinational corporation to develop sustainable and diverse leadership. We present the results of a longitudinal study of PLF programs over three years, two sessions per year, to determine whether and how the program succeeds in fostering sustainable, diverse, and competent leadership.</p> <p>‘A Picture is Worth a Thousand Words’: Exploring Visual Communication of Risk in Flint Water Crisis</p> <p>Yeqing Kong</p> <p>This study explores how visuals facilitate risk communication in Flint Water Crisis and how those visuals circulate in digital media. Integrating the method of visual content analysis and iconographic tracking, I analyzed 200 visuals from multiple sources. The findings of this study provide implications for better rhetorical interventions of visual design in risk communication situations.</p> <p>Investigating Digital Communications and Responses to COVID-19 Induced Institutional Changes</p> <p>Emily Gresbrink, University of Minnesota</p> <p>The rhetorical styling and tone of communication regarding COVID-19 changes on university campuses raise essential questions about change management and leadership in times of crisis and uncertainty. This study seeks to examine, compare, and contrast the rhetorical impact of public-facing communication and COVID-19 related announcements from eight D1 schools.</p>
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October 29 2:00 p.m. - 3:00 p.m.

	<p>REGIONAL MEETINGS:</p> <ul style="list-style-type: none">• Eastern United States• Caribbean, Mexico, Central & South America• Midwestern United States• Southeastern United States• Southwestern United States• Western United States <p>COMMITTEE/SIG MEETINGS</p>
DOCTOR WHO	<p>Rhetoric SIG</p> <p>Kristen Getchell, Babson College</p>
SPACE ODYSSEY	<p>Teaching with Technology SIG</p> <p>Jennifer Loney, Portland State University</p>
STAR TREK	<p>Marketing and Membership Committee</p> <p>D. Joel Whalen, DePaul University</p>

October 29 3:00 p.m. - 4:00 p.m.

	<p>REGIONAL MEETING</p> <ul style="list-style-type: none">• Canada
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October 29 4:00 p.m. - 5:00 p.m.

APOLLO	<p>Session Chair: Emily Spackman</p>
APOLLO	<p>Stronger Together: Crisis Resiliency and Consumer-Brand Relationships on Twitter</p> <div><div>TRACK</div>Technology, Digital Communication, Social Media, and Web 2.0</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Emily Spackman, Brigham Young University</p> <p>Interpersonal and relational communications theories can be applied to social media interactions between consumers and brands to build relationships that help companies survive and thrive during crises. The presenter uses popular Twitter persona, Wendy’s, and the COVID-19 crisis to give a real world look at how these theories stack up in the current communications context.</p>

October 29 4:00 p.m. - 5:00 p.m.

APOLLO	<p>An Examination of The Boeing Company’s Crisis Messaging on Twitter and the Public’s Response</p> <p>TRACK Technology, Digital Communication, Social Media, and Web 2.0</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Michael Meredith, University of North Carolina, Chapel Hill <i>Co-Author:</i> Ojesvii Sethi, University of North Carolina at Chapel Hill <i>Co-Author:</i> Willie Yang, University of North Carolina at Chapel Hill</p> <p>Despite the availability of public responses to a company’s crisis communication messaging via social media channels, research in this area remains sparse. This paper examines the social media messaging of The Boeing Company after a pair of fatal international incidents, as well as the public sentiment response through tweeted replies to add insights into this important line of research.</p>
APOLLO	<p>Framing Multilevel Marketing on Corporate Websites and Consultants’ Instagram Posts</p> <p>TRACK Technology, Digital Communication, Social Media, and Web 2.0</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Heidi Huntington, West Texas A&M University <i>Co-Author:</i> Mary Brooks, West Texas A&M University</p> <p>Digital entrepreneurship is often positioned as a way for women to “have it all.” This is exemplified in the rise of multilevel marketing companies (MLM) that rely heavily on the internet to recruit and sell. This presenter reports on a qualitative study that examines frames employed in MLM corporate websites and sellers’ public Instagram posts to better understand how gender and digital entrepreneurship intersect via MLMs.</p>
DOCTOR WHO	<p>Session Chair: Hailey Gillen Hoke</p>
DOCTOR WHO	<p>Organizational Information Seeking in the Time of COVID-19</p> <p>TRACK Organizational Communication</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Hailey Gillen Hoke, Weber State University</p> <p>This mixed-methods study-in-progress explores how the global COVID-19 pandemic is impacting the ways in which employees seek the organizational information necessary to do their jobs, as employees work remotely from home, and as employers practice social distancing. The study employs Miller’s (1996) information seeking strategies measure as well as a series of open-ended questions.</p>

October 29 4:00 p.m. - 5:00 p.m.

DOCTOR WHO	<p>Moving Forward: Applying the Triadic Professional Approach to Promoting Business and Professional Communication in a Post-COVID-19 Landscape</p> <p>TRACK Employment Issues in Business Communication</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Janel Bloch, Northern Kentucky University Jeremy Rosselot-Merritt, University of Minnesota, Twin Cities</p> <p>This presentation applies a “triadic approach” to business and professional communication to analyze retention/tenure/promotion criteria and job ads. It offers recommendations on how business and professional communication faculty can navigate the post-COVID-19 environment within institutions and the job market. It will help attendees reflect on how to both adapt to and instigate change in the “new normal” higher education environment.</p>
DOCTOR WHO	<p>McDonald’s and the Country-to-Country Communication Changes Caused by COVID-19</p> <p>TRACK Intercultural and Global Communication</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Victoria Gentry, The University of North Carolina at Chapel Hill</p> <p>COVID-19 has drastically altered the way people live their lives, and no one has been immune - including McDonald’s, one of the largest multinational corporations in the world. This presentation takes an in-depth look at how COVID-19 has impacted the way McDonald’s communicates with its customers across different cultures from around the globe.</p>
GRAVITY	<p>Session Chair: Carson Varner</p>
GRAVITY	<p>The U.S. Constitution Comes to Campus</p> <p>TRACK Social Responsibility, Civic Engagement, Sustainability, and Business Ethics</p> <p>FOCUS Research</p> <p>SESSION TYPE Regular Presentation (20 minutes)</p> <p>Carson Varner, Illinois State University <i>Co-Author:</i> Katrin C. Varner, Illinois State University</p> <p>How does the U.S. Constitution protect or limit conduct and speech on campus? The presenter examines both rights and responsibilities of students, faculty, and administrators. The presenter will focus on the balance of free speech and protection of protected groups, issues of due process in campus hearings, and the legal issues involved in this debate.</p>

October 29 4:00 p.m. - 5:00 p.m.

GRAVITY

Anonymity, Expertise, and Trustworthiness: The Credibility of Redditors in r/books Recommendations

TRACK

Technology, Digital Communication, Social Media, and Web 2.0

FOCUS

Research

SESSION TYPE

Regular Presentation (20 minutes)

Dacota Liska, University of South Florida

Research suggests that identity and credibility are crucial components of effective electronic word-of-mouth communication; however, discursive analysis of an understudied subset of these communications, user-elicited recommendations on Reddit, suggests that discursive features associated with effective electronic word-of-mouth communication may vary depending on the platform on which they appear and the nature of the community producing and reading it.

RIGHT STUFF

Session Chair: Marcel Robles

RIGHT STUFF

What are the Differences Between 6th and 7th Editions of the APA Style Manual?

TRACK

Scholarship of Teaching and Learning

FOCUS

Research

SESSION TYPE

Regular Presentation (20 minutes)

Marcel Robles, Eastern Kentucky University

This presenter will identify the most common changes between the 6th and 7th editions of the APA Style Guide. The presentation will also recognize APA’s updated guidelines for citing online media, inclusive and bias-free language, student-specific paper formatting, source citation changes, and the support materials available for instructors and students.

October 29 4:00 p.m. - 5:00 p.m.

RIGHT STUFF

Keeping it Short and Sweet: Teaching the ‘Short Message’ Writing Format in a Business Communication Classroom

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Allison Alford, Baylor University
Seth Frei, Texas State University

In today’s workplace, short-format messaging has become the paramount form of communication. Following this trend, business communication instructors must teach students the principles that apply to write any short-format messages. This instructional activity uses Media Richness Theory to teach students how to write these types of messages effectively.

RIGHT STUFF

The Art of Brevity in Professional Communication

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Eric Holmes, Purdue University Global

This presentation will demonstrate the virtue of teaching brevity in professional communication and will demonstrate why two of the standard six questions of non-fiction communication (Who? What? When? Where? How? Why?) are best left unanswered.

SPACE ODYSSEY

Session Chair: Matthew Baker

SPACE ODYSSEY

Hashtag Frequency and Co-occurrence in Top Digital Companies’ Tweets

TRACK

Technology, Digital Communication, Social Media, and Web 2.0

FOCUS

Research

SESSION TYPE

Regular Presentation (20 minutes)

Matthew Baker, Brigham Young University
Vincent Robles, University of North Texas
Jesse Vincent, Brigham Young University

This panel presents a study expanding understanding of the frequency and co-occurrence of hashtags among tweets of top digital companies. Specifically, the study addresses how the frequency of digital companies’ hashtag use has varied over time, how frequently these companies use branded and non-branded hashtags, where hashtags appear most frequently in the companies’ tweets, and what hashtags co-occur among companies’ tweets.

