

Dr. Carol S. Wright
Associate Professor

CURRICULUM VITAE
Five Year Data as of August 30, 2022
With Historical Education
And Professional Employment

PROFESSIONAL ADDRESS

Stephen F. Austin State University
Business Communication & Legal Studies
BUSI - R.E. McGee Business 229
Nacogdoches, TX 75962
Department Telephone: (936) 468-3103
Email: cwright@sfasu.edu

EDUCATION

EDD, 2014.
Institution: Stephen F. Austin State University
Specialization/Major: Educational Leadership

MBA, 2002.
Institution: Stephen F Austin St University
Specialization/Major: General Business

BBA, 1991.
Institution: Stephen F. Austin State University
Specialization/Major: Accounting

HONORS & AWARDS

Rusche Faculty Scholar, April 2022, Rusche College of Business

Outstanding Researcher, March 4, 2022, Association for Business Communication Southwest

Rusche Faculty Scholar, May 2021, Rusche College of Business

NBEA University Teacher of the Year, April 2, 2021, National Business Education Association

Share an Idea Winner - 1st Place, July 2020, Mountain-Plains Business Education Association

Outstanding Service/Experiential Learning Award, May 2020, Rusche College of Business

Rusche Faculty Scholar, May 10, 2020, Rusche College of Business

Business Education Research Award, April 9, 2020, Business Education Research Conference

Federation of Business Disciplines Paper Award, March 11, 2020
Federation of Business Disciplines and Association for Business Communication - Southwest

Distinguished Service Award, May 2019, Rusche College of Business

Rusche Faculty Scholar, May 10, 2019, Rusche College of Business

Business Education Research Award, April 17, 2019, Business Education Research Conference

M-PBEA Outstanding Contributions to Business Education by a College/University Educator, June 12, 2018, Mountain-Plains Business Education Association

Outstanding Researcher, May 4, 2018, Rusche College of Business

Rusche Faculty Scholar, May 4, 2018, Rusche College of Business

Spotlight Presenter - Symposium on Arts & Research, March 27, 2018
SFA Center for Teaching and Learning

University Business Teacher of the Year, July 18, 2017, Texas Business & Technology Educators Association

Top Researchers, May 5, 2017, Rusche College of Business

Spotlight Presenter - Symposium on Arts & Research, April 19, 2017
SFA Center for Teaching and Learning

Choice Pick Session - Association of Business Information Systems (ABIS), March 9, 2017
Federation of Business Disciplines (FBD)

PROFESSIONAL EMPLOYMENT

Associate Professor

Stephen F. Austin State University, September 2017 - Present

Assistant Professor

Stephen F. Austin State University, September 2014 - 2017

Instructor

Stephen F. Austin State University, September 2011 – August 2014

Lecturer

Stephen F. Austin State University, September 2009 - August 2011

Adjunct Faculty

Stephen F. Austin State University, October 2002 - August 2009

LICENSURES & CERTIFICATIONS

Master Online Instructor, SFASU Office of Instructional Technology, Local. (May 2008 - Present).

Certified Online Instructor, SFASU Office of Instructional Technology, Local. (December 2004 - Present).

Fundamental Instructional Technology Skills (FITS), Office of Instructional Technology, Local. (May 2004 - Present).

Teaching Certificate, State of Texas, State. (December 1992 - Present).

PUBLICATIONS

- Wright, C. S., Clipson, T. W. (Accepted). Bringing Authentic Leadership to the Classroom. *M-PBEA Journal*.
Abstract: Teaching is a challenging profession, and today's busy classrooms challenge teachers to truly connect with their students and make a long-term impact. This paper will present how using authentic leadership qualities can lead to a more effective learning environment. Suggestions will be given to inspire educators to bring authentic experiences to the classroom.
- Wright, C. S., Clipson, T. W. (in press). Teaching Integrity in Leadership. *Business Education Forum*.
Abstract: This practical piece presents ideas to teach the concepts of integrity in business education classes.
- Wright, C. S., Sapkota, K. Using a Reflective Class Project to Build Student Resiliency. *Journal of Research in Business Information Systems*.
Abstract: Building resiliency in students helps them become better learners and employees. With this in mind, this project uses a class reflection activity to promote self-efficacy. Via a convenience sample, students were asked to reflect on their performance on a specific assignment, acknowledge their own shortcomings, and recommend how other students could improve. The study results show that students recognize they need to spend more time preparing for their studies to improve their own performance and indicate a willingness to do so.
- Wright, C. S., Hemby-Grubb, V. (Accepted). Using Grammarly: Professionals' Perceptions of Effectiveness. *M-PBEA Journal*.
Abstract: As the use of writing software becomes more widespread, its value should be considered. Using an online survey, this study presents the perceptions of business professionals as they relate to the use of Grammarly and its impact on their writing. Overall, users of the premium Grammarly subscription were satisfied and believed it help their writing. Grammarly can be a valuable tool to help students recognize errors and reinforce learning. However, instructors must still guide students in their writing.
- Sapkota, K. N., Wright, C. S. (in press). The Job Search During the Pandemic: The Perspectives of Employers. *Federation of Business Disciplines Journal*.
Abstract: With all the changes that have occurred due to the COVID-19 pandemic, the process of looking for a new job has adapted as well. For many companies, the focus has changed from reviewing an applicant's job titles and degrees to looking for candidates with transferable skills and the ability to interview and work remotely. A qualitative survey of recruiters revealed an increased need for more technical skills to adapt to remote work and having the ability to be adaptable in dynamic working environments.
- Wright, C. S. (in press). My Favorite Assignment: What's up with her? Learning about personality. *Business and Professional Communication Quarterly*.
Abstract: This assignment review helps students work through office environment issues by reviewing a remote working case and applying concepts of personality assessment and emotional intelligence. Using videoconferencing software to simulate an in-person exercise, students practice oral communication skills as they work collaboratively discuss a situation and answer questions from the perspectives of employees and supervisors.
- Wright, C. S. (2022). Teaching Resiliency in Business Education Classes. *Business Education Forum*, 76(3), 16-19.
Abstract: Resiliency serves as a psychological buffer that helps people overcome differences, learn to adapt, and stay positive. The challenge is to build resilient students to be prepared for the demanding workplace: it is essential for business educators to learn how to adapt lessons to help

develop this resiliency. This article provides a few suggestions to help our business education students learn to be more resilient employees. Teaching resiliency will help our students learn to adapt and persevere for success in their professional, academic, and personal lives.

Notes: This article is Feature article for this publication.

Wright, C. S. (2021). Are Students Prepared to Enter the Workforce? Activities to Build Self-Efficacy. *Texas Business and Technology Educators Association (TBTEA) Journal*, 21(1), 101-108. www.tbtea.org/

Abstract: This exploratory study will look at how a professional development course at the university was used to build students' self-efficacy before beginning the job search process. By assessing feedback from a class in two semesters, student responses are presented to show which activities they value the most. Results show that even though there are many professional development activities available, students still need extra instruction and practice.

