

MARK J. CONGDON JR., PH.D.

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AREAS OF TEACHING, RESEARCH, AND EXPERTISE

Community Engagement and Communication Pedagogy: Experiential learning; service-learning; civic engagement; utilizing innovative practices of teaching, leadership, & mentoring; critical & interpretive approaches to leadership & student engagement; critical pedagogues; project-based learning; social entrepreneurship; data-driven instruction; relationship-based pedagogy

Culture and Organizational Communication: Critical & interpretive theories of culture & organizational communication; how cultural ideologies are produced, consumed, performed, hidden, & resisted through communication & in/within education and organizations; intersections of class, race, (dis)ability, gender, &/or sexual orientation with student learning, success, engagement, & leadership

Approaches and Methods: Community Engaged methodologies; Qualitative: ethnography, interviews, focus groups, & textual analysis; Critical/cultural; Mixed methodological approaches

EDUCATION

- Ph.D. Communication, University of Maine** 2018
Concentrations: Social Entrepreneurship, Communication Pedagogy, & Edu. Leadership
Emphasis: Community Engagement; Critical Communication Pedagogy; Organizational Communication & Culture; Communication Education; Educational Leadership; Communication Activism; Social Innovation; and Social Entrepreneurship
Committee: Nathan Stormer (co-adviser), Liliana Herakova (co-advisor), Laura Lindenfeld, David Carlone, Ian Mette, & Catharine Biddle
Dissertation: “Looking at innovation dialogically: Teaching communication and (social) change in the *Innovation Engineering* program at the University of Maine”
- Graduate Certificates** Innovation Engineering, University of Maine 2018
Grant Writing, University of Maine 2016
- M.A. Communication Studies, University of North Carolina at Greensboro** 2013
Emphasis: Communication Pedagogy; Civic Engagement & Social Change
Advisers: Spoma Jovanovic, Cerise Glenn, & Christopher Poulos
Capstone: “What’s wrong with me?: An autoethnographic investigation of the co-cultural communicative practices of living with Tourette Syndrome during adolescence”
- Teaching Certificates** Online Teaching, Learn North Carolina - UNC School of Education 2013
Special Education K-12, East Carolina University 2009
Social Studies 6-12, East Carolina University 2009
Speech Communication K-12, East Carolina University 2009
- B.A. Communication Studies, Wilkes University** 2008
Concentrations: Public Relations, Organizational Communication, & Rhetoric
Minor: Political Science

AWARDS AND HONORS

For Teaching, Leadership, Mentoring, and Service

Ernest A. Lynton Award for the Scholarship of Engagement – Finalist , Campus Compact	2023
Outstanding Faculty Award – Final Four Finalists , Sacred Heart University	2023
Service-Learning Fellowship - Mentor , Sacred Heart University	2021-Present
Outstanding Educator of the Year –Winner , <i>PR News</i>	2022
Mentor of the Year - Honorable Mention , <i>PR News</i>	2022
Capital Region Engaged Scholar-Teacher (CREST) Fellow , College of Saint Rose	2019-2020
Provost’s Innovative Teaching Award , University of Maine	2016
Faculty of Excellence Award , University of North Carolina at Greensboro’s Tri-Sigma	2013
John Andrew and Margaret E. Robinson Memorial Fellowship , UNC Greensboro	2013
Scholars Recognition Program , Office of Multicultural Affairs, UNC Greensboro	2012
Inclusiveness Award , UNC Greensboro	2011-2012
AmeriCorps Education Award , Teach for America	2010
Helping Hands Award for Diversity , Wilkes University	2008
Scholars in Service Award , AmeriCorps	2006
Pennsylvania State Scholar for Academic Excellence & Service , Horatio Alger Association	2004

PROFESSIONAL EXPERIENCE

Positions Held in Higher Education

Courses Taught as Instructor of Record (indicates service-learning; * indicates graduate course)

Introduction to Communication Studies	Business and Professional Communication
Introduction to Mass Communication (online)	Personal Branding for Communication Professionals
Public Speaking/Oral Communication	<i>Intercultural Communication</i>
<i>Fundamentals of Public Relations (PR)</i>	Intro. to Social Media and Communication Analytics
<i>Communication and Conflict Management</i>	<i>Crisis Communication and Social Movements*</i>
<i>Organizational Communication</i>	<i>Account Management in the PR Agency</i>
<i>Communication and New Technology</i>	<i>PR & Advertising Copywriting & Design</i>
<i>Strategic Crisis Communication</i>	<i>Strategic PR & Advertising Campaigns</i>
Communication Research Perspectives	Creative Copywriting in Advertising
<i>Interpersonal Communication</i>	Strategic Communication in the Digital Age*
Nonverbal Communication	<i>Media, Activism, & Social Change</i>
Capstone in Global Strategic Communication*	<i>Social Media Strategy (online)</i>

Sacred Heart University, Fairfield, CT 2020 – Present

Assistant Professor, Department of Communication Studies

- Design undergraduate and graduate PR and Advertising curricula to focus on strategies for utilizing ethical and socially responsible communication practices to achieve course learning outcomes.
- Utilize high-impact educational practices (i.e., collaborative projects; diversity learning) and teaching strategies (i.e., worked examples; metacognitive strategies, etc.) in courses utilizing service-learning, critical pedagogy, and Universal Design for Learning frameworks.
- Serve as the Faculty Advisor for the University’s *PRSSA chapter*. Led recruiting efforts to increase membership during the 2020-2021 academic year, resulting in a 314% increase in new members.