October 29 4:00 p.m. - 5:00 p.m.

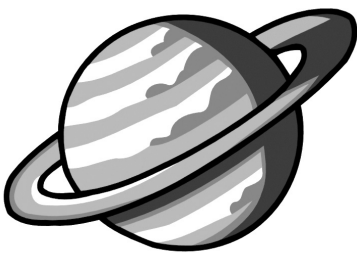
SPACE ODYSSEY	“Good Order and Discipline:” When “Do As I Say, Not As I Do” is Not a Good Leadership Communication Strategy <div><div>TRACK</div>Organizational Communication<div>FOCUS</div>Research<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Rod Carveth, Morgan State University</p> <p>This presentation is a case study of the crisis befalling the USS Theodore Roosevelt in March 2020. The crisis arose when a severe COVID-19 outbreak occurred aboard ship and its captain’s request for help leaked to the press. The captain was fired, and his behavior attacked by the Navy Secretary. The rhetoric of the attack and subsequent apology are analyzed.</p>
SPACE ODYSSEY	From Perception to Engagement: How LinkedIn’s Champion Recruiters Frame Their Facebook and Website Discourse For Success <div><div>TRACK</div>Organizational Communication<div>FOCUS</div>Research<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Randy Waller, Baylor University Debra Burleson, Baylor University</p> <p>Most people are aware of the “war for talent” that determines which businesses win or lose in the age of globalization. Today, corporations are using their websites and Facebook to advance highly successful recruitment agendas designed specifically to resonate with the Millennial and Generation Z workforce. These presenters will reveal how five corporations recognized by LinkedIn are winning that talent war in cyberspace.</p>

STAR TREK	Session Chair: Paula Lentz
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STAR TREK	Pronouns, Positioning, and Persuasion in Top Nonprofits’ Donor Appeals <div><div>TRACK</div>Rhetoric<div>FOCUS</div>Research<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Paula Lentz, University of Wisconsin-Eau Claire Kristen Getchell, Babson College James Dubinsky, Virginia Tech</p> <p>Successful nonprofits motivate donors by telling a compelling story. But what makes a story compelling? This study uses positioning theory to reveal the rhetorical strategies in donor appeals on the websites of the Forbes top 100 U.S. charities. It examines the nonprofits’ use of pronouns to position themselves relative to their audience, to build relationships, and to inspire giving.</p>
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October 29 4:00 p.m. - 5:00 p.m.

STAR TREK	Team Writing and the Triple Bottom Line: A Collaboration with the Forest Service for Enhancing Workplace Preparedness <div><div>TRACK</div>Innovative Instructional Methods<div>FOCUS</div>Teaching<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Joshua Lenart, University of Utah</p> <p>Utilizing the triple bottom line concept, this presenter outlines a pedagogical method for conducting student research by collaborating with businesses or organizations to produce higher-quality, team-written documents. This study guides instructors through each phase of a research collaboration with the U.S. Forest Service, and results in a highly-interactive experience that better prepares professional writers/ communicators for entering multidimensional workplaces.</p>
STAR TREK	Preferences for Written and Spoken Expressions of Thanks Among American Professionals <div><div>TRACK</div>Interpersonal and Non-Verbal Communication<div>FOCUS</div>Research<div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <p>Cole Christie, University of Southern California Janna Wong, University of Southern California Peter Cardon, University of Southern California</p> <p>Management scholars suggest gratitude expressions should be frequent, sincere, and specific. Yet, almost no research exists about preferences for written versus spoken expressions of thanks. This panel presents research (a qualitative study of 58 professionals and a survey study of 1,200 professionals) about insights into these preferences and breaks them down by gender, generation, and even handwritten versus digital thanks.</p>



October 29 6:00 p.m. - 7:30 p.m.

APOLLO	<div><div>My Favorite Assignment II</div><div>D. Joel Whalen, DePaul University, Moderator</div><div>Discover the latest classroom assignment creations from your ABC colleagues. Come to share ideas and take home some techniques during this energetic, popular session.</div><div><div>TRACK</div>Innovative Instructional Methods</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Lightning Roundtable (60-80 minutes)</div><div><div>Interactive and Artificial Intelligence Video Presentation Practice in Business Communication</div><div>Emil Towner, St. Cloud State University</div><div><div>Raising the Stakes: Shifting Peer Review from Formative to Summative Assessment</div><div>Theresa Wernimont, Colorado State University</div><div><div>Using Standalone Slides for Student Self-Critique</div><div>Michael Meredith, University of North Carolina, Chapel Hill</div><div><div>Implementing Team-Based Learning in the Business Communication Classroom</div><div>Heidi E. Huntington, West Texas A&M University</div><div><div>Harnessing Cognitive Lightning to Create on-the-fly Green Marketing</div><div>Aaron Thomas Phillips, University of Utah</div><div><div>Multicultural Competence Review</div><div>Laura Lambdin, University of South Carolina</div><div><div>Strategizing Werewolves</div><div>Jessie Lynn Richards, University of Utah</div><div><div>Helping the Reader and Writer with an Author’s Note</div><div>Amber Messersmith, University of Nebraska-Lincoln</div><div><div>One Minute Mini-Speeches</div><div>Gina Lyn Genova, Esq., University of California, Santa Barbara</div><div><div>Persuasive Letter Writing</div><div>Janet Seggern, Lehigh Carbon Community College</div><div><div>Fortune 500 Informative Presentation Assignment</div><div>Lorelei Ortiz, St. Edward’s University</div><div><div>Social Media Literacy: A Primer for Business Communicators</div><div>Sheila Lalwani, Bentley University</div><div><div>Communicating for Impact</div><div>Ryan Fuller, California State University, Sacramento</div><div><div>Word Classes: Still Worth a Look</div><div>Ana Magalhaes, State of Sao Paulo Technological College</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>
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October 29 7:30 p.m. - 8:30 p.m.

APOLLO	<div>Session Chair: William Carney</div>
APOLLO	<div><div><div>The Platform Sets the Pace: Discourse Practices in Collaborative Service-Learning Groups</div><div><div>TRACK</div>Scholarship of Teaching and Learning</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div><div>William Carney, Cameron University</div><div>Want to help service-learning and internship students understand communication software? This presentation discusses two service-learning project teams and how their choice of platforms impacted group formation and identity and project completion. From encouraging or discouraging hierarchies to establishing the rules of discourse, this presentation offers some insight into how instructors can help students make the right software choices for their projects.</div></div></div>
APOLLO	<div><div><div>Experiential Learning through a Business Communication Competition: Do You Have the C-Factor?</div><div><div>TRACK</div>Innovative Instructional Methods</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div><div>Maria Wolfe, Cornell University</div><div>Theomary Karamanis, Cornell University</div><div>The presenters describe the C-Factor competition, an award-winning experiential learning activity that complements the curriculum and enhances student business communication skills. It leverages the excitement of the format of popular TV shows to create a real-life simulation for undergraduate and graduate students to practice their skills. This activity has shown lasting learning outcomes that other institutions can replicate.</div></div></div>

October 29 7:30 p.m. - 8:30 p.m.

APOLLO	<div><div>Beliefs Underlying Corporate Social Responsibility: An Elicitation Study of Employees’ Behavioral, Normative, and Control Beliefs about CSR Engagement</div><div><div>TRACK</div>Social Responsibility, Civic Engagement, Sustainability, and Business Ethics</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Yafei Zhang, West Texas A&M University</div><div>Chuqing Dong, University of Minnesota</div><div>This presentation explores a study of employees’ behavioral, normative, and control beliefs about their participation in the company’s corporate social responsibility (CSR) activities. Via open-ended questions in belief elicitation, results indicate that time commitment was the most important factor in employees’ beliefs in their CSR engagement. This study advances the understanding of employees’ attitudes towards CSR engagement.</div></div>
DOCTOR WHO	Session Chair: Slavica Kodish
DOCTOR WHO	<div><div>AI and the Construction of a New Reality: The 737 Max Case</div><div><div>TRACK</div>Technology, Digital Communication, Social Media, and Web 2.0</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Slavica Kodish, Southeast Missouri State University</div><div>The 737 Max case points to a lack of understanding of the complexity of the communication process and of the need to communicate in a mindful and meaningful manner. This presentation explores artificial intelligence (AI) as becoming an active interactant in the process of communication and a participant in the construction of a new reality, thus adding a new layer of complexity to the process of communication. The tragic crashes of two 737 Max planes bring to the fore the need to understand both the role of AI and the complexity and relevance of communication.</div></div>
DOCTOR WHO	<div><div>The Role of Dynamic Partnership Capability in Strategic Alliance Cycle</div><div><div>TRACK</div>Communication Issues in Entrepreneurship and Innovation Management</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Young-Chan Lee, Dongguk University</div><div>Co-Author: Weiyi Luo, Dongguk University</div><div>Complementarity, Compatibility, Interdependence, Relational Capital, Dynamic Partnership Capability, Information Exchange, Joint Sense-Making, Relationship-Specific Memory, Joint Action, Alliance-Based Performance, Strategic Alliance</div></div>

October 29 7:30 p.m. - 8:30 p.m.