Wright, C. S., Smith, A., Hall, A. A. (2020). Immersive Technologies: A Review of Use in K-16 Education and Business. *Journal of Research in Business Information Systems*, 13(1), 66-76. <http://www.abis-fbd.org/>

Abstract: Immersive technologies, such as virtual reality (VR) and augmented reality (AR), have become popular as a customer experience tool for many businesses. This article will provide an overview of how businesses are currently using immersive technologies and how K-16 education is implementing VR and AR in the classroom. As immersive technologies rise in popularity in the K-12 setting, college students may anticipate their use in college classes as well. As such, this is a trend higher education faculty should be aware of and consider their willingness to incorporate VR or AR into their learning experiences to ensure our students are prepared to use the tool when entering the workforce. Examples of business use of immersive technologies will be provided as well.

Wright, C. S., Rogers, L. S., Smith, A. (2020). To Tweet or Not to Tweet, That is the Answered Question. *JRBIS*, 12(12), 83. <http://www.abis-fbd.org/wp-content/uploads/2020/03/JRBIS-2020.pdf>

Abstract: The purpose of this study was to educate undergraduate students concerning the use of Twitter in the business environment. Students were exposed to examples of how businesses currently use Twitter, they then applied this knowledge by using Twitter in a professional manner. Students completed a survey concerning their perceptions of using Twitter. These survey results will be presented as well as tips educators might use in their own classrooms for utilizing Twitter as a teaching instrument.

Hall, A. A., Wright, C. S. (2020). Augmented Reality in Business Classes. *Journal of Research in Business Education*, 60(1), 4-11.

Abstract: Immersive technologies, such as virtual reality (VR) and augmented reality (AR), have become popular to improve the customer experience for many businesses. Education needs to prepare students to become comfortable with this technology from a business' perspective. As immersive technologies have become more prevalent in the K-12 setting, college students may anticipate their use in college classes as well. This paper presents the findings from a pilot study of students' use and perceptions of introducing an AR activity that simulates a job fair setting in business classes.

Wright, C. S., Hall, A. A. (2019). Communication Skills in the Workplace: An Investigation into Student Perceptions. *The Journal for Research in Business Education*, 59(2), 55-63.

Wright, C. S., Smith, A. (2019). Using Personality Assessments to Enhance Emotional Intelligence. *Texas Business and Technology Educators Association (TBTEA) Journal*, 19(1), 67-74. www.tbtea.org/

Abstract: Using the Myers-Briggs Type Indicator (MBTI), students are taught about emotional intelligence (EI) for career success. Using personality tests such as the MBTI are one tool to help students develop their skills in EI. Students in the study indicated that the assessment was very accurate or accurate 92% of the time to help them understand themselves and others.

- Wright, C. S., Rogers, L. S., Smith, A. (2019). Using Twitter in Business and Education: Tweeting Isn't Just for the Birds! *Journal of Research in Business Information Systems*, 11(11), 86-99. www.abis-fbd.org/
 Abstract: Twitter is a global, social media tool that allows for networking and connecting on an impressive scale. The purpose of this study is to understand student perceptions of the use of Twitter in the business environment and provide a resource for business instructors to use when teaching Twitter in their own classrooms. Tips for best practices from research and personal experience will be presented so that instructors can use Twitter in their own classrooms.
- Hall, A. A., Wright, C. S. (2018). Data Security: A Review of Major Security Breaches Between 2014 and 2018. *Federation of Business Disciplines Journal*, 6, 50-63. www.fbdonline.org/Documents/FBD-Journal-2018-Data%20Security%20.pdf
 Abstract: Security breaches have been a frequent news topic in recent years. Many companies have issued statements about data security breaches that have impacted the company itself, along with customers and vendors. This research reviews the reasons behind some of these breaches and analyzes the largest breaches from 2014 – 2018. The data shows trends in the types of breaches a types of companies impacted. In addition, recommendations for businesses and educators are provided.
- Bayless, M. L., Wright, C. S. (2018). Action Research: Using Assessment Results to Improve the Business Communication Course. *M-PBEA Journal*, 8(1), 25-30. mpbea.org
 Abstract: Accrediting institutions frequently require the collection of assessment information on programs and key courses in a business education curriculum. After determining what information should be assessed, the next step in the process of creating an assessment is to actually collect the data. After collection, however, the real work is analyzing and acting on the data. The purpose of this article is to discuss how assessment information can be used to revise the curriculum in the business communication course to provide a better learning experience for students.
- Wright, C. S., Hall, A. A. (2017). Reject the Tech? Students' Views on Technology for Instruction and Collaboration. *The Journal of Research in Business Education*, 58(2), 1-10.
- Wright, C. S. (2017). My Favorite Assignment: Play the Teacher. *Business and Professional Communication Quarterly*, 80(3), 379-401.
- Hall, A. A., Wright, C. S. (2017). The Changing Face of Education: Welcoming Generation Z to the Classroom. *Texas Business and Technology Educators Association (TBTEA) Journal*, 19(1), 90-98. www.tbtea.org/
 Abstract: The latest group of students in our schools is Generation Z. These students differ from the previous generation in that they are more tech-savvy, pragmatic, and cautious. Teachers should be aware of these transformations and learn ways to adapt instruction to promote the most effective learning environment to reach today's students. Some suggestions for engagement include project-based learning, effective use of technology, direct communication of expectations, and working collaboratively.
- Bayless, M. L., Wright, C. S. (2017). An Analysis of the Team Experiences of Face-to-Face and Online Business Students. *Journal of Research in Business Information Systems*, 9(9), 131-148. www.abis-fbd.org
 Abstract: As business students are expected to work on teams when they enter the work force, preparation at the college level in working with teams is very important. Teamwork in face-to-face classes where the team members can meet and see each other several times a week can result in work complications. However, working in teams online when the teams may never meet in person presents even greater challenges. This paper studied both online and face-to-face classes to analyze different team perspectives. Students reported that communication is the most cited difficulty in teamwork in the online environment, but scheduling conflicts were more

problematic for face-to-face students, probably because the students were trying to meet face-to-face to complete the project. Implications for teaching are also provided.

- Wright, C. S. (2017). Teaching Large Sections of a Business Communication Course: A Multi-case Study. *Business and Professional Communication Quarterly*, 80(1), 114-129.
Abstract: The purpose of this research is to examine specific examples of how business communication courses are delivered in large, face-to-face university classes to discover implications of these large courses. This case study reviewed four classes from two different midsized universities whose classes range from 48 to 300 students. Findings suggest that, when faced with the possibility of teaching more students, it is important to understand that pedagogical strategies may need to be adjusted to maintain student learning. These strategies include modifying the course to the lecture/lab structure, limiting the amount of writing, or allowing the instructor to teach fewer courses.
- Wright, C. S., Bayless, M. L. (2017). Trends: A Research Update of Business Communication Face-to-Face and Online Courses. *Federation of Business Disciplines Journal*, 4, 22-30.
fbdonline.org/Documents/Wright%20Bayless%20%20.pdf
Abstract: How does delivery of an online business course compare to a more traditional face-to-face delivery of the same course? The purpose of this study is to examine key elements of the online business communication course as indicated by members of the Association for Business Communication through a research survey. This study focuses on differences in how the course is delivered in comparison to face-to-face sections of the course. The findings show that, in general, online instructors have been able to present a writing-intensive course and present similar topics as a face-to-face course. Therefore, it is possible that online education is able to provide a similar learning experience for online learners.
- Wright, C. S., Rogers, L. S., Smith, A. (2018). *Using Twitter in Business and Education: What the Tweet is That?* (pp. 33-36). Association of Business Information Systems. www.abis-fbd.org/wp-content/uploads/2018/05/2018-ABIS-Proceedings_FINAL.pdf
Abstract: Twitter is a global, social media tool that allows for networking and connecting on an impressive scale. The purpose of this study is to discuss the use of Twitter in the business environment and provide a resource for business instructors to use when teaching Twitter in their own classrooms. Tips for best practices from research and personal experience will be presented that instructors can use in their own classrooms.