- Launched a university-wide service-learning DEI campaign, *Uniting Hearts: Celebrating Differences through Allyship*, to increase awareness of how to be a better ally in the Spring 2021 semester with the Multicultural Center and other community partners, which resulted in a 9% increase in students reporting being extremely committed to practicing allyship and a 15% increase in students' reporting that diversity is the most important priority to them within 3-months.
- Spearheaded a multi-institutional service-learning campaign on financial literacy in the Fall 2021 semester targeted at college students from historically marginalized backgrounds called: *Uniting Hearts: Paving the way to Financial Freedom*. The campaign aimed to increase awareness of the importance of being financially literate and practicing financially responsible behaviors in partnership with The Hord Foundation, Westfield State University's TRIO program, SHU's Multicultural Center & MBA Program, and others. The campaign resulted in a 22% increase in students reporting being committed to becoming financially literate and a 20% increase in students' reporting a commitment to practicing financially responsible behaviors within three months.
- Led fundraising campaigns in the *Advertising and PR Campaigns* course in spring 2022 and 2023 for the Bridgeport Public Education Fund, a college readiness program, resulting in raising \$615+.
- Redesigned and developed 13 service-learning courses for the 2020-2021 and 2021-2022 academic years with 17 community partners on 18 different service-learning projects, which resulted in 144 students providing 6,000+ hours of in-kind services, totaling more than \$102,100+.

College of Saint Rose, Albany, NY

2018 – 2020

Assistant Professor, Department of Communications

- Designed and taught PR and Advertising courses utilizing active learning strategies, where students collaborated with community partners to improve the clients' PR & Advertising materials.
- Centered a service-learning pedagogy in courses to provide practical experience with teaching students PR & Advertising, resulting in over \$85,000 of in-kind services being provided by students to non-profits and on-campus departments within two years.
- Developed and supervised a service-learning project in the Fall 2019 semester, *Free-Speech Fest: Activism through the Arts*, which resulted in students helping to increase awareness of how the first amendment can be used to advance social justice and community initiatives.
- Developed and supervised the *Heritage & Social Justice Month* with the Offices of Spiritual Life and Community Service in the Spring of 2020 for the service-learning project for my courses.
- Served as the Faculty Advisor for the *Public Relations Student Society of America* (PRSSA) chapter.

The University of North Texas, Denton, TX

2017 – 2018

Lecturer, Department of Communication Studies

- Redesigned *Communication & New Technology* course utilizing service-learning; students implemented a university-wide initiative to collect supplies for victims of Hurricane Harvey, resulting in 750+ donations collected in 3 months.
- Supervised, mentored, and trained 10-graduate teaching assistants.
- Served on the *Teaching Evaluation Committee* to evaluate the teaching of the Department's faculty.

The University of Maine, Orono, ME

2014 – 2017

Communication Instructor/Teaching Assistant, Department of Communication & Journalism

- Redesigned the PR course utilizing service-learning, resulting in 15+ community partnerships with non-profits being developed. Supervised students revamping of PR materials and planning of events, resulting in over 1,500 hours of combined volunteer services.
- Supervised students with in-kind PR services totaling over \$150,000 over three years.

Foster Center for Student Innovation, The University of Maine, Orono, ME 2014 – 2017
Graduate Assistant Supervisor, Innovate for Maine Fellowship

- Supervised and mentored 36 undergraduate & graduate students with their fellowship responsibilities and duties, which included developing innovative solutions to solve problems with/at their company.
- Collaborated with 30 companies to prepare work plans for fellows; developed over ten new partnerships with campus stakeholders and community businesses.
- Assisted in coordinating, organizing, and planning the week-long fellowship orientation training.

The University of North Carolina at Greensboro, Greensboro, NC 2011 – 2013
Communication Instructor/Teaching Assistant, Department of Communication Studies

- Cultivated a positive and comfortable learning community by employing immediacy behaviors, consistently delivering verbal and written encouragement, and incorporating group activities.
- Used the following motivational techniques to enhance student performance: exhibited passion and enthusiasm for course content, created assignments that encouraged autonomy and choice, emphasized the relevance of material within professional and personal spheres, facilitated compelling class discussions, and integrated assignments that resulted in active student learning.
- 100% of students consistently gave an average rating of “Above Average” (4.0) or “Excellent” (5.0) as their instructor on course evaluations.

TRIO: Upward Bound, Wilkes University, Wilkes-Barre, PA 2005 – 2010
Tutor Counselor, Academic Support Services – University College

- Provided year-round advising and mentoring to high school and first-year college students with career and college planning and academic tutoring in mathematics, reading, history, and English.
- Supported teacher efforts in classes by monitoring student behaviors, encouraging engagement, and co-teaching; Co-lead weekly community service and college visit trips.

Zebra Communication PR Agency, Wilkes University, Wilkes-Barre, PA 2005 – 2008
Public Relations Specialist & Manager, Department of Communication Studies

- Assisted in fundraising and providing in-kind services totaling more than \$25,000 for nonprofits, including, the Salvation Army, League of Women Voters, and United Way, over three years.
- Planned, coordinated, and implemented over 10 PR campaigns and events for nonprofit organizations, government agencies, small businesses, campus initiatives, and regional grant-funded projects.
- Supervised and lead a team of eight PR Specialists for five PR Campaigns over two years.
- Wrote press releases, coordinated media relations, planned fundraisers, designed media kits, scripted PSAs, and wrote backgrounders for over ten accounts in both private and public sectors.

Positions Held in K-12 Education

K-12 Education Courses Taught as Instructor of Record

Civics & Economics
Pre-Algebra & Algebra 1

U.S. History
English

World History
Speech & Debate

North Carolina Virtual Public School, Raleigh, NC 2014 – 2015
Online Instructor, Department of Exceptional Children

- Planned and delivered online instructional activities in Moodle that facilitated active learning experiences for all students, in the content areas of Civics & Economics and U.S. History.
- Served as a subject matter expert in developing six new courses and evaluating ten courses.