DOCTOR WHO	<div><div>Walmart’s Identity: A Corpus-Based Cognitive Analysis of Discursive Strategies in CEO Discourse</div><div><div>TRACK</div>Executive, Managerial, and MBA Communication</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Zhiyi Zhou, Guangdong University of Foreign Studies</div><div>Co-Author: Chunyu Hu</div><div>The presenter Zhiyi ZHOU is a PhD student from the School of English for International Business, Guangdong University of Foreign Studies, Guangzhou, China. She is academically interested in business discourse study and corpus assisted analysis.</div></div>
GRAVITY	Session Chair: Josephine Walwema
GRAVITY	<div><div>The Transliterate Lives of Foreign Aid Recipients</div><div><div>TRACK</div>Intercultural and Global Communication</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Josephine Walwema, University of Washington</div><div>This presentation examines the communication practices of foreign aid and interrogates how reliance on encyclopedic knowledge of recipients creates a delimited technological expertise that marginalizes the very people they purport to serve. It suggests that designing and disbursing aid would look different if donors engaged transliteracy practices that conceive of literacy as a social expression of a people’s expressed needs.</div></div>
GRAVITY	<div><div>A Comparative Analysis of Organizational Supports to Asian Expatriate Overseas Adjustments</div><div><div>TRACK</div>Intercultural and Global Communication</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Bertha Du-Babcock, City University of Hong Kong</div><div>Hyejung Chang, Kyung Hee University</div><div>These presenters analyze the relative influence of the perceived organizational support on 248 Asian expatriates in their overseas adjustments from quantitative and qualitative perspectives. While the quantitative data examines the impact of the organizational supports on overseas assignments, the qualitative analyses provide in-depth analyses on the effects and types of organizational supports that enhance expatriates’ professional developments.</div></div>

October 29 7:30 p.m. - 8:30 p.m.

GRAVITY	<div><div>Examining Metaphors in Advice-giving to Professional Women</div><div><div>TRACK</div>Organizational Communication</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Amaly Santiago, University of South Florida</div><div>This presenter reports on a study of ten advice-giving texts collected from three well-known corporate women who respectively wrote a book directed to professional women’s growth. The study examined the metaphors and metaphorical expressions found in the advice-giving, their discourse practices, and their constitution of professional women’s identity. The metaphors alluded to self-confidence, integration, diversity, and inclusiveness in the workplace.</div></div>
RIGHT STUFF	<div><div>Session Chair: Polly Graham</div></div>
RIGHT STUFF	<div><div>Providing Effective Feedback to Students: The Medium is the Message</div><div><div>TRACK</div>Scholarship of Teaching and Learning</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Polly Graham, Indiana University Bloomington</div><div>Michael Schmeckebier, Indiana University</div><div>Andrew Bunger, Indiana University</div><div>Relying on student development theory and first-hand teaching experience, this session explores effective classroom practices and assessment techniques, highlighting complexity and the importance of judgement in establishing an inclusive and rigorous environment. Issues of identity, class chemistry, subject matter, and institutional expectations as related to assessment and student learning will be addressed. Participants will interrogate how theory affects practice and set practical goals toward fostering rich classroom learning.</div></div>
RIGHT STUFF	<div><div>Preparing Students to Provide and Receive Meaningful Feedback in a Collaborative and Inclusive Learning Environment</div><div><div>TRACK</div>Innovative Instructional Methods</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Marisa Michaels, University of Arizona</div><div>Kimberly Marchesseault, University of Arizona</div><div>This content will assist educators in preparing their students to provide meaningful feedback and explore tools to develop effective processes that create inclusive and collaborative learning environments in which students on respective undergraduate and graduate levels can enhance their written and oral deliverables.</div></div>

October 29 7:30 p.m. - 8:30 p.m.

SPACE ODYSSEY	<div><div>Session Chair: Craig (CP) Moreau</div></div>
SPACE ODYSSEY	<div><div>Teaching Students Rhetorical Practices for Innovation</div><div><div>TRACK</div>Rhetoric</div><div><div>FOCUS</div>Research</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Craig (CP) Moreau, Carnegie Mellon University</div><div><i>C.R. Anderson Foundation Grant Recipient</i></div><div>What rhetorical practices are available for teaching students innovative rhetoric? This presenter delivers results from a study of how teams in a Fortune 100 enact innovation through a rhetorical practice known as Difference-Driven Inquiry. Additionally, preliminary data from a quasi-experimental study explores the instructional efficacy of teaching that model to students.</div></div>
SPACE ODYSSEY	<div><div>“Imagination” in Business Communication: Course Themes to Support Student Learning</div><div><div>TRACK</div>Scholarship of Teaching and Learning</div><div><div>FOCUS</div>Teaching</div><div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div></div> <div><div>Michal Horton, Baylor University</div><div>Thematic content in business communication courses can serve as an organizing principle in the course and work as a method for reinforcing students’ learning. This presentation explains how a theme can support students’ learning about communication while also serving as an organizing principle for a course. Furthermore, it offers a method for selecting a theme by synthesizing research on habits of mind with approaches to theme course teaching in composition studies.</div></div>

October 29 7:30 p.m. - 8:30 p.m.

STAR TREK Session Chair: Caitlin Hills

STAR TREK **Your Online Toolkit: Mastering the Art of Teaching in the Virtual Landscape**
TRACK Innovative Instructional Methods
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Caitlin Hills, University of Arizona
Lauren Bell, University of Arizona
As online instruction becomes more popular, it is important to note the differences between traditional on-the-ground instruction and online instruction. After attending this presentation, participants will have an “online toolkit” of best practices and strategies to enhance their online instruction. Participants will be able to utilize these tips and techniques to provide students with an engaging and robust online learning experience.

STAR TREK **Teaching Diversity and Inclusion Online: Strategies for Success**
TRACK Diversity and Inclusion
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Allison Schlobohm, University of North Carolina-Chapel Hill
Ivonne Chirino-Klevans, University of North Carolina-Chapel Hill
The presenters will share strategies for creating and leading effective diversity and inclusion courses in virtual settings, including recommendations for both asynchronous and synchronous online content. These strategies are drawn from the presenters’ professional experiences and from teaching related courses for the University of North Carolina Kenan-Flagler’s online MBA program.

STAR TREK **Can You Hear Me Now?: Students’ Perceptions of Care in the Online Learning Environment**
TRACK Scholarship of Teaching and Learning
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Laurie Rogers, Stephen F. Austin State University
It’s all about the attitude! This presentation will discuss the potential influence perceptions of care might have on the college business students’ online learning success. Special emphasis will be placed on the COVID-19 pandemic Spring and Fall 2020 student. Audience discussion and insights on providing care in the online learning environment will be sought.

October 29 8:00 p.m. - 8:45 p.m.

APOLLO **Collaboration Skills and the Value of Targeted Instruction**
TRACK Interpersonal and Non-Verbal Communication
FOCUS Teaching
SESSION TYPE Poster Session

Tara Moore, Elizabethtown College
Data gathered for this study shows that students perceive a lack of instruction in the area of collaborative best practices. Student respondents note receiving assignments requiring teamwork but have not been taught how to perform as a team. This poster presentation includes a review of relevant literature and coverage of potential points of instruction on collaboration.

DOCTOR WHO **Text Mining to Analyze Spoken Vocabulary Tasks**
TRACK Intercultural and Global Communication
FOCUS Research
SESSION TYPE Poster Session

Masaki Yamada, Otaru University of Commerce
Nozomi Ishikawa, Sapporo Otani University
Toshiyuki Sakabe, Hokkaido University of Science
Akiko Shibata, Sapporo Otani University
Hisashi Naito, Hokkai-Gakuen University
This session presents the results of a study to investigate changes in Japanese students’ speaking proficiencies. A one-minute-speaking test before and after training was conducted with students at four universities in Hokkaido in 2019. The authors qualitatively analyzed the results by using text mining. Some qualitative changes or improvements made the learners describe items simply, logically, and comprehensively.

GRAVITY **Collaborating with a Community Partner - Quality is No Accident!**
TRACK Innovative Instructional Methods
FOCUS Teaching
SESSION TYPE Poster Session

Ann Alexander, Grand Rapids Community College
How do you design an academic certificate program that meets the needs of a large regional retailer, its trade association, other degree programs, and transfer institutions? How do you then deliver it to essential workers in the time of COVID-19? This session includes examples, evaluations, and discussion of lessons learned.

THURSDAY

October 29 8:00 p.m. - 8:45 p.m.

RIGHT STUFF

Caught Off Guard by COVID-19 in Your On-Campus Classes?
Colleagues Are Here to Help!