CONFERENCE PRESENTATIONS

- Wright, C. S. (Presenter & Author) CTAT Summer Conference, "The Hard Job of Teaching Soft Skills", Career & Technical Association of Texas, Ft. Worth, TX. (July 20, 2022).
Abstract: Soft skills aren't really that soft. Schools often focus on ensuring their students have the technical skills needed to enter the workforce. But often, employers are more concerned with hiring for soft skills because the employer can provide training for the specific technical skills to do the job. The skills most demanded in all fields often include communication, listening, adaptability, problem-solving, and teamwork. But how are these skills learned? This session will provide ideas for activities to help build these soft skills in students across a broad range of classes.
- Sapkota, K. (Presenter & Author), Wright, C. S. (Presenter & Author), Sigmar, L. S. (Presenter & Author), Jackson, M. K. (Presenter & Author), Association for Business Communication Southwest US, "Roundtable Discussion: Engaging Students with Assignments in Online Classes", Federation of Business Disciplines, New Orleans, LA. (March 4, 2022).
Abstract: Due to the COVID-19 pandemic, higher education changed its routines in many ways – from budget cuts, to housing restructuring, to revised admissions processes, to increased remote learning. As faculty members, we remember quick shifts, new technologies, and course

restructuring. Presenters will share lessons learned in engaging students in online classes. Assignments that incorporate visual communication, online discussions, targeted learning styles, and video creation tools will be discussed.

Wright, C. S. (Presenter & Author), Association for Business Communication International Conference 2021, "My Favorite Assignment: What's up with her? Learning about personality", Association for Business Communication, Virtual. (October 22, 2021).
Abstract: This panel presentation presents an innovative class assignment integrating emotional intelligence, communication, and workplace issues.

Hemby, V. (Presenter & Author), Wright, C. S. (Presenter & Author), Association for Business Communication International Conference 2021, "Using Grammarly: Perceptions of its Influence on Effective Writing", Association for Business Communication, Virtual. (October 22, 2021).
Abstract: What are business students' perceptions of the use of the premium subscription Grammarly program? Do they believe it effectively teaches writing skills? Presenters in this session will take up these and other questions.

Bayless, M. L. (Presenter & Author), Wright, C. S. (Presenter & Author), ABC 86th Annual International Conference October 2021, "Using Technology to Enhance Business Communication Pedagogy", Association for Business Communication, Virtual. (October 21, 2021).
Abstract: The Teaching with Technology SIG is hosting a panel to discuss software and apps such as PitchVantage, Canva, Breakout Rooms in Zoom, Miro Boards, Flipgrid, Basecamp, Wakelet, and Tips Related to Technology in the Classroom.
Notes: Join the Teaching with Technology Special Interest Group in this panel presentation discussing software and/or apps that you can use in your class. This panel will discuss the use of PitchVantage, using Canva for report writing, Using breakout rooms in Zoom, Miro Boards, Basecamp, Flipgrid, Tips on Using Technology, and the use of Wakelet.

Marsha L. Bayless, Stephen F. Austin State University -- Moderator
Sarah Clements, University of Arkansas at Little Rock, - PitchVantage for use with presentations
Geoffrey Clegg, Midwestern State University – Canva and its use in report writing
Carol Wright, Stephen F. Austin State University – Using Breakout Rooms Effectively in Zoom
Jane Strong, University of Wisconsin – Eau Claire –Using Wakelet.
Clive Muir, ThinkCraftSolve – Tips on Teaching with Technology
Reid McLain, Hankuk University of Foreign Studies – Miro Boards, Basecamp, Flipgrid

Wright, C. S. (Presenter Only), Association for Business Communication International Conference 2021, "Panel: Using Technology to Enhance Business Communication Pedagogy", Association for Business Communication, Virtual. (October 21, 2021).
Abstract: This panel discussion from the Teaching with Technology Special Interest Group discussed software and apps related to technology in the classroom. This presenter specifically presented innovative ways to use Zoom to engage face-to-face and online classroom environments.

Wright, C. S. (Presenter & Author), Smith, A. (Presenter & Author), CTAT Summer Conference, "Oh No, Here We Go Again...Expecting the Unexpected", Career & Technical Association of Texas, Virtual. (July 21, 2021).
Abstract: This session on teaching will share personal stories of methods to adapt to a rapidly changing teaching environment. Taking a look back over the last year, the presenters will share their own personal experiences as well as those shared by colleagues to present anecdotes. These ideas can be adapted to help teachers adapt their own courses to prepare for a dynamic, teaching experience.

Wright, C. S. (Presenter & Author), Sapkota, K. N. (Presenter & Author), Mountain Plains Business Education Association, "Teaching Resiliency", MPBEA, Ft. Worth, TX. (June 15, 2021).

Abstract: Resiliency is a soft skill that recruiters seek in candidates, but employees often note that it is lacking in young hires. This presentation will provide specific assignment ideas to use to build this essential skill in our students. Teaching resiliency will help our students learn to adapt and persevere for success in their professional, academic, and personal lives.

- Wright, C. S. (Presenter & Author), 2021 NBEA Hybrid Annual Convention, "Coping with Covid: Organizational Skills for Virtual Teaching in Uncertain Times", National Business Education Association, New Orleans, LA. (April 1, 2021).
Abstract: This session on teaching will share personal stories of methods to adapt to a rapidly changing teaching environment (physically and virtually). Using her own personal experiences as well as those of her colleagues, the anecdotes presented will provide ideas to attendees to adapt their own courses.
- Wright, C. S. (Presenter & Author), National Business Education Association, "My Favorite Assignment: Interview of a Business Professional", Business Education Research Conference, New Orleans, LA. (March 31, 2021).
Abstract: This session describes a class assignment that utilizes communication, career readiness, and technology.
- Wright, C. S. (Presenter & Author), Sapkota, K. N. (Presenter & Author), Association for Business Communication Southwest US, "The Job Search During the Pandemic: A Perspective from Recruiters", Federation of Business Disciplines, Virtual. (March 19, 2021).
Abstract: What are recruiters really looking for when reviewing job applications? Responses from current recruiters will be shared to highlight the challenges they see that our current students are likely to face upon graduation.
- Wright, C. S. (Presenter & Author), TBTEA Online Conference, "Using Technology Tools to Engage Students", Texas Business & Technology Educators Association, Virtual. (November 2020).
Abstract: This presentation presented ideas to include technology such as LinkedIn, Twitter, and Flipgrid in the classroom to increase student engagement.
- Wright, C. S. (Presenter & Author), Humphries, J. K. (Presenter & Author), Association for Business Communication International Conference 2020, "Preparing Students for the Workforce: Do They Feel Prepared?", Association for Business Communication, Virtual. (October 28, 2020).
Abstract: 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.
- Wright, C. S. (Presenter & Author), CTAT Summer Conference, "Using Technology Tools to Engage Students", Career & Technical Association of Texas, Virtual. (July 21, 2020).
Abstract: This presentation provided several examples of how to engage students in course content. During the session, real scenarios were shown to help provide hands-on activities using Twitter, LinkedIn, Facebook, and Flipgrid. In addition, suggestions for best practices were provided.
Notes: This innovative conference platform provided a pre-recorded session that moved to a live question & answer sessions between the presenter and attendees.
- Burnell, M. (Presenter & Author), Wright, C. S. (Presenter & Author), Sigmar, L. S. (Presenter & Author), Association for Business Communication Southwest Region, "What Makes A Leader? A Study of Leadership Ability", Association for Business Communication, San Antonio, TX. (March 2020).
Abstract: Disputing the Great Man Theory (in which the primary thesis was that leaders are born and not made), this paper proves that leaders are made. It discusses the different qualities people should possess when trying to become a leader and further, how people can strengthen those predisposed skills. To demonstrate these different abilities, the findings of Daniel Goleman