The Exploris School, Raleigh, NC
Intervention Specialist, Department of Special Education

2013 – 2014

- Served as co-chair on the Response to Intervention (RtI) committee with the Student Services Team to recommend academic and social interventions for students struggling academically.
- Developed and delivered instruction to over 40 students in inclusion and pull-out settings designed to help students meet grade-level standards and Individual Education Plan (IEP) goals.
- Assisted in coordinating five service-learning partnerships for students' service projects.
- 100% of students received a score of proficient or advanced on North Carolina's End of Grade Test (NCEOG) for Math 8; 90% of students received a score of proficient or advanced on NCEOG for English 8; 100% of special education students mastered their IEP goals.

William G. Enloe High School, Raleigh, NC
Special Education Teacher, Department of Exceptional Children

2010 – 2011

- Managed, mentored, and coached 35 students on career exploration for their Transition plans for their post-secondary career, educational, and social goals.
- Lead teacher for Curriculum Assistance class, where students learned how to create resumes, and cover letters, apply for jobs, learn how to vote, and use other community resources.
- 85% of students received a proficient or higher score for Physical Science on the North Carolina End of Course (EOC) Exam; 100% of special education students mastered their IEP goals.

Northern Vance High School, Henderson, NC
Special Education Department Chair & Teacher, Exceptional Children's Department

2008 – 2010

- Supervised 15 teachers in the department with their teaching and professional development training to ensure adherence to federal, state, and local educational regulations.
- Managed a caseload of 30 students; monitored and measured student performance and progress.
- 100% of students received a proficient or advanced score on the state exam for U.S. History; 96% received a proficient or advanced score for Algebra 1; 100% of students mastered their IEP goals.

APPLIED RESEARCH EXPERIENCE

Research History and Ongoing Projects

Sacred Heart University, Fairfield, CT 2022 – Present
Co-Investigator, Examining the Communication Practices, Brand Development, and Personal Experiences of Women-Owned Enterprises in the United States

- Mentor graduate students with planning, organizing, and implementing a research project titled: *Black in Business: Online Community Building in Black Women-Owned Small Businesses in the United States* using Black Feminist Standpoint Theory and Branding Theory.
- Conduct rhetorical, qualitative, and quantitative research to understand women, including BIPOC women, who own small businesses' experiences of navigating the tensions of systemic sexism and racism with developing and growing their business's brand.
- Conduct surveys, semi-structured interviews, and focus groups and analyze public social media accounts; Code and analyze data using NVivo program software.

Sacred Heart University, Fairfield, CT

2021 – Present

Principal Investigator, Raising Awareness on Financial Literacy through Service-Learning

- Assist with organizing and evaluating a multi-institutional financial literacy service-learning project with undergraduate students in Public Relations courses at Sacred Heart University and finance courses at Westfield State University.
- Conduct qualitative and quantitative research to investigate the impact of the financial literacy service-learning project.
- Conduct pre-and-post surveys using Qualtrics and analyze curriculum documents.

The University of Maine, Orono, ME

2016 – 2017

Research Assistant (R.A.), The Transforming Rural Experiences in Education (TREE) outreach program

- Assisted with organizing and evaluating a grassroots school-community partnership initiative, The Transforming Rural Experiences in Education (TREE), aimed at informing school transformation to increase students' academic achievement in rural communities affected by trauma and poverty.
- Conducted qualitative research to investigate the impact of the school-community partnership on students living in poverty and experiencing trauma.
- Conducted semi-structured interviews, participant observations, and focus groups; analyzed public documents; coded and analyzed data using NVivo software.

The University of Maine, Orono, ME

2014 – 2017

Program Evaluator/R.A., Project Reach - Margaret Chase Smith Policy Center & College of Education

- Assisted with evaluating the Project Reach teacher training program for teaching English Language Learners (ELL) students in Maine. Project Reach is a Title III grant supported by the U.S. Department of Education.
- Conducted qualitative and quantitative research to analyze the impact of this ELL training program on students' learning and achievement. Analyzed data using SPSS and NVivo.
- Assisted with writing annual U.S. Department of Education reports on the program's effectiveness.

The University of North Carolina at Greensboro, Greensboro, NC

2012 – 2013

Editorial Assistant, Partnerships: A Journal of Service-Learning & Civic Engagement, NC Campus Compact

- Assisted with the day-to-day management of manuscript submissions and maintained communication with authors, reviewers, and section editors; Completed technical and production tasks for publication.
- Drafted new and used established templates to prepare letters at every stage of the manuscripts' journey from submission to publication.
- Assisted with and developed marketing materials, including brochures, uploading author and reviewer biographies and photographs to the website. Assisted with rewriting journal policies.

The University of North Carolina at Greensboro, Greensboro, NC

2012 – 2013

R.A., Examining Student Experiences & Discourses of Anticipatory Career Socialization through a College Readiness Program

- Co-organized a University-Middle School college readiness program to understand at-risk students' perceptions of and with college and the college application process and worked to increase their college readiness skills.
- Created and facilitated workshops with students to increase their public communication and social skills using various active learning strategies.
- Co-wrote grant proposals; Participated in increasing program funds by \$2,500.

- Co-organized a University-High School Civic Action Program to increase civic youth literacy, improve scholastic performance, and develop communication skills that provide youth with tools to participate in their community actively; Created class lesson plans that encouraged experiential learning to civic engagement; built strong partnerships with seven community organizations and businesses to increase funding and enhance program activities.
- Co-wrote grant proposals; Participated in increasing program funds by \$14,600.
- Provided marketing and implementation support for promotional materials, including a video, brochure, and conference posters; managed an annual project budget of \$5,500.

