DEANNA P. DANNELS

Raleigh, NC 27606

PROFESSIONAL SUMMARY

Principled, goal-oriented, visionary leader with 15+ years of program-level administrative experience and 9 years of college-level administrative experience as dean and associate dean of academic affairs. Excellent reputation for collaborating with campus and institutional partners, acting strategically to forecast and mitigate potential academic challenges, facilitating equitable and fair processes, and developing tools to increase organizational efficiency without sacrificing intellectual principles.

AREAS OF EXPERTISE

Data reporting and mapping	Strategic communication	Principled decision making
Project management	Risk assessment	Resource management
Training and development	Conflict resolution	Creative problem solving

EDUCATION

University of Utah	**University of Utah**	**Gonzaga University**
Ph.D., Communication, 1999	M.S., Communication, 1995	B.A., Communication, 1993

ADMINISTRATIVE EXPERIENCE

2021 to present **Dean**
NC State University: College of Humanities and Social Sciences – *Raleigh, NC*

About the university:
NC State is the largest of the 17 higher-education institutions in the University of North Carolina system, with over 2000 faculty members, an administrative and support staff of more than 5500, and a current enrollment of nearly 25,000 undergraduates and 9,000 graduate students from across the state and around the world. Through its 11 colleges, NC State offers more than 100 undergraduate programs, 100+ master's programs, 60+ doctoral programs, and a Doctor of Veterinary Medicine program.

About the college:
The College of Humanities and Social Sciences is the second largest college at NC State, with 3700 undergraduate majors, and 900 graduate students; producing the highest number of student credit hours at the university (by comparison to other colleges). The college consists of nine departments and one unit (Interdisciplinary Studies), offering 50+ undergraduate majors, 40+ undergraduate minors, 14 master's degrees, 5 PhD programs, three dual degree honors programs, and four graduate certificate programs. The college has approximately 220 tenured/tenure track faculty and 200 non-tenure track faculty.

2015 to 2021   **Associate Dean of Academic Affairs:**
As the chief academic affairs administrator for the college, I am responsible for academic leadership, management, strategic planning, policy development/regulation, and administrative academic oversight within the College of Humanities and Social Sciences. I oversee a team of 11 professional track faculty and staff and manage an operating budget of $650,000. My role provides leadership over the following key priorities of the college:

- **Enrollment management**: Make college-level decisions (in consultation with departments) about undergraduate and graduate enrollment targets; monitor progress towards meeting targets; provide course-level fill rate data (by general education status, time-of-day scheduled, modality of course, and level of course) for departments to monitor credit hour production; provide departments with enrollment change data on an annual basis (student credit hours & headcount: regular term, distance education, and summer sessions).
- **Academic outcomes, program assessment, and accreditation**: Provide college-level approval for program-level outcomes-driven assessment plans (learning outcomes, evidence to be collected, and timeline for analysis) and annual assessment reports (findings, evaluations of program based on findings; and actions to be taken for improvement); author college-level assessment report submitted to Provost.
- **Recruitment and retention**: Lead team in developing and facilitating recruitment activities (orientation, open house, visiting student day, etc.); collaborate with directors of undergraduate and graduate programs to generate recruitment tools to increase yield (e.g., recruitment videos for websites; Facebook campaigns, etc.).
- **Course and curricular development**: Lead undergraduate and graduate curriculum committees; advise departments on new degree program development; serve as liaison between college and university-level undergraduate and graduate curriculum committees (e.g., facilitate course/curricular consultations; provide input on university-level general education review processes, etc.).
- **High impact practices**: Lead team in developing communication about and implementation of college-level high impact practices (e.g., study abroad, undergraduate research, Maymester, first-year inquiry course); facilitate dispersal of funds for high impact experiences; coordinate collection and assessment of student data regarding outcomes of high impact experiences.
- **Student diversity and inclusive excellence**: Lead team in developing student diversity programming for undergraduate and graduate students (e.g., recruitment fairs, town hall meetings, etc.); coordinate development and implementation of conscious and unconscious bias training for graduate program admissions committees.
- **Awards and scholarships**: Coordinate college-level faculty teaching awards process (overseeing Board of Governor's Award for Excellence in Teaching, Alumni Distinguished Graduate and Undergraduate Awards; Advising Awards, Outstanding Lecturer Awards, etc.) and college-level student scholarship nomination and review process (30 different awards, approximately $100,000 dispersed annually); work with Development Office in facilitating Dean's Scholars program for incoming students (funded by donors).
- **Student policies, rules, and regulations**: Provide final adjudication of and approval for college-level development and implementation of policies, including

(but not limited to) undergraduate and graduate grade grievances, schedule revisions after deadlines, withdrawal requests, and exceptions to college or university policies.