of *The Harvard Business Review's Emotional Intelligence*, Ralph Gigliotti and Brent Ruben from the article "Leadership as Social Influence: An Expanded View of Leadership Communication Theory and Practice", and Jane Benston's "Decisiveness. Why It's So Important for Leadership Credibility" are used to discuss three main leadership components: emotional intelligence, communication, and decisiveness. This paper explains how each of these leadership abilities can be learned and how they can be used to improve leadership skills. Individuals can develop these main skills with the constructive criticism of coworkers, friends, and family.

Wright, C. S. (Presenter & Author), Smith, A. (Presenter & Author), Hall, A. A. (Presenter & Author), Association of Business Information Systems, "Immersive Technologies: A Review of Use in K-16 Education and Business", Federation of Business Disciplines, San Antonio, TX. (March 13, 2020).

Abstract: Immersive technologies, such as virtual reality (VR) and augmented reality (AR), have become popular as a customer experience tool for many businesses. This paper will provide an overview of how businesses are currently using immersive technologies and how K-16 education is implementing VR and AR in the classroom. As immersive technologies rise in popularity in the K-12 setting, college students may anticipate their use in college classes as well. As such, this is a trend higher education faculty should be aware of and consider their willingness to incorporate VR or AR into their learning experiences to ensure our students are prepared to use the tool when entering the workforce. Examples of business use of immersive technologies will be provided.

Hall, A. A. (Presenter & Author), Wright, C. S. (Presenter & Author), Smith, A. (Presenter & Author), Association for Business Communication Southwest US, "Augmented Reality in Business Communication Classes", Federation of Business Disciplines, San Antonio, TX. (March 12, 2020).

Abstract: Immersive technologies, such as virtual reality (VR) and augmented reality (AR), have become popular as a customer experience tool for many businesses. This presentation will provide background on immersive technologies. As immersive technologies rise in popularity in the K-12 setting, college students may anticipate their use in college classes as well. This paper will present the findings from a pilot study of students' use and perceptions of introducing an AR activity to simulate a job fair.

Wright, C. S. (Presenter & Author), TBTEA District VII Conference, "#Trending: Engagement Through Social Media", Texas Business and Technology Educators Association, Athens, TEXAS. (November 8, 2019).

Abstract: This presentation shares ideas for using social media to engage students in course content. From simple techniques like following other accounts to promoting a community project using various social media platforms, this session will provide ideas for instructors with varying comfort levels using social media.

Notes: Presenting before conference of secondary, post-secondary and university business teachers held this year at Trinity Valley Community College. In alternate years, this conference is on the SFA campus.

Wright, C. S. (Presenter & Author), Mountain Plains Business Education Association, "Using Social Media for Student Engagement", MPBEA, Denver, CO. (June 18, 2019).

Abstract: This presentation presented different ideas of how to use social media to engage students in course content. From simple techniques like following companies to promoting a project across social media platforms, this session provided ideas for instructors with varying comfort levels when dealing with social media.

Wright, C. S. (Presenter & Author), Hall, A. A. (Presenter & Author), National Business Education Association, "Communication Skills in the Workplace: An Investigation into Student Perceptions", Business Education Research Conference, Chicago, IL. (April 18, 2019).

Abstract: NACE reports 80.3% of employers value written communication skills and 67.5% value verbal communication skills. This study investigated college students' perceptions of the

importance of communication skills and how well they already communicate. Results indicate the vast majority of students are confident in their written and oral communication skills. Over 95% of students indicated that both written and oral communication skills were important in the workplace, and they needed these skills upon graduation. Most students (over 95%) indicated that their business communication course was effective.

Wright, C. S. (Presenter & Author), National Business Education Association, "My Favorite Assignment: Persuasive Letter - Fleet of Vehicles", Business Education Research Conference, Chicago, IL. (April 18, 2019).

Abstract: When students are given a prompt to compose a message, they tend to "borrow" the words from the assignment so all the letters sound the same. This persuasive message requires the students to sell a vehicle to a company. They choose different vehicles that they may already be familiar with, perform quick research to find data, and then tailor this information to the audience. In the end, students must think more critically in this message and the teacher has more variety in submissions.

Hall, A. A. (Presenter & Author), Wright, C. S. (Presenter & Author), Association for Business Communication Southwest US, "Investigating How Students Perceive Their Communication Skills", Federation of Business Disciplines, Houston, TX. (March 14, 2019).

Abstract: The National Association of Colleges and Employers (NACE) routinely finds that employers view strong communication skills as desirable traits among new hires. When NACE surveyed employers about skills they value, 80.3% of employers said written communication skills, 67.5% indicated verbal communication skills, and 54.7% responded with interpersonal skills. This study was fueled by a desire to investigate whether college students understand the importance of communication skills in the workplace and to better understand how the students perceive their own skills.

Wright, C. S. (Presenter & Author), Rogers, L. S. (Presenter & Author), Smith, A. (Author Only), Association of Business Information Systems, "Not Your Kid's Twitter: Business and Education Style", Federation of Business Disciplines, Houston, TX. (March 14, 2019).

Abstract: Using social media such as Twitter in the business classroom.

Wright, C. S. (Presenter & Author), Smith, A. (Presenter & Author), CTAT Summer Conference, "I Taught It, But They Didn't Learn It!", Career & Technical Association of Texas, Fort Worth, TX. (July 24, 2018).

Abstract: This session presented online formative assessment tools such as Flipgrid, Kahoot!, and Quizizz. This "Bring Your Own Device" session included hands-on activities to practice these tools during the session.

Bayless, M. L. (Presenter & Author), Wilson, S. A. (Presenter & Author), Wright, C. S. (Presenter & Author), Mountain Plains Business Education Association, "In the Blink of an Eye: Planning Your Career Trajectory", MPBEA, Omaha, NE. (June 11, 2018).

Abstract: A discussion of business careers for beginning, mid-career, and ending career individuals.

Wright, C. S. (Presenter & Author), Bayless, M. L. (Presenter & Author), Association for Business Communication Southwest US, "Continuous Improvement through the Assessment Process in a Business Communication Course: A Ten Year Journey", Federation of Business Disciplines, Albuquerque, NM. (March 2018).

