

Anita Galindo Croasmun

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Education: Master of Arts in Communication, December 1994, University of South Florida
Bachelor of Arts in Communication, December 1989, University of South Florida
Bachelor of Science in Biochemistry, Genetics minor, May 2007, NCSU

Additional Education: ENG 626 Empirical Writing, ENG 798 Seminar: Rhetorical Theory, ENG 798 Seminar: Rhetoric of Science, ENG 889 Seminar: Writing & Memory.

Online Portfolio: <http://harvest.cals.ncsu.edu/folio>,
Select 'referred user' then enter folio #1255, password 'Galindo'

Experience

North Carolina State University, Department of Communication, Lecturer and former Program Director of the Interpersonal Communication Curriculum. (8/1997 – present) I served two years as NTT Faculty representative on the NC Board of Governors Selection Committee for Teaching Excellence Award (2018 & 2019). I currently serve as an academic advisor and lecturer in the undergraduate curriculum. As Lecturer, I design, develop, and deliver online courses in Interpersonal Communication, and Persuasion. Other teaching has included Public Speaking, Conflict, Small Group Communication, Academic Writing (a COM/ENG hybrid course). I served as research support for NSA grant funded projects in cognitive function, decision-making, and communication efficacy and developed a rubric for assessing executive function (EF). I also conduct peer reviews/evaluations of teaching for colleagues and PhD students. Formerly, as Director of the Interpersonal curriculum (a curriculum that served 1000 students per semester), I conducted performance evaluations of Lecturers, conducted searches and recommended hiring of Lecturers, developed teaching schedules, lead revision of course texts and materials, and resolved student grievances. Currently, I teach online courses and participate in assessment/evaluation of the online materials. During the years 2005-2007, while fulfilling faculty and administrative responsibilities, I completed Bachelor of Science degree in Biochemistry at NCSU and gained lab experience while doing so. I stepped down from my Director position to work in a genomics lab at NCSU and, later, in the Duke Medical Center Department of Immunology.

Duke University Medical Center, Department of Pediatric Allergy & Immunology, Research Technician II. (6/9/2008 – 11/13/2009) This laboratory is compliant with Clinical Lab Improvement Act (CLIA) and Good Tissue Practice as required by the Food and Drug Administration (FDA). Received training and passed all proficiency tests in Good Clinical Lab Practice (GCLP) in Dr. Markert's thymus transplant program (manufacturing and clinical processes) in the following areas:

Documentation/Writing/Training/Archiving: wrote FDA/CLIA SOP documents. Conducted lab staff training in new/revised SOPs and maintained archives of procedures.

Phlebotomy: received lab certification for phlebotomy, performed phlebotomy on research volunteers, documented collection and storage of blood.

Tissue culture of thymus for transplant: performed sterile techniques when feeding transplant tissue culture, collected samples for culture sterility tests, collected and prepared tissue samples for DNA analysis, immunohistochemical processes, and cryopreservation, documented reagents and instruments used in sterile processing, completed internal documents for tissue processing.

Flow Cytometry assay: prepared 'short flow' protocol using 14 to 28 panels of antibodies on whole blood samples, used FlowJo software to analyze flow cytometry data (gating).

Proliferation Assay: isolated PBMCs, set up and ran proliferation assays on Peripheral Blood Mononuclear Cells (PBMCs) in samples using PHA, ConA, and IL-2+ stimulation reagents, performed pulsing with tritiated thymidine, and harvesting using Perkins-Elmer Filtermate Harvester equipment, used the 1450 LSC & Luminescence counter to measure proliferation, interpreted assay results and prepared assay report for PI review and approval.

Duke (continued)

Migration Study Assay: isolated CD34+ cells from human cord blood, obtained and processed tissue for experiment, labeled stem cells with CFSE, completed cryopreservation of labeled cells, performed flow cytometry on samples, conducted migration assay with labeled cells, compiled and analyzed documents and data to draw tentative conclusions from experimental results.

IRB training completed: Research with Human Subjects, Protecting Research Subjects, Children as Subjects in Research, Informed Consent, Bringing Medications to Market.