- TRACK Innovative Instructional Methods
- FOCUS Teaching
- SESSION TYPE Poster Session

James Ward, Fort Hays State University

For anyone who struggled in the transition from on-campus teaching to online teaching, this poster session may be ideal. Based on discussions during ABC chapter meetings, this session presents examples of student-generated collaborate/action-based activities: Student PowerPoint and video presentations, mind mapping, concept maps, replying to opened-ended questions that encourage a variety of answers, team activities, and student use of Linoit, VoiceThread, and Yellowdig.

October 29 9:00 p.m. - 10:00 p.m.

COMMITTEE/SIG MEETINGS

APOLLO

Regional Meeting - Asia
Yunxia Zhu, University of Queensland



Image Credit: Jay Fullmer

FRIDAY

October 30 9:00 a.m. - 10:00 a.m.

COMMITTEE/SIG MEETINGS

- DOCTOR WHO ABC Affiliate Ad Hoc Committee
Virginia Grubb, Middle Tennessee State University
- STAR TREK Marketing and Membership Committee
D. Joel Whalen, DePaul University
- SPACE ODYSSEY Teaching with Technology SIG
Jennifer Loney, Portland State University

October 30 10:00 a.m. - 11:00 a.m.

APOLLO

Plenary
Join ABC President Geert Jacobs to learn of strategic planning and more.

October 30 11:00 a.m. - 12:00 p.m.

APOLLO

Session Chair: Jamie Granger

APOLLO

Taking the Express Lane: Offering Effective Business Communication
Mini-Courses

- TRACK Innovative Instructional Methods
- FOCUS Teaching
- SESSION TYPE Regular Presentation (20 minutes)

Jamie Granger, Florida Atlantic University
Michelle Migdal, Florida Atlantic Univeristy
Dominique Fuentes, Florida Atlantic University

As both institutional and student perceptions align regarding the desirability of accelerated courses, and the research indicates that positive perceptions exist regardless of the method of accelerated course delivery, instructors are challenged to offer rich and responsive business communication classes in the accelerated format. This presentation offers suggestions for maximizing student engagement, instructor-student contact hours, and positive academic outcomes.

(continued on the following page)

October 30 11:00 a.m. - 12:00 p.m.

APOLLO

(continued from preceding page)

Application of Problem Based Learning (PBL) in Hands-on Business Communication

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Ana Magalhaes, State of Sao Paulo Technological College

For most technology majors, Business Communication is the only formal instruction they will have on many aspects of business. The instructor has therefore to go beyond text production. A one-semester assignment on designing and implementing a communications program for a make-believe corporation has been a success in raising interest by the students and make them practice business life. Active learning techniques were decisive.

DOCTOR WHO

Session Chair: Brian Hentz

DOCTOR WHO

Search Committee, Interrupted: The COVID-19 Pandemic’s Impact and Influence on the Faculty Recruitment Process

TRACK

Employment Issues in Business Communication

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Brian Hentz, University of Massachusetts Amherst
Brent Lucia, University of Connecticut

The COVID-19 pandemic ushered in substantive disruptions for faculty, who were challenged to meet the demands of stakeholders (e.g., students, administrators) flexibly and skillfully. Among these disruptions, interrupted searches for new full-time business communication faculty presented their unique challenges. The presenters explain how they negotiated these challenges and also offer implications for future search committees in a post-COVID-19 context.

October 30 11:00 a.m. - 12:00 p.m.

DOCTOR WHO

Collegiality and Climate: Employment Issues for Women Faculty in Academia

TRACK

Employment Issues in Business Communication

FOCUS

Research

SESSION TYPE

Regular Presentation (20 minutes)

Ashton Mouton, Sam Houston State University
Lindsay Clark, Sam Houston State University

Tenure and promotion are viewed as objective processes with formal language about productivity in several areas; yet, those policies often are subjectively interpreted. Guided by Structuration Theory, the presenters will share the results of a grounded analysis of institutional documents and interviews that reveal women faculty perceptions of how collegiality is defined, enforced, and evaluated during tenure and promotion review.

DOCTOR WHO

Outside the Business College: Non-tenure Track, Tenure Track, and Adjunct issues in Business Communication

TRACK

Employment Issues in Business Communication

FOCUS

Teaching

SESSION TYPE

Regular Presentation (20 minutes)

Geoffrey Clegg, Midwestern State University

This presentation seeks to provide and advocate for larger support networks for academics teaching business communication outside business colleges, especially non-tenure track and adjunct faculty.

GRAVITY

Session Chair: Jacqueline Mayfield

GRAVITY

The Silent Echo, The Aspiring Voice: How Motivating Language Influences Employee Silence and Voice

TRACK

Organizational Communication

FOCUS

Research

SESSION TYPE

Regular Presentation (20 minutes)

Jacqueline Mayfield, Texas A & M International University
Milton Mayfield, Texas A & M International University
Robyn Walker, University of Southern California

Presenters report on a study that provides evidence on how leader motivating language (ML) use enhances follower voice and silence. Evidence from a 715 respondent sample showed that ML used increased prosocial voice and silence substantially while also decreasing acquiescent and defensive voice and silence. As such, leaders can use ML to improve overall workplace communications while creating workplace dialogues.

(continued on the following page)

October 30 11:00 a.m. - 12:00 p.m.

	<i>(continued on the following page)</i>
GRAVITY	Fostering Inclusive Documentation Practices by Teaching Disability Studies in Technical and Professional Communication: A Case Study <div><div>TRACK</div>Diversity and Inclusion</div> <div><div>FOCUS</div>Teaching</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Kristin Bennett, Arizona State University</div> <p>Technical and professional communication often seek to assimilate disability into normative structures through its erasure. To resist such normalizing tendencies and promote inclusivity, instructors should integrate disability studies into their courses. This presenter offers a theoretical framework and practical insights to illustrate how disability studies can facilitate the interrogation of normative documentation practices and the generation of more inclusive documentation.</p>
GRAVITY	The Concept of Peer Motivating Language and its Relationship with Employee Outcomes <div><div>TRACK</div>Interpersonal and Non-Verbal Communication</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Doreen Hanke, McNeese State University</div> <p>This presenter reports on a cross-national study that builds upon the leadership, leadership communication, and organizational behavior literature to develop the construct of peer motivating language and examine its effects on employee outcomes in organizations. The use and development of motivating language in organizations may help change the way effective business communication is conducted in firms. Findings show that peers’ use of motivating language in organizations has the potential to significantly influence employee attitudes and behaviors in the USA and India.</p>

October 30 11:00 a.m. - 12:00 p.m.

RIGHT STUFF	Session Chair: Dana Bible
RIGHT STUFF	Mind the Hedge: An Examination of Executive Language within Shareholder Letters and its Correlation to Financial Performance within the Oil, Gas, and Energy Industry <div><div>TRACK</div>Executive, Managerial, and MBA Communication</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Dana Bible, Sam Houston State University</div> <div><i>Co-Author:</i> Carly Bessire, Sam Houston State University</div> <p>Annual shareholder letters provide critical qualitative information about a company that can be used to influence shareholder perception. The presenter reports on a study of shareholder letters from ten oil, gas, and energy executives to determine if a relationship between high usage of hedge/inflation words and financial performance exists.</p>
RIGHT STUFF	Adapting to a Changing World: A Longitudinal Analysis of Corporate Social Responsibility in the Banking Industry <div><div>TRACK</div>Social Responsibility, Civic Engagement, Sustainability, and Business Ethics</div> <div><div>FOCUS</div>Research</div> <div><div>SESSION TYPE</div>Regular Presentation (20 minutes)</div> <div>Katharine Miller, University of Wisconsin - Whitewater</div> <div>Lauren Hearit, Hope College</div> <p>The presenters provide a comparable case study in exploring corporate social responsibility (CSR) rhetoric by two of the largest companies in the financial industry—JPMorgan Chase and Wells Fargo. The researchers examined how, over the last ten years, CSR and employee engagement have become of increasing importance in an industry seeking to regain its actional legitimacy with the public.</p>

October 30 11:00 a.m. - 12:00 p.m.

SPACE ODYSSEY Session Chair: Ryan Wold

SPACE ODYSSEY **Test It Out on Your Next Project: The Risky Rhetoric of Freemium Communication Tools**

TRACK Technology, Digital Communication, Social Media, and Web 2.0
FOCUS Research
SESSION TYPE Regular Presentation (20 minutes)

Ryan Wold, University of Minnesota, Twin Cities
Many business communication tools, such as Zoom and Slack, practice the freemium pricing model, offering a version of the product for free and charging a premium for additional features. This presentation shows how the rhetoric in the marketing materials for freemium tools encourages employees to experiment with unsanctioned communication tools, which can put their company at risk.

SPACE ODYSSEY **Creating an Interactive Community through Instructor Presence and GROUPME**

TRACK Scholarship of Teaching and Learning
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Kimberley Williams, University of Alabama
When creating an online course, instructors must be deliberate about creating a sense of interactivity and community among their students. Using the dimensions of instructor/teaching presence and the GROUPME application platform, instructors can intentionally design a course geared towards student success. This presentation aims to showcase the benefits of such a combination and the impact that it can have on student engagement and satisfaction.