Abstract: The purpose of this study was to examine the assessment process and outcomes of the basic Business Communication course over a ten-year period at an AACSB-accredited regional university. Assessment has been a rocky road with changing guidelines from various entities such as the Texas Higher Education Coordinating Board, the Southern Association of Colleges and Universities, the Association to Advance Collegiate Schools of Business, and the University Assessment Committee. The findings indicated a long process of revising procedures

and techniques in an attempt to improve the course for better student learning. A summary of the process discusses the major outcomes of assessment.

Wright, C. S. (Presenter & Author), Wilson, S. A. (Presenter & Author), Association for Business Communication Southwest US, "Meeting the Leadership Communication Skills of our Students", Federation of Business Disciplines, Albuquerque, NM. (March 2018).

Abstract: This exploratory study examines students' perceptions of the communication skills most desired of leaders and whether these students feel they possess these. This study reviews the current literature on leadership communication, and present students' perception of these required skills. Findings from this study will be used to improve courses focused on leadership and executive communication.

Wright, C. S. (Presenter & Author), Hall, A. A. (Presenter & Author), SOAR (Symposium on Arts & Research), "Investigating the Perceived Communication Skills of Our Students", Office of the Provost, SFA, Nacogdoches, Texas. (March 27, 2018).

Abstract: This study presents initial findings of how Business Communication students perceive their written and oral communication skills. The study also presents how these perceptions may differ depending on the students' major of study.

Notes: According to the National Association of Colleges and Employers (NACE), strong communication skills are highly desired in the workplace. When NACE surveyed employers about skills they value, 80.3% of employers said written communication skills, 67.5% indicated verbal communication skills, and 54.7% responded with interpersonal skills (NACE, 2017). Do college students understand the importance of communication skills in the workplace? How do they perceive their own skills? These were the driving questions behind this research study.

Wright, C. S. (Presenter & Author), Rogers, L. S. (Presenter & Author), Smith, A. (Author Only), Association of Business Information Systems, "USING TWITTER IN BUSINESS AND EDUCATION: WHAT THE TWEET IS THAT?", Association of Business Information Systems, ALBUQUERQUE, NM. (March 7, 2018).

Abstract: Twitter is a global, social media tool that allows for networking and connecting on an impressive scale. The purpose of this study is to discuss the use of Twitter in the business environment and provide a resource for business instructors to use when teaching Twitter in their own classrooms. Tips for best practices from research and personal experience will be presented that instructors can use in their own classrooms.

Wright, C. S. (Presenter & Author), Wilson, S. A. (Presenter & Author), National Communication Association 103rd Annual Convention, "Leadership Communication: Are We Teaching the Skills Our Students Really Need?", National Communication Association, Dallas, TX. (November 18, 2017).

Abstract: The purpose of this study is to examine students' perceptions of the communication skills most desired of leaders and whether these students feel they possess these. This study reviews the current literature on leadership communication, summarize the skills that textbook authors feel are the skills needed of effective leaders, and present students' perception of these required skills.

Bayless, M. L. (Presenter & Author), Wright, C. S. (Presenter & Author), TBTEA District VII Conference, "Strategies for Spinning Communication Skills in Your Classroom", Texas Business and Technology Educators Association, Athens, TEXAS. (November 3, 2017).

Abstract: For this session the presenters will propose several ideas that you can use and adapt to insert in your business classes to enhance written, oral, and technological communication. In addition, the presenters will suggest resources that you may use to enhance communication as well.

Hall, A. A. (Presenter & Author), Wright, C. S. (Presenter & Author), Summer Distance Learning Conference, "Oral Presentations in Online Classes", NETNet, Tyler, Texas. (June 15, 2017).

Abstract: Come hear from two instructors on how to include oral presentations in online classes. They will share their perspective on the process, the technologies used, and common pitfalls to avoid. In addition, the process of transitioning a face-to-face business communication class to an online format will be discussed.

Hall, A. A. (Presenter & Author), Wright, C. S. (Presenter & Author), SOAR (Symposium on Arts & Research), "Is More Technology Better? The Student Perspective on the Role of Technology in Instruction and Collaboration", Office of the Provost, SFA, Nacogdoches, Texas. (April 19, 2017).
Abstract: This study was designed to investigate how students perceive technology use inside and outside the classroom for both learning and collaboration. In addition, the researchers sought to better understand the role of technology in education from the user (student) perspective at both the secondary and post-secondary levels.

Wright, C. S. (Presenter & Author), Hall, A. A. (Presenter & Author), National Business Education Association, "Reject the Tech? Students' Views on Technology for Instruction and Collaboration", Business Education Research Conference, Chicago, IL. (April 13, 2017).
Abstract: This study investigates student perceptions of the use of technology both inside and outside the classroom and to better understand their views on using technology for educational purposes. Using a convenience sample (n=279), university students completed an online survey. The findings show that most students like to use technology in some form, and they prefer to use "older," proven tools to collaborate like email and text messaging instead of trying new technology.

Wright, C. S. (Presenter & Author), Clipson, T. W. (Author Only), Association for Business Communication Southwest US, "You Can Put the Oral Communication Class Online: One Perspective on the Process", Federation of Business Disciplines, Little Rock, AR. (March 9, 2017).
Abstract: Teaching a course online bring unique challenges as students and instructors must learn to adjust to a different format than they likely learned from in the past. The purpose of this study is to present one instructor's experience on putting an oral communication course completely online.

Hall, A. A. (Presenter & Author), Wright, C. S. (Presenter & Author), Association of Business Information Systems, "Gone Phishing: A Review of Recent Security Breaches", Federation of Business Disciplines, Little Rock, AR. (March 9, 2017).
Abstract: This research reviews the reasons behind some of these breaches and analyzes the largest breaches from the last three years. The data shows trends in the types of breaches and types of companies impacted. In addition, recommendations for businesses and educators are provided.

Wright, C. S. (Presenter & Author), Teaching Showcase, "Now I Have the Power!", SFASU Center for Teaching & Learning, Nacogdoches, TX. (February 15, 2017).
Abstract: Showcase of assignment that can be used before the first major writing assignment. In this scenario content has been discussed and students have written and received feedback on similar, low-stakes pieces. This exercise is helpful because it helps students understand the grading process before a major assignment and how errors will impact their final grade.

MEDIA CONTRIBUTIONS

Other, Business Education Forum (National Publication). (February 2017).
Provided input for "Colleague to Colleague" article about "What's the best advice you've ever received?" in publication for the National Business Education Association.

PROFESSIONAL MEMBERSHIPS

Association for Research in Business Education - Delta Pi Epsilon, (February 2015 - Present).

Texas Business and Technology Educators Association, (September 2012 - Present).

Mountain-Plains Business Education Association, (December 2011 - Present).

National Business Education Association, (December 2011 - Present).

Association for Business Communication, (May 2010 - Present).

Beta Gamma Sigma, (September 2006 - Present).

National Communication Association, (September 2017 - September 2018).

FACULTY DEVELOPMENT ACTIVITIES

Training, "Title IX Training", SFASU. (September 2019).

Required training on Title IX

Leadership Training Program, "2018-2019 Leadership SFA Cohort", Stephen F. Austin State University, Nacogdoches, TX. (September 2018 - April 2019).

Part of inaugural cohort to develop leaders at SFA.