Duke Safety training completed: Fire/Life Safety, OSHA bloodborne Pathogens, General Lab safety, Ergonomics overview.

General lab maintenance and reagent preparation: responsibilities include reagent preparation, maintenance of inventory of supplies, database management, lab cleaning, equipment maintenance, and CLIA and safety compliance.

North Carolina State College of Veterinary Medicine, Department of Molecular Biomedical Sciences, Genomics research area, Undergraduate Student Assistant (6/2006-11/2007) and Research Assistant (11/2007-3/2008). As an undergraduate student assistant, I maintained full-time employment in summer, part-time schedule during the academic year to accommodate student and professorial roles. As a full-time research Assistant, I established primary explant cultures of cancer cells, maintained cultures through passage 2, harvested chromosomes from cells, froze cells, and updated and maintained inventories for samples used in a Canine Foundation grant and RO1 NIH grant project. From lymphoma cells, I isolated protein, DNA, RNA, ran gene expression assays, and maintained inventory of samples used in an R21 NIH grant project. My lab work provided me experience in the following areas:

Review of Literature & Writing: performed literature search on Gli-2 gene expression and wound healing; expression of Keratin 5, 14, 15, and 17 in wounds and tumor growth; cardiac cell markers; Marfan syndrome; Stem Cell (sources, maintenance of pluripotency, markers, differentiation, in vitro growth); wrote summaries and protocols based on findings. See portfolio.

Molecular Cell Biology: mammalian cell culture growth and maintenance (i.e., fetal fibroblasts, STO stem cells), tissue culture passage, cell counting, cell freezing, media preparation, aseptic technique.

Mammalian Genomics: data collection and comparative analysis of gene expression patterns in transgenic and non-transgenic mammalian tissue. Completed two phases of Gli-2 gene expression study. Ran assay to determine FBN1 gene expression in non-affected tissue (Marfan project).

Surgical Tissue Sectioning, Tissue Homogenization & Freezing: collected research samples of human placental tissue for IUGR study, prepared training protocol (SOP) of collection procedure and technique. See portfolio.

RNA & DNA Isolation, cDNA preparation, PCR (polymerase chain reaction), polyacrylamide gel electrophoresis, agarose gel electrophoresis: performed all procedures in data collection phase of gene expression studies. Collected data on microlaser-captured tissue, pico amounts of cells in culture, as well as substantive masses of tissue samples. See portfolio for details.

Immunohistochemistry: learned to section tissue samples, mount on +slides, perform antibody staining, and retrieval process. Researched IHC protocols related to cytokeratin staining.

Train lab personnel: trained visiting scholar from China on bench techniques and general lab processes, provided guidance to undergraduate students in lab orientation.

NCSU Occupational Health and Safety Clearance: received training on working with research animals, received vaccinations required for working with mammalian tissue, passed health and hearing exams required for animal and lab work in the Department of Molecular Biomedical Science.

Papers/Publications/Conference Participation

Croasmun, Anita, “*Healthy Communication Patterns in the Workplace*,” NCSU College of Agriculture and Life Sciences (CALS) Lunch and Learn Series on Wellness & Self-Care topics, August 2019

Keyton, Joann, and **Anita Croasmun**, “Coding Analyst Writing for Executive Functioning,” Poster, Laboratory for Analytic Sciences & Department of Communication, NCSU, Fall 2016.

Croasmun, Anita. Visual Communication Conference, June 2016, Snowbird, Utah. Panel Chair: Self-representations and the society of the spectacle.

Croasmun, Anita. *The Feminine Identity, Narrative, and Medical Discourse: Writing the Body, Writing One's Health*. Paper presented at the 5th International Conference on Rhetoric and Narrative, March 2013, ESADE University, Barcelona, Spain.

Devlin, Blythe H., **Anita Croasmun**, Mary L. Markert. “Chemotaxis of Progenitor Thymocytes to cultured Thymus Tissue,” Poster, Department of Pediatrics Research Retreat, June 20, 2009.