October 30 11:00 a.m. - 12:00 p.m.

STAR TREK Session Chair: Erin Paradis

STAR TREK **You Must Maslow Before You Bloom: Integrating Motivational Learning Theory in Business Communication Virtual Learning Spaces**

TRACK Scholarship of Teaching and Learning
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Erin Paradis, University of Arizona
Application of motivational learning theory to business communications online classrooms has potential for strengthening student self-awareness. Using Maslow’s Hierarchy of Needs as a framework may augment student-instructor connections in virtual spaces. An emphasis on intrapersonal skill development through strategic reflective practices can support learner needs and promote interpersonal communication skills as well, culminating in students’ ability to frame audience-centered messages.

STAR TREK **Knowledge Transfer and Valuable Strategies: Adult Students’ Perspectives on Learning Business Communication Skills in a Hybrid/Online Environment**

TRACK Scholarship of Teaching and Learning
FOCUS Teaching
SESSION TYPE Regular Presentation (20 minutes)

Zsuzsanna Palmer, Grand Valley State University
This presentation focuses on topics and communication strategies adult students rate highly in a hybrid accelerated business communication course. The presenter will provide an overview of the accelerated hybrid curriculum of this undergraduate course and will share qualitative analysis findings based on the end-of-semester reflections from three different courses within this program that highlight student learning and knowledge transfer.

October 30 11:00 a.m. - 12:00 p.m.

STAR TREK

What Happens to Global Virtual Teams When a Pandemic Hits? Maintaining Normalcy and Motivation with Disruption All Around

- TRACK Technology, Digital Communication, Social Media, and Web 2.0
- FOCUS Research
- SESSION TYPE Regular Presentation (20 minutes)

Jolanta Aritz, University of Southern California
Carolyn Fleischmann, University of Applied Sciences Ansbach
Peter Cardon, University of Southern California
Kristen Getchell, Babson College
Rose Helens-Hart, Fort Hays State University
Kirsti Iivonen, Aalto University
Frank Insignares, ONIRIS National Graduate Institute of Veterinary Medicine, Food Science Technology & Engineering
Xiaoli Li, University of Dayton
Minna Logemann, Baruch College, The City University of New York
Juan Palmer, Universitat Jaume I
Archana Shrivastava, Birla Institute of Management Technology
Scott Springer, Brigham Young University-Hawaii
James Stapp, Oklahoma State University
Naomi Warren, University of Southern California
Karen Woolstenhulme, Utah State University
Eigirdas Zemaitis, Vilnius University Business School (VGTU)
Miguel Ruiz-Garrido, Universitat Jaume I
Co-Author: Stephanie Swartz, Mainz University of Applied Sciences
Co-Author: Terri Elhaddaoui, Kennesaw State University

The COVID-19 pandemic disrupted higher education across the world. This panel shows how a group of global professors from 14 institutions located in seven countries managed a global virtual teams project during this challenging situation. Also, this presentation shows what these students from roughly 40 countries thought were the primary team and communication challenges.

October 30 12:00 p.m. - 1:00 p.m.

APOLLO

Voices of Leadership: CEO Discourse as Embodied and Enacted

- TRACK Executive, Managerial, and MBA Communication
- FOCUS Consulting & Practice
- SESSION TYPE Group Panel (60 minutes)

Aaron Phillips, University of Utah
Kathryn Canas, University of Utah
Jennifer Cummings, University of Utah

This presentation charts new territory in the conversation around CEO discourse by analyzing the surprisingly under-studied visual, spoken, and nonverbal aspects of CEO communication. The panelists undertake a multidimensional audio-video analysis of CEO speeches at crucial moments of change and challenge in their organizations, revealing key elements of effective change leadership.

GRAVITY

A New Lens on a Pedagogical Standard: Aligning Case Studies with Your Curriculum

- TRACK Scholarship of Teaching and Learning
- FOCUS Teaching
- SESSION TYPE Group Panel (60 minutes)

Susanna Clason, University of Cincinnati
Laura Barrett, University of Kansas
Tracy Blasdel, Rockhurst University
Rose Helens-Hart, Fort Hays State University
Theresa Wernimont, Colorado State University

Join panelists to discuss how cases can be used to reinforce the applicability of theory and communication competencies to real-world situations and enhance student learning. During this interactive session, experience how easy the process can be to identify ideal cases, write a brief case, use case studies for a variety of learning and program outcomes, and develop evaluation rubrics.

October 30 12:00 p.m. - 1:00 p.m.

RIGHT STUFF

Old Habits, New Reality: Making the Struggle to Learn Visible Again

- TRACK Scholarship of Teaching and Learning
- FOCUS Teaching
- SESSION TYPE Group Panel (60 minutes)

Justin McGlothlin, Miami University
Pam Chisum, Miami University
Jacob Matig, Miami University
James Johnson, Miami University
Theresa Evans, Miami University

The Pandemic forced everyone to make concessions and innovate their teaching of business communication. The panel of First-Year Integrated Core faculty from Miami University discusses the divide between the perception of engagement and the reality of engagement (student and faculty) and shares the pedagogies and innovations that will have a long-lasting impact on the program.

SPACE ODYSSEY

Our First or Best Communication Consulting Gigs: Yours Too

- TRACK Consulting and Training
- FOCUS Consulting & Practice
- SESSION TYPE Group Panel (60 minutes)

Rita Owens, Boston College
Karin Goettsch, University of Minnesota & Concordia University
James Stapp, Oklahoma State University
Eric Waters, Marquette University

Many ABC colleagues have had consulting, training, and coaching experiences, sharing their vast business communication knowledge. While it can be daunting to begin a consulting practice, it is also very rewarding and can enhance professional development. Come to this dynamic panel presentation to learn from others who have had a variety of consulting experiences, especially memorable ones. Personal stories welcome at our live Q/A session with the audience!

October 30 12:00 p.m. - 1:00 p.m.

STAR TREK

Linguistic Approaches to International Business Communication

- TRACK Intercultural and Global Communication
- FOCUS Research
- SESSION TYPE Group Panel (60 minutes)

Sana Reynolds, Baruch College, City University of New York
Stefan Diemer, Trier University of Applied Sciences
Marie-Louise Brunner, Trier University of Applied Sciences, Institute for International and Digital Communication
Sofie Decock, Ghent University

This panel presentation will explore applied linguistic approaches to international business communication. Linguistics can inform international business communication in genre, vocabulary, morphosyntax and semantics, from business negotiations and sales talk to e-mails, customer care, and global company websites. This presentation will discuss the impact that multilingualism has on business interactions, team leadership, and intercultural negotiations. It will include information on corpus analysis and multimodal discourse studies that delineate and refine new genres, such as social media communication and virtual business meetings. The panel will also examine how data-driven quantitative linguistic analysis enhances the study of the development, application, and impact of automatic translation and interactive bots.



October 30 12:00 p.m. - 1:00 p.m.

STAR WARS

Presentation as Reality: The Power of Rhetorical Norms

Those who address job search skills teach within a context where “perception is reality.” This panel addresses issues raised by rhetorical norms built on and still nearly synonymous with the preferred practices of western white males with high social and economic status. These assumptions of professionalism present ethical and pedagogical challenges for students from other cultures, ethnicities, or genders.

- TRACKRhetoric
- FOCUSTeaching
- SESSION TYPEGroup Panel (60 minutes)

Managing Organizational Ethos: Business Dress as Visual Rhetoric

Valerie Creelman, Saint Mary’s University

Employees participate daily in a rhetorical process of impression management and personal branding. The accounting industry demonstrates the use of business attire as visual rhetorical deployed to establish an employee’s credibility. The relaxation of dress codes to recruit and retain younger employees presents challenges for employers and for employees who must navigate the appearance labour of impression management.

Professional Dress™ as a Rhetorical Act: Shaping Perceptions and Reality, One Suit at a Time

Ruby Nancy, University of Minnesota Duluth

From job fair events for students to advice on executive grooming, professional dress is a near-ubiquitous focus for anyone seeking employment. Workplace dress codes frame expectations of belonging, and sartorial choices are rhetorical choices, with significant consequences. Drawing on the scholarship of Manthey, Gee, and Bourdieu, this presentation highlights the rhetorics of professional dress.

Assertively Well-Groomed: Perception and Reality of Professional Women

Dale Cyphert, University of Northern Iowa

Rhetorical scholars have come to understand the processes by which communities direct and discipline their members, instantiating power relationships and perpetuating normative practices with discourse structures perceived by participants as a beneficial reality (Marx, Gramsci, Althusser). This paper questions the business communication professor’s complicity as we train and encourage our charges in the behaviors, appearances, and discourses of professionalism.

Presenting the Professional Self: The Reality of LinkedIn

Danica Schieber, Sam Houston State University

This presentation discusses the perception of professionalism on LinkedIn profiles, which serve to present a professional self within the normative disciplines of that commercial platform. Rhetorical principles can be used to explain and guide students’ portrayal of professionalism on an online professional platform. This presentation will discuss the various implications for our pedagogical goals, methods, and outcomes.