Training, "Security Awareness Training", SFASU. (January 2019).

Required training on security

Conference Attendance, "TBTEA Cluster Conference", Region VII - Texas Business & Technology Educators Association, Nacogdoches, TX. (November 2, 2018).

Attended professional conference

Conference Attendance, "2017 Summer Distance Learning Conference", Northeast Texas Consortium of Colleges & Universities (NETnet), Tyler, TX. (June 15, 2017).

Attended regional professional conference

Conference Attendance, "2017 Annual Convention", National Business Education Association, Chicago, IL. (April 11, 2017 - April 24, 2017).

Attended national professional conference

Conference Attendance, "Symposium on Arts & Research", SFA - Center for Teaching and Learning, Nacogdoches, TX. (April 19, 2017).

Attended local SFA conference

Conference Attendance, "FBD Southwestern US 44th Annual Meeting", Federation of Business Disciplines, Little Rock, AR. (March 8, 2017 - March 10, 2017).

Attended professional conference

Seminar, "Guest Speaker - Brandon Busted of Gallup", Rusche College of Business. (February 1, 2017).

Attended video conference with Brandon Busted of Gallup.

Training, "Academic Works Committee Training", SFASU Financial Aid Department. (January 25, 2017).

Attended training on assessing and awarding academic scholarships

CONTRACTS, GRANTS, & SPONSORED RESEARCH

Coble, T. G. (Principal), Bullard, S. (Co-Principal), Abbott, J. (Co-Principal), Stephens, P. (Co-Principal), Wright, C. S. (Co-Principal), Oswald, B. P. (Supporting), "Sharing Knowledge and Perspectives Gained through Time: Partnering to Develop Indigenous Interpretive Curriculum and Strengthen Indigenous Interpretive Programming", Funded, Sponsored by National Park Service, Federal, \$50,000.00. (June 2013 - 2020).

This cooperative agreement (Agreement) is entered into by and between the U.S. Department of the Interior, National Park Service (NPS), and the Stephen F. Austin State University. The objectives of this agreement are:

1. Work with partners to devise a process for designing and developing indigenous interpretive curriculum and degree programs at participating TCUs. Note: This objective may necessitate hosting a gathering of pilot parks, TCUs and various subject matter experts at Haskell Indian Nations University (or similar) to establish a shared vision and outline a strategy for moving forward.

2. Work with partners to examine and evaluate existing TCU courses and outline a set of recommendations for a course of study at TCUs that culminate in the awarding of Associate and/or Bachelor degrees.

3. Work with partners to design interpretive courses and/or curricular elements for both the Associate and Bachelor degree level at participating TCUs. Note: These courses should be broadly applicable to diverse TCU contexts. The interpretive curriculum should also be designed with flexible, modular components to ensure that individual institutions and/or their faculty can easily modify the curriculum.

Project partners, including NPS, Stephen F. Austin State University (SFA), and participating TCUs, seek to identify elements that exemplify a culturally grounded approach to indigenous interpretation. It is assumed that indigenous interpretation will provide opportunities for non-native visitors to have meaningful experiences of native culture. It is also assumed that indigenous interpretation will foster a deeper understanding of the sacredness of native homelands, the resiliency and vulnerability of natural and cultural systems, and the beauty of harmonious relations between the earth and its inhabitants. Finally, it is assumed that as native youth gain skills in indigenous interpretation, they will make better decisions about which cultural stories and practices to share with the public (and which to retain unto themselves) and how to best share those stories with diverse audiences.

TEACHING EXPERIENCE (Two-year)

Stephen F. Austin State University, Summer 2022
BUSI 4385 600, Internship in General Business
BCOM 4350 500, Ldrshp Comm for Bus

Stephen F. Austin State University, Spring 2022
BCOM 5320 500, Managerial Communication
BUSI 4361 1, Prof Dev and Integration
BUSI 4361 500, Prof Dev and Integration

Stephen F. Austin State University, Fall 2021
BCOM 4350 500, Ldrshp Comm for Bus
BCOM 4347 501, Organizational Communication
BUSI 4361 501, Prof Dev and Integration

Stephen F. Austin State University, Summer 2021
BCOM 4350 500, Ldrshp Comm for Bus
BUSI 4375 501, Special Problems

Stephen F. Austin State University, Spring 2021
BUSI 2304 500, Business Communication

BUSI 2304 625, Business Communication
BCOM 5320 500, Managerial Communication
BUSI 4361 501, Prof Dev and Integration
BUSI 4361 511, Prof Dev and Integration

Stephen F. Austin State University, Fall 2020
BUSI 2304 2, Business Communication
BUSI 2304 4, Business Communication
BCOM 5320 501, Managerial Communication
BUSI 4361 500, Prof Dev and Integration

Stephen F. Austin State University, Summer 2 2020
BCM 450 500, Leadership Comm. for Business

Stephen F. Austin State University, Summer 1 2020
GBU 461 500, Professional Dev & Integration

Stephen F. Austin State University, Spring 2020
BCM 247 2, Business Communication Honors
GBU 461 1, Professional Dev & Integration
GBU 461 500, Professional Dev & Integration

Stephen F. Austin State University, Fall 2019
BCM 247 2, Business Communication
BCM 520 500, Managerial Communication
GBU 461 500, Professional Dev & Integration

Stephen F. Austin State University, Summer 2 2019
BCM 450 500, Leadership Comm. for Business

Stephen F. Austin State University, Spring 2019
BCM 247 503, Business Communication
BCM 247 2, Business Communication Honors
GBU 461 1, Professional Dev & Integration

Stephen F. Austin State University, Fall 2018
BCM 247 2, Business Communication
BCM 247 4, Business Communication
GBU 325 500, Business, Ethics & Society
SFA 101 43, Freshman Seminar Honors

Stephen F. Austin State University, Summer 2 2018
GBU 485 600, Internship in General Business
BCM 450 500, Leadership Comm. for Business

Stephen F. Austin State University, Spring 2018
BCM 247 9, Business Communication
GBU 325 500, Business, Ethics & Society
GBU 461 1, Professional Dev & Integration

Stephen F. Austin State University, Fall 2017
GBU 325 600, Bus Ethics & Society HONR
BCM 247 2, Business Communication
BCM 247 4, Business Communication
GBU 325 500, Business, Ethics & Society

PROFESSIONAL SERVICE OR VOLUNTEER WORK

Axe'cepted Students Day, Member, approximately 2 hours spent for the year. (April 2, 2022).

Activity Description: Represented department during Axe'cepted Students Day.

University Honors Council, Member, approximately 10 hours spent for the year. (August 2017 - May 2022).

To serve as advisory group to the Director of The School of Honors and participate in Honors scholarship review and recommendations

Mountain-Plains Business Education Association, Dallas, TX. Reviewer, approximately 5 hours spent for the year, (July 2022).

Activity Description: Reviewed articles for MPBEA Journal

Nacogdoches H.O.P.E., Nacogdoches, TX. Member, approximately 25 hours spent for the year, (June 2022 – July 2022).

Volunteer for local food pantry.

Commencement Ceremony, approximately 2 hours spent for the year. (December 14, 2019).

Attended commencement

Commencement Ceremony, approximately 2 hours spent for the year. (August 17, 2019).