Markert, M. Louise, Blythe H. Devlin, Ivan K. Chinn, Elizabeth A. McCarthy with acknowledgement of the technical assistance of Marilyn Alexieff, Jie Li, Chia-San Hsieh, Jennifer Lonon,, Julie Smith, **Anita Croasmun**, and Stephanie Gupton. “Thymus Transplantation in Complete DiGeorge Anomaly,” *Immunology Research*, (2009) 44:61–70.

Croasmun, Anita. *Understanding and Adapting: Concepts and Exercises for Interpersonal Communication*, 1st and 2nd editions. Iowa: Kendall-Hunt, 2007/2008.

Other Experience

Meredith College, Raleigh, NC, Adjunct Instructor (2001/2002 and Fall 2013 to present). Taught Business Communication (one semester) and Introduction to Mass Communication. I currently teach Intercultural Communication, Communication Research Methods, and Senior Thesis.

William Peace University, Department of Communication, Raleigh, NC, Adjunct Instructor, part-time (8/1999-5/2004 and Fall 2013 to present). I currently teach Public speaking and Latin Film. In the past, I taught Interpersonal Communication, and Intercultural Communication courses for Peace College.

Wake Technical Community College, Raleigh, NC. Communication Instructor, Dept of Fine Arts. (8/10/2012 – 7/2013) I taught Introduction to Interpersonal Communication (COM 120) and Introduction to Communication (COM 110).

Wayne Community College, Goldsboro, NC, Instructor, Dept of Language & Communication. (3/1/2010 – 8/5/2012) I created online curriculum and recruited adjuncts for the department, served on the Technology committee and the Distance Education Curriculum Development committee. Also founded and produced the college's first film festival. <http://praxisfilmfestival.org>

Duke University's Fuqua School of Business, Durham NC. Lecturer (8/1995-8/1997). Taught Management Communication courses. Included in the curriculum was student writing & analyses of Harvard Business Review case studies. The courses are part of an intensive speaking and writing program for MBA students.

University of South Florida, Department of Communication, Lecturer (8/1992-8/1995). Taught courses while enrolled in the graduate program (fully funded) from 8/1992 to 12/1994. Conducted program assessments for St. Petersburg Juvenile Welfare Board program for emotionally handicapped students and provided research support for AARP national decentralization effort (summer 1993 employment, Washington DC).

Kaset International (currently *Achieve Global*), Tampa FL, Trainer and Product Developer.

(12/1989-8/1992) Designed and developed communication training programs. Facilitated Training for external customers (Fortune 500 companies). Conducted site visits to collect interaction data.

Courses Taught:

Argumentation & Advocacy (COM 211) – NCSU. This course is an introduction to the formal study of argumentation. It is designed to help students be more sensitive to the arguments that surround them in their everyday lives, to develop greater skills in understanding and critically assessing arguments in various contexts, and to build competence in producing their own arguments. To achieve these goals, the course is structured to teach argumentation skills, theories, and experiences by engaging arguments about pressing political, social, and legal issues.

Business Communication (COM 146) – NCSU. Students learn to research and write company profiles, business letters, memos, progress reports, and employee evaluations. They also learn how to conduct a variety of types of interviews, performance appraisals (oral), and they learn to facilitate meetings. Included in the course is a workshop for resolving conflict and significant group projects. The course is taught as a hybrid business /organizational communication/small group communication.

Composition (ENG111-G) – NCSU. This course was an experimental, hybrid course that covered types of speaking and writing required within the university setting, specific to textiles majors. Students learn how to select and develop a *fitting response* to the different academic situations they encounter during an undergraduate education.

Intercultural Communication (COM301/390) – Meredith College. Students learn constructs of culture that contribute to verbal and nonverbal patterns in communication, theories of culture that influence intercultural communication, avoidance and management of conflict arising from differences in cultural patterns, and strategies for effective intercultural communication.