October 30 1:00 p.m. - 2:30 p.m.

APOLLO

My Favorite Assignment III

D. Joel Whalen, DePaul University, Moderator

Discover the latest classroom assignment creations from your ABC colleagues. Come to share ideas and take home some techniques during this energetic, popular session.

- TRACKInnovative Instructional Methods
- FOCUSTeaching
- SESSION TYPELightning Roundtable (60-80 minutes)

Students’ Case Writing: A Wiki Approach

Suwichit Chaidaroon, National University of Singapore

Trends in Corporate Culture Individual and Team Research

Bethany Tisdale, University of South Carolina

Take Someone to Lunch

Susan Luck, Pfeiffer University

Using Infographics to Teach Professional Skills

Sarah Clements, University of Arkansas at Little Rock

Writing for the Business School Blog: Telling an Engaging Story to a Diverse Audience

Laura Barrett, University of Kansas

The Triple Play for Improving Team Performance

Christina Moore, Texas State University

Making Individual Commitment Matters in a Group Research Project

Yingqin Liu, Cameron University

The Virtual Business Professional Project: A Means of Honing Business Students’ Virtual and Cross-cultural Communication Skills

Aiste Ptakauske, Vilnius Gediminas Technical University

Let the Cat Out of the Bag! - Raising Intercultural Awareness With Hedgehog Giraffe and Co.

Marie-Louise Brunner, Trier University of Applied Sciences, Institute for International and Digital Communication

Stefan Diemer, Trier University of Applied Sciences

Persuasive Messaging via Italian Opera, Horror Novelists, Pop Stars, and the Rainbow Fruit Company

Christopher McKenna, Stephen F. Austin State University

Real News, Fake News

Andrew Hunt, Ohio University

Turning the Table: A Classroom Focused Tool to Teaching Crisis Communication and Strategies for Business Students

Raihan Jamil, Zayed University

(continued on following page)

October 30 1:00 p.m. - 2:30 p.m.

APOLLO	My Favorite Assignment III <i>(continued from preceding page)</i> What do I Want and Who’s Going to Give it to Me? Robyn Albers, Zayed University Remote Interview Activity Using Flipgrid Reid McLain, Hankuk University of Foreign Studies Resume and Cover Letter Speed Dating Sandra Dean, Jacksonville University CEOs And Apologies: Lessons In Crisis Communication Payal Mehra, Indian Institute of Management Lucknow
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October 30 4:00 p.m. - 5:00 p.m.

APOLLO	Session Chair: Mollie Hartup
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APOLLO	Privileging Interaction Over Perfection—Does it Matter? <div>TRACKOrganizational Communication</div> <div>FOCUSResearch</div> <div>SESSION TYPERegular Presentation (20 minutes)</div> Mollie Hartup, Kent State University COVID-19 disrupted higher education, forcing students to finish school remotely. Various schools responded by implementing virtual year-end ceremonies. However, often these “virtual events” consisted only of a video for the viewer to watch. The present study explores the experience and perceptions of sense of belonging among college students who attended at least one virtual event in 2020.
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APOLLO	Inherent Biases in Algorithms: An Ethical Obligation for Organizational Transparency <div>TRACKOrganizational Communication</div> <div>FOCUSResearch</div> <div>SESSION TYPERegular Presentation (20 minutes)</div> Ralph Palmer, Indiana State University Algorithms have become ubiquitous in our daily lives. This presentation, through a review of case studies, will examine the inherent bias of human-designed algorithms. The presentation will argue that more transparent disclosure from vendors of these algorithms is necessary to establish ethical communications practices and ensure society’s right to an explanation for any algorithmic decision affecting it.
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October 30 4:00 p.m. - 5:00 p.m.

APOLLO	Leadership Language: Creating an Empowering Organizational Culture <div>TRACKOrganizational Communication</div> <div>FOCUSConsulting & Practice</div> <div>SESSION TYPERegular Presentation (20 minutes)</div> Courtney Hawk, University of South Florida / Hawk L&D Innovations Strengthening communication in the workplace has never been as essential. Organizations can utilize leadership language to empower employees and create an inclusive corporate culture. This presentation will examine leadership language and how it’s used in the workplace to motivate and support others and create effective collaboration experiences. The presenter will also discuss how to quantify the impact leadership language has on organizational culture.
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DOCTOR WHO	Session Chair: Samuel Head
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DOCTOR WHO	Leadership Styles and Partner Collaboration in Service-Learning Business Communication Courses <div>TRACKScholarship of Teaching and Learning</div> <div>FOCUSTeaching</div> <div>SESSION TYPERegular Presentation (20 minutes)</div> Samuel Head, Brigham Young University - Idaho Ill-understood complexity in service-learning business courses can result in unethical authority imbalances and marginalized partners. Instead, collaborative partnerships should rely on effective and conscientious “listening” and community partner involvement. This presentation offers a matrix for navigating leadership and collaboration in writing partnerships. This matrix can help capture the parameters of collaboration to allow stakeholders to negotiate authority within a partnership.
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DOCTOR WHO	From the Classroom to the Boardroom: Developing Leaders to Do the Right Thing <div>TRACKInnovative Instructional Methods</div> <div>FOCUSTeaching</div> <div>SESSION TYPERegular Presentation (20 minutes)</div> Peggy Odom-Reed, Cornell University This session will discuss a creative education-industry approach to teach business ethics and communication to undergraduate and graduate students. This pedagogical approach emphasizes learning and discovery through role-play in a business simulation. Participants will gain information on how to use or adapt this assignment to develop students to address ethical issues and learn how to lead with integrity.
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October 30 4:00 p.m. - 5:00 p.m.

GRAVITY Session Chair: Jane Strong

GRAVITY **Online Personal Reputation Repair: Viral Instagram Post Takes a Near Fatal Bite out of College Student’s Online Persona**

TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Jane Strong, University of Wisconsin - Eau Claire
Bridget Kurtenbach, University of Wisconsin - Eau Claire

Social media is an integral part of college students’ lives. The perception is that educators know how to manage their online personas. But how many educators really know the damage one bad social media post can have? Attendees will leave with strategies their students can use to manage their online personas and do effective reputation repair when needed.

GRAVITY **An Exploration of Student-Professor Social Media Relationships**

TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Research

SESSION TYPE Regular Presentation (20 minutes)

Mark Cistulli, Central Connecticut State University
Jason Snyder, Central Connecticut State University

This session examines student-professor personal social media relationships, based on results from a survey of 428 undergraduates. Previous workplace research exploring supervisor-subordinate social media relationships has established that when employees perceive infringement on their privacy, they view their supervisor as less trustworthy. Given the comparable power dynamics at play between professors and students, this study asks if similar results can be expected.

October 30 4:00 p.m. - 5:00 p.m.

RIGHT STUFF Session Chair: Lance Cummings

RIGHT STUFF **Teaching Coding Rhetorics Using Markdown in the Business Writing Classroom**

TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Lance Cummings, University of North Carolina Wilmington

Though business writers may not need to become computer programmers, writers should be familiar with how code works and how to adapt their writing and composing process to these new contexts. Attendees will leave with a better understanding of how code relates to every kind of business writing and how this could and should be easily implemented in business writing curricula.

RIGHT STUFF **Presentation Rubric Design and Ableism: Towards a More Inclusive Rubric**

TRACK Diversity and Inclusion

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Melissa Geil, University of North Carolina-Chapel Hill

Evaluating presentations in professional schools require rubrics that reflect real world expectations for the discipline. Those best practices, however, may not be able to be met by individuals with visible and/or invisible disabilities. As professional schools and the corporate world move towards inclusivity, we must consider how to revise our presentation evaluation metrics to be less ableist and more inclusive.

RIGHT STUFF **A Comparative Analysis of Peer Evaluation Quality within Class Sections and Cross-Sections**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Jane Strong, University of Wisconsin - Eau Claire

This presentation explores peer evaluation as a valued workplace skill. Integrating effective peer feedback strategies into an introductory business communication course supports student development as they practice honest, constructive, and critical evaluation. By gaining insight into how students deliver peer evaluations in-person vs. virtual, instructors can better prepare students to communicate in an increasingly complex business environment.

October 30 4:00 p.m. - 5:00 p.m.

STAR TREK Session Chair: Janis Forman

STAR TREK **Teacher-Scholar Journeys: An Update**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Janis Forman, University of California-Los Angeles

The purpose of this presentation is to update the ABC membership about the progress on a new anthology, “Teacher-Scholar Journeys,” to be published as the first in a book series by ABC. The essays for the collection will be written by leaders in the field who have been invited to reflect on the links between their teaching philosophy and research and between their personal and professional lives.

STAR TREK **Developing a Literary Journal in a Professional Writing Class: A Collaborative Multi-Modal Report**

TRACK Scholarship of Teaching and Learning

FOCUS Teaching

SESSION TYPE Regular Presentation (20 minutes)

Barbara George, Kent State University, Salem

This presentation discusses a Professional Writing capstone project where students developed a proposal and a feasibility report to begin a literary journal on a small campus, which is currently without a literary journal. This presentation will share the assignment documents and the final proposals and multi-modal mock-up and reports with the audience.