Attended commencement

Core Curriculum Advisory Committee, Member, approximately 15 hours spent for the year. (October 2017 - May 2019).

Serve on University committee that evaluates courses in the core curriculum.

Commencement Ceremony, approximately 2 hours spent for the year. (December 15, 2018).

Attended commencement

Commencement Ceremony, approximately 2 hours spent for the year. (August 12, 2017).

Attended commencement

CAEP Unit Assessment Committee, Member, approximately 20 hours spent for the year. (September 2015 - May 2017).

College of Business Representative for committee Develop and review material to be used for admission to the Educators' Preparation Program in the College of Education.

Develop and review material to be used for admission to the Educators' Preparation Program in the College of Education.

Professional Educators Council, Member, approximately 30 hours spent for the year. (September 2015 - May 2017).

Maintaining accreditation by SBEC, CAEP, and other national organizations;

Reviewing proposals for changes in teaching field programs and in professional education programs; Establishing criteria for program admission and retention; Recommending criteria for educator certification or licensing. Maintaining accreditation by SBEC, CAEP, and other national organizations; Reviewing proposals for changes in teaching field programs and in professional education programs; Establishing criteria for program admission and retention; Recommending criteria for educator certification or licensing.

Center for Teaching and Learning, approximately 1 hours spent for the year. (April 3, 2017).

Provided feedback to the SFA Center for Teaching and Learning on workshops attended.

COB Strategic Planning, Member, approximately 10 hours spent for the year. (September 1, 2020 - August 31, 2021).
Serve on committee to oversee and review the college's strategic plan.

Strategic Planning Committee, Member, approximately 10 hours spent for the year. (September 2019 - August 2020).
Serve on the college strategic planning committee to review and revise the mission statement.
Serve on the college strategic planning committee to review and revise the mission statement.

College of Business Undergraduate Curriculum, Member, approximately 15 hours spent for the year. (September 2017 - August 2020).
Serve on COB Undergraduate Curriculum Committee

Assessment of papers in MBA program, Reviewer, approximately 3 hours spent for the year. (September 2019).
Assessed written communication for papers from BLW 537 for MBA program.

College to Career Conference, Faculty Moderator for C2C Conference, approximately 1.5 hours spent for the year. (April 5, 2018).
Served as Faculty Moderator for Personal and Professional Branding session during C2C Conference.

Academic Advisor II Search Committee, Member, approximately 15 hours spent for the year. (November 2017 - January 2018).
Served on committee to hire for a new staff position.

Core Assessment Grading Team, Member, approximately 25 hours spent for the year. (February 2017 - April 2017).
Work on committee assigned to assess student submissions in core classes.

Promotion and Tenure Committee, Member, approximately 10 hours spent for the year. (September 2017 - Present).
Serve on Department Promotion and Tenure Committee to evaluate peers who have applied for promotion and/or tenure.

Core Curriculum Committee - Business Communication, Coordinator, approximately 60 hours spent for the year. (August 2016 - Present).
Committee working to assess student activities while taking the University's core course BUSI 2304.

Student Recognition Committee, Chairperson, approximately 30 hours spent for the year. (September 2003 - Present).
Organize annual ceremony to recognize outstanding students with General Business or Business Communication & Corporate Education majors.

Showcase Saturday, Member, approximately 2 hours spent for the year. (November 2021).
Represented department during Showcase Saturday event helping to recruit future students to SFA.

BCLS Assistant Professor Search Committee, Member, approximately 30 hours spent for the year. (June 2021 - August 2021).
Served on committee to recruit and hire for a faculty replacement position.

Departmental Scholarship Committee, Chairperson, approximately 30 hours spent for the year. (September 2015 - May 2020).

Identify and award scholarships for General Business and Business Communication & Corporate Communication majors.

BCLS Assistant Professor Search Committee, Member, approximately 30 hours spent for the year. (October 2018 - December 2019).
Served on committee to recruit and hire for a faculty replacement position.

Internship Committee, Member, approximately 5 hours spent for the year. (March 2017 - August 2019).
Serve on Department Internship Committee to evaluate and promote internships for BCLS students.

Promotion and Tenure Committee, Member, approximately 10 hours spent for the year. (March 2017 - August 2019).
Serve on Department Promotion and Tenure Committee to evaluate peers who have applied for promotion and/or tenure.

Assessment Committee, Member, approximately 30 hours spent for the year. (September 2016 - August 2019).
Committee that collects and reviews assessment for department core and foundation courses.

GBU 325 Foundation Committee, Member, approximately 10 hours spent for the year. (September 2017 - May 2019).
Committee assigned to evaluate Business Foundation Course

BCLS Lecturer Search Committee, Chairperson, approximately 30 hours spent for the year. (September 2018 - December 2018).
Chaired committee to recruit and hire for a new faculty position.

BCLS Assistant/Associate Professor Search Committee, Chairperson, approximately 30 hours spent for the year. (August 2018 - December 2018).
Chaired committee to recruit and hire for a faculty replacement position.

Faculty Mentor, Mentor, approximately 20 hours spent for the year. (September 2017 - May 2018).
Serve as faculty mentor to new faculty member Manuel Guerrero

Faculty Mentor, Mentor, approximately 10 hours spent for the year. (September 2016 - May 2018).
Serve as faculty mentor to new faculty member

BCLS Lecturer Search Committee, Chairperson, approximately 30 hours spent for the year. (June 2017 - August 2017).
recruit and select new faculty member for department

Social Committee, Member, approximately 30 hours spent for the year. (September 2016 - May 2017).
Committee that organizes social events for the department, including recognizing student workers.

Mountain-Plains Business Education Association - Publications Committee, Alamagordo, NM. Committee Member, approximately 10 hours spent for the year, (September 2018 - Present).
Serve on Publications Committee reviewing publication opportunities and making recommendations to board concerning publications of M-PBEA and NBEA.

Mountain-Plains Business Education Association - Website Committee, Alamagordo, NM. Committee Member, approximately 10 hours spent for the year, (September 2017 - Present).
Serve on Website Committee reviewing website content and making recommendations to board concerning the M-PBEA website.

Wright Express LLC, Nacogdoches, TX. Interaction with Industry, approximately 500 hours spent for the year, (September 2005 - Present).
Working to help develop local transportation company. Services provided include development of procedures, communicating with employees, preparation of tax returns, and maintaining and expanding customer base.

Association for Business Communication-Student Competition Committee, Blacksburg, VA. Member, approximately 10 hours spent for the year, (January 2016 - October 2022).
Work with committee to collect and assess student writing, award winners, and choose each year's case for competition.

Association for Business Communication-Special Interest Group, Blacksburg, VA. Member, approximately 10 hours spent for the year, (October 2020 - August 2022).
Work with committee to discuss using technology in teaching.

Mountain-Plains Business Education Association, Fort Worth, Texas. Program Chair, approximately 30 hours spent for the year, (June 2019 - 2021).
Served as co-program chair for annual regional professional conference. As the COVID-19 pandemic hit, the conference was post-poned for the following year requiring additional planning.

Association for Business Communication Southwest, New Orleans, LA. Reviewer, approximately 2 hours spent for the year, (October 2021).
Served as Reviewer for Conference Presentations and Outstanding paper for ABC-SW Regional Conference in New Orleans, LA.