New Academic Initiatives and Accomplishments:
- Awarded $55,000 from UNC System Office (two separate competitive grants) to develop and implement Undergraduate Scholars Identity Mentoring Initiative (collaboration with two other institutions in UNC System). Program trained faculty to mentor students from underserved populations in developing and showcasing transferable skills. Supported 5-8 students/year in pilot phases. Proposal under review to scale-up project and implement UNC system-wide training institute focused on implementation of identity mentoring at each participating institution.
- Acquired $15,000/year (partnership with the Graduate School) to develop and implement cross-college Graduate Peer Mentoring Collaborative to train cohort of doctoral students in mentoring competencies; providing annual stipend to students to serve as peer mentors. Entering 5th year of program; initiative has expanded to 3 other colleges (15-20 students trained/year).
- Coordinated, in collaboration with relevant departments, development of new degree concentrations and programs: Food Systems & Society BS (joint degree with the College of Agriculture and Life Sciences, awaiting approval of college-level curriculum committee); Women's and Gender Studies BS (joint concentration with the College of Sciences, awaiting approval of college-level curriculum committee); Masters of Nonprofit Management (under development); Social Work Ph.D. (under development); International Security Ph.D. (system level approval, paused for departmental administrative restructuring).
- Initiated multiple initiatives to support faculty and students in COVID-19 transitions and emergent racist activities (e.g., Academic Continuity Mentors, Diversity Advocates Peer Mentoring Program, Teaching During the 2020 Election Learning Circles, etc.).

Continuous Improvement Initiatives and Accomplishments:
- Lead college-wide enrollment management initiative to address unmet demand and maximize fill rates, resulting in increased undergraduate student credit hours by 5% and graduate student credit hours by 6% over 5- year period. Enrollment management scheduling tool served as model and adopted at university level.
- Developed plan for implementation of new UNC System Office regulation for awarding credit for Advanced Placement scores of 3 or higher; modeled impact of policy on student credit hours and developed strategic plan for managing impact.
- Facilitated initiative to reduce section sizes for key introductory courses in English, Foreign Languages & Literatures, and Communication; gathered student success data for ongoing funding of smaller sections.
- Lead comprehensive graduate student stipend analysis to assess current stipends as compared to competitive peer institution stipends and living wage stipends; proposed plan for stipend increase over 3-year period.

Communication Initiatives and Accomplishments:
- Developed internal Funding Allocation Model illustrating university funding sources by course type & term (regular term, summer session, distance, seated), student type (on campus, distance), student residency (in-state/out-of-state), and funding model

(12-cell matrix, tuition) to support departments in strategic planning for course scheduling.

- Developed Graduate Assistant Hiring Principles Model to support department-level administrators and staff in hiring of graduate teaching, research, and extension assistants based on principles that students' academic home should review and approve of all terms & conditions, and direct supervision of assistantship work should reside where work is completed (if not academic home of student).

2011 - 2015   **Director of Graduate Programs**
Department of Communication, NC State – *Raleigh, NC*
Directed everyday logistics of and strategic planning for MS in Communication program (approximately 50 students, total):

- Managed recruitment and retention of graduate students
- Oversaw matriculation of graduate students through course and curricular requirements
- Made decisions about graduate teaching and research assistant assignments
- Developed and implemented training program graduate teaching assistants
- Conducted program and outcome assessment of graduate program
- Negotiated disputes between graduate students and peers or faculty

Initiatives and Accomplishments:
- Increased enrollment in Masters of Communication Program (from 8 incoming students to 12 incoming students) through targeted recruitment of Ph.D. seeking students
- Developed teacher training program that became model for other master's programs balancing accreditation requirements with teaching needs
- Facilitated transition to thesis-granting program
- Oversaw major overhaul of core theory, research, and application courses in curriculum based on annual assessment of student learning

1999 - 2015   **Co-Director**
Campus Writing and Speaking Program, NC State – *Raleigh, NC*
Co-coordinated major campus-wide initiatives to train faculty to incorporate communication instruction in disciplinary courses:

- Conducted monthly faculty development workshops
- Facilitated annual faculty seminar focused on incorporating writing and speaking into courses and curricular
- Planned and hosted annual external speakers for faculty across campus
- Assisted in managing budged for programming
- Oversaw graduate student program assistants

Initiatives & Accomplishments:
- With teams, acquired one million dollars in grant funding over multiple projects to support research (NSF, Hewlett Institute, college/university-level grants) on teaching and learning of communication across multiple disciplines (engineering, design, etc.)