PUBLICATIONS AND PRESENTATIONS

Publications: Peer-Reviewed Journal Articles

- Chatt, R. & **Congdon, M. Jr.** (forthcoming). Financial Literacy as a Common Core Requirement in Higher Education: A Moral Obligation. *Philosophy, Theory, and Foundation in Education*, 3(1).
- Congdon, M. Jr.**, Secrease, C.F., Boutelle, C., & Mahar, S. (forthcoming). Learning as Compassion AND Survival: A Trauma-Informed Relationship-Based Pedagogy for a (Post-)COVID-19 World. *Philosophy, Theory, and Foundation in Education*, 3(1).
- Congdon, M. Jr.** & Herakova, L. (2020). Envisioning a Critical Social Entrepreneurship education framework for community engagement: Guiding commitments for future research. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 11(1).
- Congdon, M. Jr.**, Ngo, Q., & Young, E. (2020). Environmental injustice: Examining how *The New York Times* frames the Flint water crisis. *Ohio Communication Journal*, 58(1).
- Congdon, M. Jr. (2019). Book Review: Making Research Public in Troubled Times: Pedagogy, Activism, and Critical Obligations by M. Francyne Huckaby. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 10(1).
- Mette, I. M., Biddle, C., **Congdon, M.** & Mercado, A. (2019). Parochialism or pragmatic resistance? The role of community-engaged leadership, activist scholarship, and vulnerable rural ecologies within school reform. *Australian and International Journal of Rural Education*, 29(2), 13-34.
- Congdon, M. Jr.**, Herakova, L., & Bishop, J. (2017). Calling-in the Family: Dialogic Performances of Family Conflict. [Special issue: Critical Communication Pedagogy and Social Justice]. *Communication Teacher*, 32(1), 8. doi:10.1080/17404622.2017.1372614
- Congdon, M. Jr.**, Mette, I., Mercado, A, Lindenfeld, L., & Tupper, E. (2017). ESL teachers' attitudes of Google Earth for inquiry-based instruction on ELL students' language development in a rural New England state. *Diversity, Social Justice and the Educational Leader*.
- Russell, V. & **Congdon, M. Jr.** (2017). Long-term impacts of Communication Activism Pedagogy: Guiding principles for future research. *Communication Education*, 66(3), 373-376. doi:10.1080/03634523.2017.1291982
- Herakova, L., Bonnet, J., & **Congdon, M. Jr.** (2017). Centering information literacy (as) skills and civic engagement in the basic course: An integrated course-library collaboration. *Basic Communication Course Annual*, 29(1), 109-120.

Jovanovic, S., **Congdon, M. Jr.**, Miller, C., & Richardson, G. (2015). Rooting the study of communication activism in an attempted book ban. *Partnerships: A Journal of Service-Learning and Civic Engagement*, 6(1), 115-135.

Congdon, M. Jr. (2014). What's wrong with me?: An autoethnographic investigation of the co-cultural communicative practices of living with Tourette syndrome during adolescence. *The Qualitative Report*, 19(50), 1.

Publications: Edited Book

Congdon, M. Jr. & Atay, A. (forthcoming). *Critical Approaches to Crisis Communication in the Classroom and Higher Education Contexts*. Rowman & Littlefield.

Publications: Peer-Reviewed Book Chapters

Congdon, M. Jr., Humphrys, K., & Horgan, J. (forthcoming). Navigating communication activism pedagogy during COVID-19: Lessons learned on disruptions to a collaborative university-community social justice project. In A. Congdon Jr., M & A. Atay (Eds.), *Critical Approaches to Crisis Communication in the Classroom and Higher Education Contexts*. Rowman & Littlefield.

Brenneise, A.D. & **Congdon, M. Jr.** (2023). Opening the Doorway: Disability Accommodation Letters as Entry to Critical Mutual Mentorship. In A. Atay & D. Trebing (Eds.), *Mentoring in Intercultural and International Contexts* (pp. 179-202). Peter Lang.

Congdon, M. Jr. & Herakova, L. (2021). Dwelling in revolutionary intimacies: Performing mentoring and/as reflexivity. In A. Atay & D. Trebing (Eds.), *Mentoring and Communication: Theories and Practices*. Peter Lang.

Brenneise, A.D. & **Congdon, M. Jr.** (2021). Mobilizing a critical Universal Design for Learning framework for justice-minded course design and assessment. In K.C. Blinne (Ed.), *Grading Justice: Teacher-Scholar-Activist Approaches to Assessment* (pp.61-89). Lanham, MD: Lexington Books.

Herakova, L. & **Congdon, M. Jr.** (2018). Let Your Self in: Mentoring from/on the Margins of Academia in the Millennial Context. In A. Atay & M. Ashlock (Eds.), *Millennial Culture and Communication Pedagogies: Narratives from the Classroom and Higher Education*. Lanham, MD: Lexington Books.

Herakova, L. & **Congdon, M. Jr.** (2018). Calling-in Identities and Communication in the College Classroom: What do you say to students? In. S. Chen, N. Allaire, & Z. Chen, *Constructing Narratives in Response to Trump's Election: How Various Populations Make Sense of an Unexpected Victory*. Lanham, MD: Lexington Books.

Conference Presentations

Communication Pedagogy, Mentoring, and Instruction Research

Congdon, M. Jr., Fortner, D., Ikram, I., Srivastava, S.A., Wang, S., & Xu, Z. (2022, Nov. 20). *Pedagogical Applications of VR/AR: Creating Learning Environments to Honor Context, Community, and Creativity* [Conference presentation]. National Communication Association 2022 Convention, New Orleans, LA, United States.

Congdon, M. Jr., Hill, A., Luttrell, R., McCollough, C., Molta, D., Nicolini, K., Omachinski, K.M., & Rozelle, A.M. (2022, Nov. 20). *Empowering Students: How Equity-Based Pedagogy Can Transform Skills-Based Courses* [Conference presentation]. National Communication Association 2022 Convention, New Orleans, LA, United States.