October 30 5:00 p.m. - 6:00 p.m.

DOCTOR WHO **Research Roundtable**

TRACK Organizational Communication

FOCUS Research

SESSION TYPE Research Roundtable

This roundtable invites participants to describe a text, event, or case in business communication that they researched, and to explain and discuss their approach and method. The aim of the roundtable is to exchange ideas on different research methods and approaches to business communication from qualitative, quantitative, mixed methods, and interpreting perspectives.

(continued on following page)

October 30 5:00 p.m. - 6:00 p.m.

(continued from preceding page)

Resume Writing, Nudging, and Generating Impression

Meg Barnes, University of Mississippi

This research uses a social-cognitive framework to compare effects of resume formats on reviewers using both traditional and self-presentation resume formats. The implications of the outcomes of the study are expected to contribute to literature and inform resume writing, scanning and reviewing practices. The presentation will discuss the study, brainstorm follow-up and seek ABC collaborators for future resume studies.

College Sports Recruiting Amidst a Pandemic

Karlee Postheher, California State University, Monterey Bay

The purpose of this study is to explore which computer-mediated communication is used to facilitate coach/recruit communication amidst the COVID-19 pandemic within the American college sports industry. This is a continuing study in its early stages aimed at understanding the creative computer-mediated communication of those involved in the recruitment industry to continue to work through the pandemic.

Using Corporate Public Discourse to Practice Power: An Integrated Approach to the Deconstruction of Inclusion and Diversity Report

Junhua Wang, University of Minnesota

This research examines ten diversity and inclusion (D&I) reports from a linguistic perspective. It develops understanding of different illocutionary actions adopted, investigates common rhetorical moves used within the D&Is, sets a research model for examining public discourse from an integrated linguistic and rhetorical approach and sheds light on teaching effective corporate business reports in business communication.

Pandemic Effects on Information Design

Sushil Oswal, University of Washington

This study analyzes the communicative purposes, audiences and approaches of publications of advisory and informational documents from major organizations, such as the CDC and the WHO, on the COVID-19 pandemic. The variety of purposes encompassed by these publications provides a valuable opportunity to examine information design.

October 30 6:00 p.m. - 7:30 p.m.

APOLLO

My Favorite Assignment IV

D. Joel Whalen, DePaul University, Moderator

Discover the latest classroom assignment creations from your ABC colleagues. Come to share ideas and take home some techniques during this energetic, popular session.

- TRACK Innovative Instructional Methods
- FOCUS Teaching
- SESSION TYPE Lightning Roundtable (60-80 minutes)

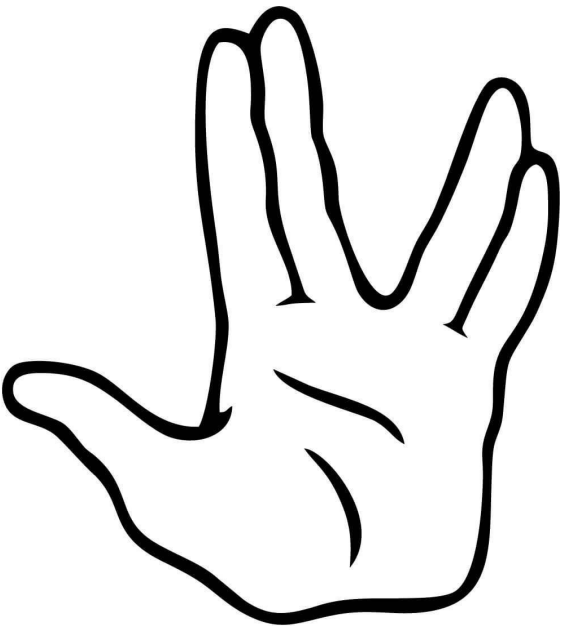
- So, You’re Assigning a Literature Review: A Moves-Step Framework for Helping Students Engage More Meaningfully with Literature**
Joshua Lenart, University of Utah
- Should Organizations Engage in Global Diplomacy? The Case of the NBA and China**
Peter Cardon, University of Southern California
- Teaching Business Correspondence with Simulations**
Junhua Wang, University of Minnesota
- Reflection Comments: Students Review Feedback, Assess Their Own Performance, and Plan for the Future**
Jenny Morse, Colorado State University
- What’s the Deal with Dishes?**
Ryan Wold, University of Minnesota, Twin Cities
- Teaching Healthcare Business Communication with Edublogs**
Leslie Ramos Salazar, West Texas A&M University
- Don’t Just Take TED’s Word for It**
Andy Spackman, Brigham Young University
- Applying Improv Comedy Techniques to Teaching Business Communication**
Mark Evans, Texas State University
- Finding Crisis Communication in My Fandom: A Researched Report and Oral Presentation**
Tara Moore, Elizabethtown College
- Icebreaker—Find Someone Who Lives in a Town with a Population of Less than 1000 and is the Barbed Wire Capital of the World**
James Ward, Fort Hays State University
- Start-of-the-Semester Video Discussion Board**
Scott Springer, Brigham Young University-Hawaii
- “Personal Website Creation Makes For A Perfect Final Exam”**
Ann Springer, Brigham Young University-Hawaii
- Communication Potluck**
Courtney Hawk, University of South Florida / Hawk L&D Innovations

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October 30 6:00 p.m. - 7:30 p.m.

(continued from preceding page)

- The Cookie Report: Findings, Conclusions, and Recommendations**
Linda Macdonald, Dalhousie University
- Overcome Cultural Barriers and Foster an Inclusive and Productive Team Work Process**
Marion Philadelphia, University of Southern California
- Under the Lights and the Pressure: On-Camera Crisis**
Alisa Agozzino, Ohio Northern University



FRIDAY

October 30 8:00 p.m. - 9:30 p.m.

APOLLO

How Do You Teach Diversity and Inclusion? II

Jacquelyn Lowman, University of Maine at Presque Isle, Moderator

In this forum, panelists—and audience—will discuss best practices. Participants will share a favorite diversity and inclusion assignment in a lightning round where each will have a few minutes to present. This will help people to start thinking about diversity and inclusion in their teaching, research, and daily lives: the things they currently do, the opportunities to do more.

TRACK

Diversity and Inclusion

FOCUS

Teaching

SESSION TYPE

Lightning Roundtable (60-80 minutes)

Using Bafa Bafa to Teach Cultural Diversity

Rebecca Dawn Heino, Georgetown University

Using the Modern Elder Approach to Create Generational Synergy in the Online Classroom

David Healey, Purdue University Global

What Is Your Superpower?

Fadia Nordtveit, Smith College

Creating University Recruiting Brochures for International Audiences

Zsuzsanna Palmer, Grand Valley State University

Considering Diversity, Poverty and Ethics in the Union Carbonide Disaster: A Case For Young Business Leaders

Sheila B. Lalwani, Bentley University

Teaching Accessibility for Disabled Users through COVID-19 E-government Documents

Sushil Oswal, University of Washington

Developing a Global Mindset with Google’s Tour Creator and 360 Virtual Reality Tour

Larissa Ramos, Univeristy of Miami

Finding Common Ground Through Rhetorical Impact

Courtney Hawk, University of South Florida / Hawk L&D Innovations

Workplace Diversity Awareness Statement

Laura Messano, Adelphi University

Learning from YouTube Videos and Online Comments about Neurodiversity

Peter Cardon, University of Southern California

October 30 9:00 p.m. - 10:00 p.m.

TWILIGHT ZONE

Research Committee Meeting

Sky Marsen, Flinders University

SATURDAY

October 31 10:00 a.m. - 12:00 p.m.

APOLLO

Helping Perception Match Reality Online: Creating an Academic Social Media Plan for Academic Programs and Individual Scholars

TRACK

Technology, Digital Communication, Social Media, and Web 2.0

FOCUS

Consulting & Practice

SESSION TYPE

Workshop (2 hours)

Stephen Carradini, Arizona State University

This workshop will guide teachers, scholars, and administrators through the process of creating an academic social media presence. Attendees of all levels (from no social media experience to expert) can expect to walk away with an actionable, realistic social media plan that will aid in matching reality with perception regarding your work.

DOCTOR WHO

Earn Accreditation in SOCIAL STYLE® to Expand Students’ Communication Skills: Writing, Presenting, Engaging, and Leading

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Workshop (2 hours)

Judy Tisdale, University of North Carolina- Chapel Hill

David Collins, TRACOM Group

Daisy Lovelace, Duke University

Jana Seijts, Western University

Earn accreditation in SOCIAL STYLE®, a communication skills program used by companies in over 100 countries, and integrate this profile into your business communication courses. Using SOCIAL STYLE®, students can quickly analyze an audience to tailor written messages or presentations, build confidence for job/career interviews, engage strategically when leading sideways, and demonstrate versatility in today’s multi-cultural, multi-national business environment.