- Developed and implemented campus-wide communication in the disciplines programming
- Received ranking in U.S. News & World Report's Best Colleges for its focus on writing in the disciplines (2018, 2016).

2000 - 2007 **Introductory Course Director**
Department of Communication, NC State – Raleigh, NC
Oversaw the development and implementation of two courses (Introduction to Public Speaking, Interpersonal Communication) that served as required general education courses for a significant portion of NC State students:

- Developed curricula for courses; including evaluation rubrics, assignments, and teaching modules
- Trained graduate teaching assistants to teach in introductory courses
- Managed hiring of non-tenure track faculty for introductory courses
- Facilitated assessment of teaching (graduate student and non-tenure track) in introductory courses

Initiatives and Accomplishments:
- Developed pedagogical and curricular model (currently still in use) for graduate assistant training (new masters students without any teaching experience) for introductory courses
- Developed procedures for assessment of non-tenure track faculty teaching in introductory courses (teaching portfolio assessment)
- Lead curricular overhaul for two introductory courses, focused on incorporating technological reflection on student learning, curricular consistency across sections, and outcome-based assessment

ACADEMIC APPOINTMENTS

2011 – present **Professor**
Department of Communication, NC State – Raleigh, NC

2004 – 2011 **Associate Professor**
Department of Communication, NC State – Raleigh, NC

1999 – 2004 **Assistant Professor**
Department of Communication, NC State – Raleigh, NC

Selected Teaching Experience:
Communication and Conflict Management
Small Group Communication
Qualitative Research Methods
Teaching College Communication

SCHOLARSHIP

Books:

Dannels, D.P., Palmerton, P., & Gaffney, A.L. (2017). *Incorporating Oral Communication in the Disciplines: A Resource for Teacher Development and Training* Parlor Press.

Dannels, D.P. (2015). *Eight Essential Questions Teachers Ask: A Guidebook to Communicating with Students*. Oxford University Press.

Editorships:

Editor-in-Chief, *Communication Education* (Volumes 67-69). 2018-2020: Leading national journal in field of communication focused on educational scholarship; sole editor for four volumes (each with four issues).

Guest Editor, Special Issue of *Journal of Business and Technical Communication* (2016). Learning to Communicate 2.0: Orality and Technology in the Disciplines and Professions.

Guest Editor, Special Issue of *Communication Education* (2005). Oral communication genres in disciplinary discourse communities: Communication across the curriculum and in the disciplines.

Selected Articles & Chapters:

Cates, C.M., Dannels, D.P., Tate, H., Mottet, T., Mazer, J., Harper, S., & Darling, A. (2022) *Leading in a Pandemic: The Perspectives of Communication Administrators.* In Kuypers, J. (Ed). Personal and Administrative Perspectives from the Communication Discipline during the COVID-19 Pandemic. New York, NY: Lexington Books.

Dannels, D.P. (2020). Ode to Light: a swan song. *Communication Education*, 69(4), 549-557.

Dannels, D.P. (2018). In the thresholds of scholarly transition. *Communication Education*, 67(1), 1-6.

Dannels, D.P. (2016). Opening lines: Scholarly inquiry and learning outcomes in communication. *Communication Education*, 65(4), 480-483.

Dannels, D.P. (2015). Teacher Communication Concerns Revisited: Calling into Question the Gnawing Pull Towards Equilibrium. *Communication Education*, 64(1), 83-106.

Dannels, D.P., Darling, A., Fassett, D.L., Kerssen-Grief, J., Lane, D., Mottet, T.P., Nainby, K., Sellnow, D. (2014). Inception: Beginning a New Conversation about Communication Pedagogy and Scholarship. *Communication Education,* 63(4), 366-382.

Dannels, D.P. (2011). Relational genre knowledge and the online design critique: Relational authenticity in preprofessional genre learning. *Journal of Business and Technical Communication,* 25(1), 3-35.

Dannels, D.P. (2010*). Communication Across the Curriculum Problematics and Possibilities: Standing at the Forefront of Educational Reform*. In D. Fassett & J. Warren (Eds.). The SAGE Handbook of Communication and Instruction. Thousand Oaks, CA: Sage.

Dannels, D.P. (2009). Features of success in engineering design presentations: A call for relational genre knowledge. *Journal of Business and Technical Communication*, 23(4), 399- 427.