- Afolabi, A., Brenneise, A., **Congdon, M. Jr.**, Cruz, G., Estwick, E., Fassett, D., Herakova, L., Jackson, N., & Ngo, Q. (2022, Nov. 20). *Diversity in our PLACES I: Retaining & Recruiting Diverse Faculty and Staff in Higher Education and Communication Programs* [Conference presentation]. National Communication Association 2022 Convention, New Orleans, LA, United States.
- Afolabi, A., Chatt, R., **Congdon, M. Jr.**, Donaldson, K., Herakova, L., Lyssy, K., Ngo, Q., & Scott, L. (2022, Nov. 20). *Diversity in our PLACES II: Retaining & Recruiting Diverse Graduate and Undergraduate Students in Higher Education and Communication Programs* [Conference presentation]. National Communication Association 2022 Convention, New Orleans, LA, USA.
- Jackson, N. & **Congdon, M. Jr.** (2022, June 8). *Faculty Recruitment and DEI: Case Exercises on What Can Be Learned in Business Programs and Higher Education for Management Practice* [Conference presentation]. Management and Organizational Behavior Teaching Society 2022 Conference, Pomona, California, USA.
- Congdon, M. Jr.** & Jackson, N. (2022, June 8). *Perception Checking (In)Action: Performing and Reflecting on Gendered Communication with Stories in Business & Professional Communication* [Conference presentation]. Management and Organizational Behavior Teaching Society 2022 Conference, Pomona, California, USA.
- Congdon, M. Jr. (2022, March 31). *Amidst the Pandemic: Reconnecting to/through Critical Communication Pedagogy* [Panel session]. Central State Communication Association, Madison, WI, USA
- Congdon, M. Jr. (2022, March 31). *JEDI Initiatives: A Roundtable Showcase of Communication Pedagogies* [Panel session]. Central State Communication Association, Madison, WI
- Congdon, M. Jr. (2021, Nov. 20). Renewing and Transforming Higher Education's DEI Efforts to be Inclusive of Disability [Panel session]. *National Communication Association Conference*, Seattle, WA, United States.
- Congdon, M. Jr.**, Donaldson, K., & Kolosky, S. (2021, Nov. 20). Using Communication Activism Pedagogy to Address Anti-Blackness [Panel session]. *National Communication Association Conference*, Seattle, WA, United States.
- Congdon, M. Jr.**, Collins, M.E. (2021, June 2-5). Cultivating communication activism: Igniting students' civic engagement through a Free Speech Fest [Paper session]. *Popular Culture Association National Conference*, Boston, MA, United States.
- Congdon, M. Jr.**, & Herakova, L. (2020, November 19-22). *Envisioning Critical Social Entrepreneurship Education: Possibilities, questions, and guiding commitments* [Paper session]. National Communication Association 106th Annual Convention, Indianapolis, IN, United States.
- Congdon, M. Jr. (2020, November 19-22). *Mentoring at the (virtual) crossroads: Supporting new faculty onboarding in the era of COVID-19* [Conference Session]. National Communication Association 106th Annual Convention, Indianapolis, IN, United States.
- Congdon, M. Jr. (2020, November 19-22). Strategically designing the interpersonal communication course through a Critical Communication Pedagogy framework. In A. Dhillon, (Chair), *Handling DEI in Interpersonal Communication Classrooms* [Symposium]. National Communication Association 106th Annual Convention, Indianapolis, IN, United States.
- Brenneise, A.D. & **Congdon, M. Jr.** (2020, November 19-22). Centering Critical Universal Design for Learning in assessments. In K. Blinne, (Chair), *Grading Justice: Teacher-Activist Approaches to*

Assessment [Conference Short Course Session]. National Communication Association 106th Annual Convention, Indianapolis, IN, United States.

Congdon, M. Jr. (2020, November 19-22). *Fostering interpersonal communication at the crossroads of online learning and a global pandemic* [Conference Session]. National Communication Association 106th Annual Convention, Indianapolis, IN, United States.

Brenneise, A.D., **Congdon, M. Jr.**, Ferguson, C.L.S., Wagner, P.E. (2019). Creative Forms of Assessment in Communication Studies Courses. Panel discussion sponsored by the *Communication Assessment Division* of the *National Communication Association*. Baltimore, MD.

Bender, J., **Congdon, M. Jr.**, McCall, J. (2019). Possibilities of Positive Pedagogy: A collection of activities and pedagogical strategies that breathe life into the classroom. Panel discussion sponsored by *Scholarship of Teaching and Learning* of the *National Communication Association*. Baltimore, MD

Congdon, M. Jr., Palmer, L., Pinkerton, E. (2019). Music as Communication Activism: Educating for Freedom Through an Interdisciplinary Service-Learning Project. Panel discussion hosted by the *Pedagogy & 1st Amendment Committee* of the *Free Speech Conference: Finding Expression in Contested Public Spaces* sponsored by the *National Communication Association*. Greensboro, NC.

Atay, **Congdon, M. Jr.**, Herakova, L., Jovanovic, S.,...Waters, S.E. (2018). Re/Learning the Mutual Mentor/Mentee Relationship: Exploring and unpacking issues of difference in mentoring communication faculty/students. Panel discussion sponsored by the *Scholarship of Teaching and Learning* of the *National Communication Association*. Salt Lake City, UT.

Congdon, M. Jr., Herakova, L.,...Suter, E. (2018). Unpacking Power and Privilege: Critical Pedagogy in Family and Interpersonal Communication. Panel discussion sponsored by the *Family Communication Division* of the *National Communication Association*. Salt Lake City, UT.

Congdon, M. Jr., Herakova, L., & Mueller, A.G. (2018). Playing with problems: Exploring & Overcoming Problems Associated with problem-based learning in the classroom. Panel sponsored by *Instructional Development Division* of the *National Communication Association*. Salt Lake City, UT.

Brenneise, A., **Congdon, M. Jr.**, & Wiant Cummins. (2018). Parameters of Play in the Foundational Courses. Panel discussion sponsored by the *Basic Course Division* of the *National Communication Association*. Salt Lake City, UT.

Herakova, L., Bonnet, J., & **Congdon, M. Jr.**, (2017). The Basic Communication Course Annual Forum: Adaptation. Panel discussion sponsored by the *Basic Course Division* of the *National Communication Association*. Dallas, TX.