Interpersonal Communication (COM 112) – NCSU. Students participate in skills-based exercises to develop self-awareness regarding their interpersonal communication habits. Exercises address areas such as nonverbal communication, listening skills, empathy skills, the effects of proximity on communication, and message construction. Students also analyzed case studies and wrote recommendations for improving communication in the situations described in the studies.

Persuasion (COM201) – NCSU. Students learn theories that explain the ‘psychology of persuasion’ and tactics used to persuade. Students view persuasive messages and analyze their effectiveness, using the theories of persuasion and their corresponding critical frameworks.

Prague Institute, NCSU School of Design, Interpersonal Communication (COM 112) – This course is a hybrid Interpersonal/Intercultural communication course. Concepts of Interpersonal Communication are studies from the perspective of intercultural interactions. I draw from my experience of having lived in Central America (4 years), traveled Columbia, Portugal, and Spain. I also draw from my work in science settings with scientists from China, Taiwan, France, and Spain. I used these experiences to write lectures and exercises that equip students to navigate intercultural contexts and foster goodwill while meeting professional goals.

Public Speaking (COM 110) – NCSU. Students learn the basics of writing and delivering speeches: overcoming speech anxiety, organization of ideas, audience adaptation, introductory argumentation, persuasion strategies, and speech delivery. Students are provided models of effective speech and are required to write and deliver speeches.

Managing Meetings (COM 302) – NCSU. Students apply theories of Organizational Communication to a meeting setting. Students practice team problem-solving. They learn how to develop a mission statement, organize tasks, allocate resources, facilitate problem-solving meetings, and persuade audiences to accept team solution(s) to identified problems. Students develop communication strategies for addressing organizational challenges, and learn effective business writing strategies.

Research Methods (COM 330) – Meredith College. An introduction to the basics of research in the field of communication, students learn a variety of research methods including both qualitative and quantitative methods as well as gain hands-on experience in the research process. This course will better prepare students for upper-level communication courses by familiarizing them with the language and process of research done in the field. The course gives students the skills needed to successfully complete their own research for their senior thesis.

Senior Thesis (COM 410) – Meredith College. In conjunction with a faculty instructor, the student will formulate and execute an original research project that will culminate in a paper and presentation. Open to seniors who are majoring in Communication.

Small Group Communication (COM202) – NCSU. Students are exposed to a variety of small group communication theories, concepts, and research findings in this course, and asked to apply them to different group contexts. This course is organized around four broad topic areas: small groups as systems, small group communication, small group processes, small group problem solving. By the end of this course, students have a breadth of knowledge about small group communication theory and practice that can be used in professional, civic, and personal small group situations.

Graduate Courses Taught (Duke University Fuqua School of Business):

Analysis and Process (BA 395) – Students develop communication strategies for presenting solutions to marketing, operations, human resource problems. They learn to construct written and oral messages that are clear, concise and well-suited to business audiences. Included in the course is a workshop on collaborative writing.

Informing and Influencing Audiences (BA 396) – Students practice relaying information and elaborating on ideas, creating arguments, challenging evidence, and managing question & answer sessions. The emphasis of this course is on presentational speaking, yet written previews of the ‘information sessions’ are developed as part of the communication campaign within an organization. Included is a workshop on communicating across cultures and team-building.

Effective Advocacy Through Collaboration (BA 397) – Teams of students learn to develop a communication campaign. Course includes rigorous situation analysis, Q&A sessions, and intense research for supporting positions. Managing team conflict is also addressed.

Professional Project Management (BA 398) – This course is the capstone course for the year. Students prepare professional-quality presentations for an executive committee of CEOs and Managers from around the United States.

Other Experiential exercises I developed and implemented for Duke include Lexington Labs Intercultural Communication exercise, and Boa Boa: Decision-making and persuasion, The Money Game: Persuasive Budget Requests, Oral Dialogue journals (an exercise for ESL students).

I worked with international communities as coordinator of the Duke Fuqua School of Business Summer Institute for International Students (taught communication courses and arranged field trips to local sites of interest and to Washington DC to meet with senators and legislators). I worked with International students to improve their English language skills and comfort with American culture.