GRAVITY

Transformative Learning: Starting a Student-Run Business Podcast

TRACK

Innovative Instructional Methods

FOCUS

Teaching

SESSION TYPE

Workshop (2 hours)

Marianna Richardson and Jake Conlin, Brigham Young University

Co-Authors: Andrea Cabrera, Mark Sherman, Rachel Smith, and Spencer Williams, Brigham Young University

Transformative learning theory is for adult learning and utilizes disorienting dilemmas to challenge students’ thinking, providing positive-growth experiences. Business podcasting is a positive way for students to have those transformational experiences. This workshop will provide the skills to start a podcast and offer ideas on how to encourage students to transform into meaningful business communicators.

98 Strengthening B-comm in an Era Where Perception is Reality • October 27-31, 2020

Association for Business Communication • 85th Annual International Conference • Online 99

October 31 12:00 p.m. - 1:00 p.m.

APOLLO

Perception vs. Reality: Misinformation and Disinformation in Corporate and Workplace Communication

Sam DeKay, VP - BNY Mellon Corporation, Moderator

This panel, sponsored by the ABC Business Practices Committee, will include three presentations that offer original research concerning the ways in which misinformation and disinformation influence the content of corporate and workplace communications and their rhetorical exigences, the methods by which messages are communicated, and the intended (or unintended) consequences of these communications.

TRACK Organizational Communication

FOCUS Research

SESSION TYPE Group Panel (60 minutes)

Speaking of Misinformation, Let’s Talk Reverse Mortgages!

David Leapard, Eastern Michigan University

A relatively new instrument has emerged on the financial scene—the reverse mortgage. The industry has recruited celebrities, including Henry (The Fonz) Winkler and Tom Selleck, to extol the virtues of this product. This presentation will examine the combination of misinformation and accurate information that has accompanied communications sponsored by reverse mortgage providers.

How Transparent are Vendors about the Algorithms for Job Hiring Software?

Naomi Warren, University of Southern California

Peter Cardon, University of Southern California

Hundreds of software vendors are developing platforms to help recruiters more effectively attract and hire talent. There are many high-profile examples of algorithm-driven, automated systems failing because of design, development, or other biases. This presentation examines the claims of dozens of these vendors and identifies ways in which these claims inform, misinform, and disinform potential users of the technology.

On the Outside But Thinking We’re In: Information, Misinformation, Disinformation and the Lack of Knowledge that Drives our Opinions

Susan Luck, Pfeiffer University

Information, misinformation, disinformation, and “knowledge” are discrete terms, but their meanings exist only in the interrelationships between these concepts. This presentation will explore these interrelations by examining several recent legal actions—in which I served as an arbitrator, mediator, or television news writer—that bring the concepts into sharp focus. These actions will include cases involving the Duke University Lacrosse Team and Wells Fargo Bank.

October 31 12:00 p.m. - 1:00 p.m.

DOCTOR WHO

Welcoming Perceptions in the Classroom: Navigating Power Dynamics, Boundaries, and Limitations with Students

TRACK Rhetoric

FOCUS Teaching

SESSION TYPE Group Panel (60 minutes)

Marcy Orwig, University of Wisconsin-Eau Claire
Matthew Search, Oregon Institute of Technology
Veronica Koehn, Oregon Institute of Technology
Kari Birrer-Lundgren, Oregon Institute of Technology

“In an era where perception is reality,” how do we navigate how students perceive us and our classrooms, as well as how students themselves will eventually be perceived on the basis of their skills, professionalism, and a variety of other factors? This panel will discuss how to navigate power dynamics, boundaries, and limitations with students while strengthening their communication skills.

GRAVITY

Graduate Studies Sponsored Panel: Emerging Trends in Business and Professional Communication (Round 2)

Stephen Carradini, Arizona State University, Moderator

Graduate students are often engaged in boundary-pushing and field-expanding work. This second panel highlights more contributions of graduate students to business and professional communication scholarship. ABC graduate students will present on their research and teaching surrounding emerging issues.

TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Research

SESSION TYPE Group Panel (60 minutes)

Commodification of English and Linguistic Creativity on Douyin: Translanguaging, Language Ideologies and Humor

Yaqian Jiang, University of South Florida

This study explores how a popular microcelebrity on a Chinese short video app (Douyin/Tiktok) draws on multiple semiotic resources and his multilingual repertoire to promote his online English lessons. The analysis shows how translanguaging as a means of linguistic creativity is used to commodify language and to attract followers, while at the same time reinforcing standard, monolingual language ideologies.

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October 31 12:00 p.m. - 1:00 p.m.

GRAVITY **Welcoming Perceptions in the Classroom: Navigating Power Dynamics, Boundaries, and Limitations with Students**
(continued from preceding page)

A Communication-based Approach to Integrating Augmented Reality Content into Aviation Weather Training
Philippe Meister, Iowa State University
Co-Author: Michael Dorneich, Iowa State University

Aviation weather training materials were enhanced with augmented reality weather models and flight scenarios. The pedagogy and usability of these enhancements is discussed, as well as their role in the curriculum.

Creating Chatbot for Better Accessibility to Purdue Graduate School
Jianfen Chen, Purdue University
Sungae Kim, Purdue University

Office of International Students and Scholars (ISS) at Purdue has been challenged to offer timely answers to queries from international scholars and students in the uncertain times of COVID-19. To meet users’ needs, this study explores the feasibility of creating a webpage-based Chatbot as an AI communication tool to assist international users with their less complicated yet frequent queries.

RIGHT STUFF **Getting Your Business Communication Research Funded**

TRACK Rhetoric

FOCUS Research

SESSION TYPE Group Panel (60 minutes)

Jacob Rawlins, Brigham Young University
Jacqueline Mayfield, Texas A & M International University
Milton Mayfield, Texas A & M International University
Sara Doan, Kennesaw State University

Conducting original research in the discipline of business communication can be expensive. The C. R. Anderson Research Fund (CRARF) was established to promote excellent research on business communication topics by providing grants to ABC members. In this presentation, members of the CRARF Committee will introduce the fund and provide specific instructions on how to successfully apply for funding.

October 31 12:00 p.m. - 1:00 p.m.

SPACE ODYSSEY **Practitioner Perspectives for Digital Workplaces: Strengthening Business Communication Research through Remote Methods**

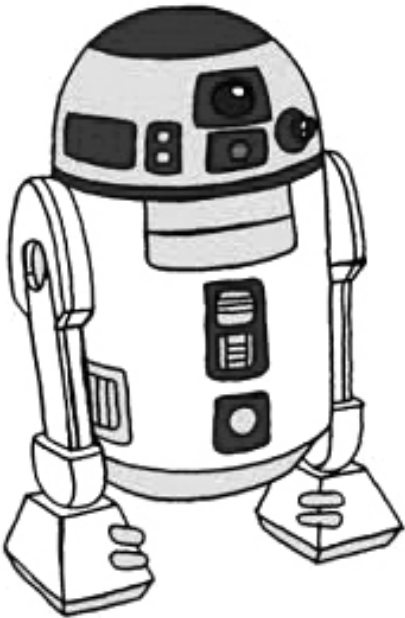
TRACK Technology, Digital Communication, Social Media, and Web 2.0

FOCUS Research

SESSION TYPE Group Panel (60 minutes)

Samantha Cosgrove, University of North Texas
Katlynnne Davis, University of Minnesota
Nupoor Ranade, North Carolina State University

This panel explores remote qualitative interviewing practices to help answer the following questions: How can remote, qualitative interviews strengthen business communication research and how to conduct them effectively? Further, how are remote interviews and other remote methods valuable for studying practitioner perspectives of their work with social media and adaptation to Web 2.0 communication strategies?



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The Association for Business Communication-Southwestern U.S.
in collaboration with ABIS
presents its

2021 Virtual Conference



March 17 – March 20, 2021

Please join us for the 48th Annual Association for Business Communication-Southwestern U.S. Virtual Conference held in collaboration with the Association of Business Information Systems (ABIS).

Location

Cyberspace in a galaxy near you.

Program Highlights

While the deadline to submit a paper has passed, poster presentations are still being accepted. The deadline to submit a poster is December 15, 2020. Visit the ABC Conference page (<https://www.businesscommunication.org/page/regional-conferences>) to make your submission and to read more details about the conference.

Potential topics of interest for posters include:

- Communication Technology
- Innovative Instructional Methods
- International Business Communication
- Training and Development/Consulting
- Nonverbal Communication
- Healthcare Communication
- Legal and Ethical Communication
- Technology and Education
- Business Education Issues
- Paradigm Shifts in Communication
- Interpersonal Communication
- Executive/Managerial Communication
- Language and Communication Theory
- Organizational Communication Issues

A low registration fee of \$65 gains you access to all of ABC-SW's virtual sessions, award presentations, and the ABC-SW business meeting.

Conference Questions

For information, contact Leslie Ramos Salazar, ABC-SW 2021 Program Chair, via e-mail at lsalazar@wtamu.edu

NEW

ABC Connect

Become Acquainted,
Build Relationships,
Network, Mentor,
and Visit with Others.

Tuesday at 12:00 p.m. EST
& Friday at 3PM EST

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