Congdon, M. Jr. (2017). Finding yourself together: Investigating how teachers and students perform their stories of a relationship-based pedagogy. Paper presented to the *Teachers, Teaching, and Media Conference*. Wake Forest, NC.

Congdon, M. Jr. (2016). Communication education within higher education: (Re)Constructing communication for social justice through intervention. Paper presented to *Scholars-to-Scholars Division* of *National Communication Association's Convention*. Philadelphia, PA.

Congdon, M. Jr. (2014). One size does not fit all: Directing the basic course to enhance learning outcomes for students with disabilities. Panel presented to *Basic Course Division* of *National Communication Association Convention*. Chicago, IL.

Congdon, M. Jr. (2013). Expanding communication within educational organizations: Using dialogue as a tool to construct a democratic communication model. Paper presented to *Scholar to Scholar Session of National Communication Association Convention*. Washington, D.C.

McCall, J., **Congdon, M. Jr.**, Cruz, G., & Sawyer, P. (2013). Enhancing communication and civility in the basic course: Insights from new instructors. Panel presented to *The GIFTS Panel of the Carolina Communications Association Conference*. Charlotte, NC.

Congdon, M. Jr. (2010). TWITTER: Teaching with Innovative Techniques that Electrify Results. Poster presentation presented at the *North Carolina Department of Public Instruction's Annual Conference for Exceptional Children*. Greensboro, NC.

Community Engaged and Public Research

Marlow, J., Richards, L., & **Congdon, M. Jr.** (2019). We don't know everything! Engaging the Campus Community in Inclusive Pedagogical Practices. Roundtable discussion sponsored by the *Faculty Panel Division of the Engage for Change Conference*. Loudonville, NY.

Biddle, C., Mette, I., **Congdon, M. Jr.**, & Mercado, A. (2017). "That's not going to work here": The role of place, culture and sector-based logic in framing rural community collaboration. Paper presented in the *Complex Politics in Rural School and Community Relationships* panel at the *2017 Annual Meeting of the American Educational Research Association*. San Antonio, TX.

Congdon, M. Jr., Mercado, A., Mette, I., & Biddle, C. (2017). Grassroots community partnerships for rural school reform: Recursive nature of exclusion- It is not an 'Indian' problem. Roundtable discussion presented to *New England Educational Research Organization Convention*. Boston, MA.

Mette, I., Biddle, C., **Congdon, M. Jr.**, & Mercado, A. (2016). Supporting sustainable and sociocultural approaches in community learning and school reform. Paper presented to the *Sustainability and Community Partnerships Division of the University Council for Educational Administration Conference*. Detroit, MI.

Congdon, M. Jr., & S., Jovanovic (2013). Evidence that cultivating students' democratic voices matters. Paper presented to *Lilly Conference on College and University Teaching*. Greensboro, NC

Glenn C. & **Congdon, M., Jr.** (2013). Connecting evidence, voice, and engagement: Actively utilizing students' experiences in pedagogical practices. Presented at the *Lilly Conference on College and University Teaching*. Greensboro, NC.

Jovanovic & **Congdon, M. Jr.** (2012). Designing a culturally responsive project for community change. Workshop presented to *Lilly Conference on College and University Teaching*. Greensboro, NC.

Communication, Culture, and Society Research

Congdon, M. Jr., Donaldson, K., Hamilton, N., & Krasinski, A. (2022, May 28). *Black in Business: Online Community Building in Black Women-Owned Small Businesses in the United States* [Conference Paper]. International Communication Association 2022 Convention, Paris, France.

Brenneise, A.D. & **Congdon, M. Jr.** (2022, March 30). *Navigating Tensions in "The Employables"* [TOP Conference Paper]. Central States Communication Association, Madison, WI, USA.

- Congdon, M. Jr.** & Young, E. (2018). Environmental injustice and the media: Using Framing Theory to examine how print media frames the Flint water crisis. Paper presentation sponsored by the *Journalism & Media Culture* Division of the *Popular Culture Association*. Washington, D.C.
- Congdon, M. Jr. (2013). Against my will: An autoethnographic analysis of the co-cultural communicative practices of living with Tourette Syndrome in an educational setting. Paper presentation presented to *Disability Issues Caucus of the National Communication Association Convention*. Washington, D.C.
- Congdon, M. Jr.** & Wheeler, M. (2013). Teach for democratic America or teach for corporate America?: A rhetorical analysis of TFA's influence on the charter school movement. Paper presentation presented to *Equality Equals Conference*, sponsored by the Department of Communication Studies Graduate Student Association at The University of North Carolina at Chapel Hill. Chapel Hill, NC.
- Congdon, M. Jr. (2013). Dark shadows uncovered: An autoethnographic reflection of the influence dominant societal labels may have on one's identity. Paper presented at *Doing Autoethnography: (Re)writing Self, Other, and Society Conference*. San Angelo, TX.
- Elmes-Crahall, J. & **Congdon, M. Jr.** (2011). "Words Do Matter:" A diachronic analysis of judicial, legislative and advocacy rhetoric on behalf of public support for children with disabilities. Paper presentation sponsored by *Disability Issues Caucus of the National Communication Association*. New Orleans, LA.