Dannels, D.P. & Norris-Martin, K. (2008). Critiquing Critiques: A Genre Analysis of Feedback Across Novice to Expert Design Studios. *Journal of Business and Technical Communication*, 22(2), 135-159.

Dannels, D.P. (2005). Performing Tribal Rituals: A Genre Analysis of "Crits" in Design Studios. *Communication Education,* 54(2), 136-160.

Dannels, D.P. (2002). Communication Across the Curriculum and in the Disciplines: Speaking in engineering. *Communication Education*, 51(3), 254-268.

Dannels, D.P. (2001). Time to Speak Up: A Theoretical Framework of Situated Pedagogy and Practice for Communication Across the Curriculum. *Communication Education*, 50(2), 1-16.

Selected Grants:

Dannels, D.P., Banks, E., Johnson, J., Young, K., & Zelna, C. (lead PI). "Using E-portfolios for Mentoring and Assessment of Underserved Undergraduate Researchers." Grant received from UNC General Administration's Undergraduate Research Award Program ($29,000 funded 2017-2018).

Dannels, D.P., Banks, E., Johnson, J., Young, K., & Zelna, C. (lead PI). "Undergraduate Scholars Planning Institute." Grant received from UNC General Administration's Undergraduate Research Award Program ($26,000 funded 2016-2017).

Dannels, D.P. (Communication Across the Curriculum Specialist; Janet Burge PI; Gerald Gannod and Paul Anderson, Co-PIs). "CPATH-2: Collaborative Research: Incorporating Communication Outcomes into the Computer Science Curriculum." National Science Foundation, September 2009 (Funded $331,902 over 3 years). Project ID 0939122.

Dannels, D.P. (Co- Principle Investigator) "Establishing New Multidisciplinary Curricular Paradigms: Biotechnology and Chemical Engineering." $500,000 received from the National Science Foundation, Sept. 2000- May 2003. Co-principle investigators: Dr. Steve Peretti, Department of Chemical Engineering, Dr. Deanna Dannels, Campus Writing and Speaking Program, Dr. Chris Anson, Campus Writing and Speaking Program.

HONORS AND AWARDS

- Distinguished Graduate Professor Award, College of Humanities and Social Sciences, North Carolina State University (April 2015)
- Humanities and Social Sciences Nominee for the Board of Governor's Award for Excellence in Teaching, North Carolina State University (April 2014)

- Graduate Professor of the Year Award, Department of Communication, North Carolina State University (May 2013).
- John I. Sisco Excellence in Teaching Award, Southern States Communication Association, (April 2010).
- Master Teacher Award, Western States Communication Association, (March 2010).
- National Council of Teachers of English Best Article on Pedagogy or Curriculum in Technical or Scientific Communication (March 2010).
- Outstanding Teacher Award (College and University recipient), North Carolina State University, 2008-2009.
- Graduate Professor of the Year Award, Department of Communication, North Carolina State University (May 2006).
- Richard Felder Award for Outstanding Service in Support of Teaching and Learning, North Carolina State University, 2002 (award given to one faculty member university-wide every year).
- College of Humanities and Social Sciences Outstanding Junior Faculty Award, North Carolina State University, 2002-2003 (award given annually to one junior faculty in the college).
- Nominee, National Council of Teachers of English Best Article Reporting Qualitative or Quantitative Research, *Journal of Business and Technical Communication*, May 2001.

PROFESSIONAL DEVELOPMENT

2015-2016   **Higher Education Resource Services (HERS)**
Wellesley College—Wellesley, MA

2016   **Duke Executive Leadership Program**
Duke University– *Durham, NC*

2017   **Duke Executive Management Program**
Duke University– *Durham, NC*

SELECTED COMMITTEES AND SERVICE

Lumina Foundation "Learning Outcomes in Communication" Project (national level, project team leader)
Educational Policies Board Introductory Course Task Force (national level, member)
Academic Restart Committee (university level, member)
Strategic Resource Allocation Task Force (university level, member)
Enrollment Planning Committee (university level, member)
Administrative Board of the Graduate School (university level, member)
Graduate Operations Council (university level, member)
Humanities and Social Sciences Teaching Awards Committee (college level, member)
Humanities and Social Sciences Staff Awards Committee (college level, member)
Annual Faculty Evaluation Committee (department level, chair)
Promotion and Tenure Guidelines Committee (department level, chair)

PROFESSIONAL AFFILIATIONS

Council for Colleges of Arts & Sciences
National Communication Association
National Humanities Alliance