Association for Business Information Systems, New Orleans, LA. Reviewer, approximately 2 hours spent for the year, (September 2021).
Served as reviewer for Journal of Research in Business Information Systems.

Mountain-Plains Business Education Association, Nacogdoches, TX. Editor, approximately 100 hours spent for the year, (March 2016 - September 2021).
Prepare proceedings for annual regional conference. Coordinate reviews by peer reviewers. Solicit articles and reviewers for bi-annual journal, communicate with members of M-PBEA board, prepare journal for print.

Association for Business Communication, Reston, VA. Reviewer, approximately 2 hours spent for the year, (August 2021).
Served as Reviewer for Conference Presentations for Association for Business Communication.

Nacogdoches H.O.P.E., Nacogdoches, TX. Member, approximately 25 hours spent for the year, (June 2021 – July 2021).
Volunteer for local food pantry.

Texas Business & Technology Educators Association, Nacogdoches, TX. Reviewer, approximately 2 hours spent for the year, (June 2021).
Served as Reviewer for TBTEA Journal

Texas Business & Technology Educators Association, Nacogdoches, TX. Program Coordinator, approximately 30 hours spent for the year, (July 2020 - November 2020).
In place of schedule bi-ennial TBTEA conference hosted at SFA, worked with state officers to move the conference to a virtual platform.

Association for Business Information Systems, San Antonio, TX. Reviewer, approximately 2 hours spent for the year, (October 2020).
Served as reviewer for Journal of Research in Business Information Systems.

Association for Business Communication - Southwest, Nacogdoches, TX. Editor, approximately 50 hours spent for the year, (March 2016 - September 2020).
Served as co-editor for special edition of Federation of Business Disciplines Journal.

Nacogdoches H.O.P.E., Nacogdoches, TX. Member, approximately 20 hours spent for the year, (June 2020 - August 2020).
Volunteer for local food pantry.

Association for Business Communication, Reston, VA. Reviewer, approximately 2 hours spent for the year, (June 2020).
Served as Reviewer for Conference Presentations for Association for Business Communication.

Association for Business Communication - Southwest, Nacogdoches, TX. Past-President, approximately 10 hours spent for the year, (March 2019 - March 2020).
Serve as Officer of regional professional association, attend and preside over meetings and mentor officers at lower level.

Association for Business Communication - Southwest, Nacogdoches, TX. Officer, President, approximately 30 hours spent for the year, (March 2019 - March 2020).
Serve as Officer of regional professional association, attend and preside over meetings and mentor officers at lower level.

Association for Business Communication - SW, Nacogdoches, TX. Reviewer, approximately 2 hours spent for the year, (October 2019).
Served as Reviewer for Conference Presentations for ABC-SW Regional Conference

Association for Business Information Systems, San Antonio, TX. Reviewer, approximately 2 hours spent for the year, (October 2019).
Served as reviewer for Conference proposals for Research in Business Information Systems.

National Association for Business Teacher Education, Reston, VA. Institutional Representative, approximately 5 hours spent for the year, (January 2017 - May 2019).
Serve as Institutional Representative for SFA.

National Business Education Association, Chicago, IL. Session Liaison, approximately 1 hours spent for the year, (April 17, 2019).
Served as session liaison during NBEA Annual Conference

Association for Business Communication - Southwest, Nacogdoches, TX. Program Coordinator, approximately 30 hours spent for the year, (March 2018 - March 2019).
Serve as Officer of regional professional association
Attend meetings, prepare meeting notes, and mentor officers at lower level. Prepare program for 2019 FBD Conference.

Association for Business Information Systems, Nacogdoches, TX. Reviewer, approximately 2 hours spent for the year, (December 2018 - January 2019).
Served as reviewer for Journal of Research in Business Information Systems.

Association for Business Communication, Blacksburg, VA. Reviewer, approximately 2 hours spent for the year, (December 2018).
Served as Reviewer for Business & Professional Business Communication Quarterly for My Favorite Assignment submissions.

Garrison Booster Club, Garrison, TX. Member, approximately 8 hours spent for the year, (September 2018 - November 2018).
Volunteer for local support of Garrison Middle School Athletics

Texas Business & Technology Educators Association, Nacogdoches, TX. Program Coordinator, approximately 50 hours spent for the year, (May 2018 - November 2018).
Served as program chair for bi-ennial conference hosted at SFA.
Solicit proposals for presentations, plan event, coordinate others to host cluster conference for annual TBTEA conference.

Association for Business Information Systems, Fort Hays, KS. Reviewer, approximately 2 hours spent for the year, (October 2018).
Served as reviewer for Conference proposals and papers for Research in Business Information Systems.

Association for Business Communication-Special Interest Group, Blacksburg, VA. Member, approximately 10 hours spent for the year, (October 2016 - May 2018).
Work with others in national association committee to discuss using technology in teaching.

Association for Business Communication - Southwest, Nacogdoches, TX. Officer, Secretary, approximately 30 hours spent for the year, (March 2017 - March 2018).
Serve as Officer of regional professional association
Attend meetings, prepare meeting notes, mentor officers at lower level, train to move into program chair position.

National Business Education Association - Awards Committee, Reston, VA. Committee Member, approximately 5 hours spent for the year, (October 2017 - February 2018).
Served on Awards Selection Committee choosing Teacher of the Year Award

Association for Business Information Systems, Thibodeaux, LA. Reviewer, approximately 2 hours spent for the year, (December 2017 - January 2018).
Served as reviewer for Journal of Research in Business Information Systems.

Association for Business Communication, Blacksburg, VA. Reviewer, approximately 2 hours spent for the year, (November 2017).
Served as Reviewer for Business & Professional Business Communication Quarterly for My Favorite Assignment submissions.

Nacogdoches Economic Development Corporation, Nacogdoches, TX. Committee Member, approximately 5 hours spent for the year, (July 2017 - November 2017).
Worked on committee to plan and deliver Business Accelerator Program for local business owners

Association for Business Communication - SW, Nacogdoches, TX. Reviewer, approximately 2 hours spent for the year, (October 2017).
Served as Reviewer for Conference Presentations for ABC-SW Regional Conference at Albuquerque, NM.

Association for Business Information Systems, Albuquerque, NM. Reviewer, approximately 2 hours spent for the year, (October 2017).
Served as reviewer for Association for Business Information Systems conference at FBD.
Reviewed full paper and proposal for presentation.

Texas Business & Technology Educator's Association, Houston, TX. Reviewer, approximately 2 hours spent for the year, (May 2017).
Served as reviewer for TBTEA Journal

Sam Houston State University, Huntsville, TX. Workshop/Track Organizer, approximately 5 hours spent for the year, (October 2016 - April 2017).

Serve as Track Chair for Business Communication at 8th Annual General Business Conference. Publicize call for papers, review submissions, and chair two sessions at conference.

Association for Business Communication - Southwest, Nacogdoches, TX. Editor, approximately 30 hours spent for the year, (March 2015 - March 2017).

Prepare proceedings for annual regional conference. Coordinate reviews by peer reviewers.

Attend officer meeting at conference.

Host presentations at annual regional conference and prepare proceedings for distribution.

Association for Business Communication - Southwest, Little Rock, AR. Session Chair, approximately 1 hours spent for the year, (March 10, 2017).

Served as session chair for ABC-SW Choice Pick Session