Lectures and Workshops

Critical Communication Pedagogy Lectures and Workshops

- Congdon, M. Jr. (2019). Creating Inclusive Learning Experiences: Connecting Universal Design for Learning with Culturally Responsive Teaching. Workshop presentation at *Provisions' 2019 Diversity Series, Inclusive Practices for Teaching and Learning: Living, Learning, and Teaching Across Lines of Difference* at the College of Saint Rose. Albany, NY.
- Congdon, M. Jr. (2019). Unpacking our identity: Examining our implicit biases, language, & microaggressions with students. Workshop presentation at *Provisions' 2019 Diversity Series, Inclusive Practices for Teaching and Learning: Living, Learning, and Teaching Across Lines of Difference* at the College of Saint Rose. Albany, NY.
- Congdon, M. Jr. (2017). Learning to innovate: The (envisioned) role of communication in innovation. Presentation presented to the *Department of Communication & Journalism Colloquium Series*, University of Maine. Orono, ME.
- Barrett, K., **Congdon, M. Jr.**, Fassett, D., Keremidchieva, Z., Mazer, J., & McDowell, Z. (2016) Communication and/as social justice. Panel presentation at the *Teaching Institute for GTAs*, University of Maine. Orono, ME.
- Fassett, D., Correa, E., & **Congdon, M. Jr.** (2016) Reverse course design: Syllabus and assignment development with a social justice focus. Workshop presentation at the *Teaching Institute for GTAs*, University of Maine. Orono, ME.
- Herakova, L. & **Congdon, M. Jr.** (2016). Team-based & project-based learning for social justice. Workshop presentation at the *Teaching Institute for GTAs*, University of Maine. Orono, ME.

Active Learning Lectures and Workshops

- Congdon, M. Jr. (2019). Building and sustaining an inclusive college community: From minor changes to major learning. Workshop at *Provisions' 2019 Diversity Series, Inclusive Practices for Teaching and Learning: Living, Learning, and Teaching Across Lines of Difference* at College of Saint Rose. Albany, NY.
- Congdon, M. Jr.**, Ladd, S., Sprinkle, N., Christman, K., & Nxumalo, Z. (2017). Career pathways in the Communication field: Career and interviewing tips for undergraduate and graduate students. Panel Discussion presented to the *University of North Carolina at Greensboro's Communication Studies Department*. Greensboro, North Carolina.
- Congdon, M. Jr. (2016). Adult Learning Techniques: Using active learning instructional strategies to create excitement and enhance learning. Workshop for the *University of Maine's Cooperative Extension Division of Lifelong Learning workshop series*. Orono, Maine.
- Congdon, M. Jr. (2016). Activities for the first days of class. Workshop for *University of Maine's Graduate Orientation Teaching Training for the Department of Communication & Journalism*. Orono, ME.
- Keremidchieva, Z. & **Congdon, M. Jr.** (2016). Designing assignments and providing feedback to promote Learning. Workshop presented at the *Teaching Institute for GTAs*, University of Maine. Orono, ME.

Civic Engagement Lecturers and Workshops

- Congdon, M. Jr. (2021, October 21). *The Social Worker's PR Plan for Community Engagement* [Lecture session]. Service-Learning Lecture Sponsored by the School of Social at Sacred Heart University, Fairfield, CT, United States.
- Congdon, M. Jr. (2020, November 12). *Virtual service-learning: Reflections on best practices during a global pandemic* [Workshop session]. Virtual Service-Learning Workshop Sponsored by the Office of Volunteer Programs & Service Learning at Sacred Heart University, Fairfield, CT, United States.
- Congdon, M. Jr., Cruz, M., & Amaya, M. (2020, April 28). *There's more to the Salvadoran story: Elevating silenced voices* [Symposium Session]. Heritage & Social Justice Month - Build Community: Paths to Action sponsored by the Offices of Spiritual Life and Community Service at the College of Saint Rose, Albany, NY, United States.
- Congdon, M. Jr. (2019). Navigating adversities, barriers, & obstacles in educational contexts: Mentoring and personal resilience as strategies for surviving and thriving. Lecture presented at *Profiles in Resilience Series*, College of Saint Rose. Albany, NY.
- Congdon, M. Jr. (2019). Public Relations & Advocacy in Educational Organizations. Workshop presentation at the *Professional Orientation & Ethical Practices in Counseling & Educational Leadership Graduate Course* at the College of Saint Rose. Albany, NY
- Jovanovic, S., **Congdon, M. Jr.**, Bloch-Schulman, S., & R. Dumlaio (2013). Writing with, about, and for service-learning and civic engagement. Workshop presented to *PACE Conference*. Elon, NC.
- Glenn, C., **Congdon, M. Jr.**, & C. Sutton (2013). Preparation or pressure? The realities of college readiness initiatives in middle schools. Lecture presented at the *Food for Thought Series* hosted by the Honors College at the University of North Carolina at Greensboro. Greensboro, NC.
- Jovanovic, S., Edwards, C., **Congdon, M. Jr.**, & C. Roberts (2012). Service-learning as social justice practice to boost civic action. Workshop presented to Dudley High School, Guilford Education Alliance, and the *Greensboro News and Record*. Greensboro, NC.

Congdon, M. Jr., & Edwards, C. (2012). From despair to hope: Reframing perceptions of community through a service-learning project. Workshop to *Graduate Research and Creativity Expo*. Sponsored by UNCG’s Graduate School & Office of Research & Economic Development. Greensboro, NC.

RESEARCH AND COMMUNITY ENGAGEMENT GRANTS

\$6,000	5-SCMA Graduate Student Stipends for <i>Uniting Hearts Allyship Campaign</i>	2021
\$1,000	<i>Peter Rollins Travel Grant</i> , Popular Culture Association	2020
\$850	Popular Education Grant, US-El Salvador City Cities	2019
\$1,000	<i>Peter Rollins Travel Grant</i> , Popular Culture Association	2019
\$2,000	<i>Research Travel Grant</i> , Project Reach, University of Maine	2016
\$200	<i>Caucus Student Travel Grant</i> , National Communication Association	2016
\$2,000	<i>Research Travel Grant</i> , TREE, Educational Leadership Department, University of Maine	2016
\$8,000	<i>Maine State Department of Education Grant</i> , Educational Leadership Department, UMaine	2016
\$8,000	<i>U.S. Department of Education Title III Grant</i> , Project Reach, University of Maine	2014-2016
\$2,500	<i>Research Travel Grant</i> , Project Reach, University of Maine	2014
\$10,000	<i>SynerG Next Generation Project Grant</i> , “Bus Benches for Artistic Distinction”	2012-2013
\$1,500	<i>Greensboro News and Record Grant</i> , "Increasing civic literacy and advocacy”	2012-2013
\$350	<i>Community Engaged Research Grant</i> , Public Scholarship Graduate Student Network	2013
\$500	<i>Caucus Student Travel Grant</i> , National Communication Association	2011

SERVICE

Professional/Scholarly Affiliations

- Vice Chair, *Disability Issues Caucus of NCA*, 2022 to Present
- Vice Chair-Elect, *Disability Issues Caucus of NCA*, 2021 to 2022
- Member, *PRSA Westchester/Fairfield Chapter*, 2022 to Present
- Member, *Central States Communication Association*, 2022 to Present
- Member, *New England School Public Relations Association (NESPRA)*, 2022 to Present
- Conference Peer Reviewer, *Organizational Communication Division of NCA*, 2021 to Present
- Conference Peer Reviewer, *Basic Course Division of NCA*, 2021 to Present
- Member, *Popular Culture Association*, 2018 to Present
- Member, *American Association of University Professors*, 2018 to Present
- Conference Peer Reviewer, *Disability Issues Caucus of NCA*, 2018 to Present
- Conference Peer Reviewer, *Activism & Social Justice Division of NCA*, 2018 to Present
- National Member, *Public Relations Society of America*, 2017 to Present
- Peer Reviewer, *The International Journal of Critical Pedagogy*, 2015 to Present
- Member, *National Communication Association*, 2011 to Present
- Member, *Lambda Pi Eta*, 2008 to Present
- Member, *Chi Alpha Epsilon*, 2008 to Present
- Member, *Sigma Alpha Pi*, 2008 to Present
- Member, *Alpha Chi*, 2008 to Present
- Member, *Greater CT’s Public Relations Society of America Chapter*, 2020 to 2022
- Member, *Association for Education in Journalism and Mass Communication*, 2019 to 2022
- Member, *NY Capital Region’s Public Relations Society of America Chapter*, 2018 to 2021
- Member, *National Communication Association’s Mentorship Task Force*, 2019 to 2021
- Peer Reviewer, *Partnerships: A Journal of Service-Learning & Civic Engagement*, 2018 to 2020

- Peer Reviewer, *The Qualitative Report*, 2015 to 2019
- Graduate Student Representative, *Feminist & Women Studies Division of NCA*, 2016 to 2018

Leadership/Community Outreach Experience

- Member, Sacred Heart University's Inclusive Excellence (DEIB) Advisory Council, 2022 to Present
- Graduate Student Mentor, SCPR-O Graduate Program, Sacred Heart University, 2021-Present
- Member, Sacred Heart University's Service-Learning Council, 2021 to Present
- Faculty Advisor, Sacred Heart University's *PRSSA Chapter*, 2020 to Present
- Member, Sacred Heart University's SCMA's *Interdepartmental Committee*, 2020 to Present
- Member, Sacred Heart University's SCPRA Major Committee, 2020 to Present
- Member, Sacred Heart University's SCPRA Curriculum Sub-Committee (LOCs), 2020 to Present
- Member, Sacred Heart University's SCMA's Equity Audit Ad-hoc Committee, 2020 to Present
- Member, Sacred Heart University's Women's, Gender, & Sexuality Studies Network, 2020 to Present
- Member, USESSC's Committees: *Communication, Equity Audit, & Fundraising*, 2019 to Present
- Faculty Lead for School of Arts & Humanities, Saint Rose's *EAB Retention Project*, 2019 to 2020
- Member, *Reach Out Saint Rose Service Committee*, 2019 to 2020
- Faculty Advisor, College of Saint Rose's *PRSSA Chapter*, 2018 to 2020
- Faculty Advisor, Saint Rose's Communications Department's *COMpass Newsletter*, 2018 to 2020
- Member, Saint Rose's *Retention Performance Management Steering Committee*, 2018 to 2020
- Faculty Advisor, College of Saint Rose's *PR & Advertising Club*, 2018 to 2020
- Member, Saint Rose's *Provisions Faculty Development Group*, 2018 to 2020
- Member, UNT's Dept. of Communication Studies' *Teaching Evaluation Committee*, 2017 to 2018
- Representative, *University of Maine Diversity Leadership Institute*, 2015 to 2017
- Faculty Advisor, *University of Maine's ROTARACT club*, 2014 to 2017
- Speech and Debate Coach, *Exploris School*, 2013 to 2014
- Public Relations Outreach Coordinator, *LGBT Center of Raleigh*, 2010 to 2012
- Vance County Drop-out Prevention Committee Representative, *Northern Vance High*, 2009 to 2010
- Speech & Debate Coach, *Northern Vance High School*, 2008 to 2009

OTHER RELEVANT EXPERIENCE

National Board Member, U.S. – El Salvador Sister Cities, October 2019 - Present

Corps Member Advisor, National Team, Teach for America, April 2011 - July 2012

Corps Member, Eastern North Carolina Region, Teach for America, June 2008 - June 2010

TECHNICAL SKILLS

Programs and Software

- Trained and experienced in NVivo and ATLAS.ti qualitative data analysis software.
- Trained and experienced in SPSS statistical software.
- Trained and experienced in Microsoft Office Suite (i.e., Publisher, Word, PowerPoint, Excel)
- Trained and experienced in Adobe Creative Suite (i.e., Acrobat, Photoshop, Illustrator, InDesign)
- Experienced in Google Analytics, Google Ads, Google Docs, Google Sheets, & Google Slides.
- Experienced in various (social) media monitoring tools: Meltwater, Cision, & Facebook Analytics.

Online Teaching Platforms and Tools

- Trained and experienced in Canvas, Blackboard, Brightspace, and Moodle
- Trained and experienced in Open Journal Systems
- Trained and experienced in SMART and Promethean Board Technologies