

THE UNIVERSITY OF ALABAMA | COLLEGE OF COMMUNICATION & INFORMATION SCIENCES

COMMUNICATOR

SPRING 2021

INSIDE» How C&IS Responded to COVID-19 / Alumni Champion DEI / Equipping Engineers with Public Speaking Skills

Going Live:

C&IS students learn
content marketing in
innovative Twitch class

PAGE 3

MAKE A GIFT, SUPPORT A RISING LEGEND

"My scholarship helps get me one step closer to a bright future in the television industry."

Emmy Award-winning student producer Kailey New is just one example of how a gift to C&IS makes an impact. As a recipient of the Judy Stone Weaver Scholarship, Kailey is able to attend the University and gain hands-on experience in the Center for Public Television where she earned her first Emmy award.

Generous gifts from C&IS donors help fund student success.

WAYS TO SUPPORT C&IS WITH A GIFT



ANNUAL GIFTS:

These gifts immediately support students and programs in the year you contribute.



ENDOWED GIFTS:

These gifts are invested to collect funds over time, allowing for long-term, sustained support.



PLANNED GIFTS:

This type of gift is a pledge to ensure your support benefits the College and the University beyond your lifetime.

If you are interested in supporting C&IS in these or other ways, contact the College at uaccis@ua.edu or C&IS Director of Development, Jenny Pyle at jwpyple@ua.edu.



Dear Alumni and Friends,

I hope this issue of *Communicator* magazine finds you and your families safe and well. The uncertainty and challenges surrounding the coronavirus (COVID-19) have certainly been felt by all members of our C&IS family throughout the last year, and we know these continue to be difficult times for many of you.

Although COVID-19 has rapidly changed the landscape of higher education, you can take pride in knowing that the College's faculty, staff and students have risen to the challenges presented. With guidance from the UA System and The University of Alabama, our community continues to thrive and our mission

remains steadfast. Our students have approached their studies with new inspiration and resilience. Our faculty have approached their teaching and research with innovation and determination. And our community has used the pandemic to refocus on the most vitally important of our values—unity.

C&IS has unified in various ways but, most importantly, through a series of conversations about diversity, equity and inclusion (DEI). Our community came together last summer to build upon the diversity plan with seven new priorities. With a renewed sense of energy and action behind our DEI efforts, C&IS is creating positive,

sustainable change. Positive change is also happening in our industries. In this issue, you will read about how some of our alumni are making a difference in their own organizations through their DEI efforts. Our alumni continue to make us proud through their commitment and leadership.

This academic year has been a change from our usual routines, but the stories and highlights you will read prove the C&IS community remains extraordinary through all circumstances. We cannot achieve this level of success without your generous support. Thank you for being an important part of our story. We are grateful to each and every one of you.

Mark D. Nelson, Ph.D.
Dean and Professor

IN THIS ISSUE



COVER STORY 103 | **Going Live**

Advertising and Public Relations students use their own created material on the live streaming platform Twitch to learn the ins and outs of content marketing!

06 | INSTAGRAM INSPIRATION

108 | **Uncertainty Meets Resilience**

The COVID-19 pandemic created challenges for educators and students alike. Read how C&IS responded to these challenges with creativity and resolve to make 2020 a year worth celebrating.

16 | C&IS BOOKSHELF

17 | **EMPOWERING VOICES**

Alumni spanning generations of C&IS cohorts have long sought to foster diversity, equity and inclusion in their storied careers. Read how some alumni are making a difference today.

20 | **C&IS STORYTELLERS: ROBIN BOYLORN**

A masterful storyteller, C&IS professor Dr. Robin Boylorn discusses how processes and rituals she crafted at an early age shaped her into the dynamic, personal and raw communicator she is today.

22 | **ENGINEERED TO SPEAK**

As a profession, engineering requires more than strong math skills and creative problem-solving. Read how C&IS's partnership with UA's College of Engineering helps fast-track students' careers.

25 | 2020 GIFTS TO C&IS & DONOR SPOTLIGHTS



VOLUME 41

Communicator is published by the Capstone Communication Society and The University of Alabama's College of Communication and Information Sciences. Its purpose is to keep alumni and supporters informed about the programs, services and activities of the College, as well as developments in the fields of communication and information.

COLLEGE OF COMMUNICATION & INFORMATION SCIENCES

Mark D. Nelson, Ph.D., Dean
Sara A. Hartley, Ph.D., Associate Dean, Undergraduate Studies and External Relations
Jenny Pyle, Director of Development
Litsa Rivers, Ph.D., Director of Experiential Learning & Outreach

CONTRIBUTING WRITERS: Robin Boylorn, Morgan Gay, Cole Lanier, Rand Nelson

EDITORS: Sara Hartley, Litsa Rivers

GRAPHIC DESIGN: Jared George, Janet Walker

PHOTOGRAPHY: Miriam Brant, Craig Graves, Rand Nelson, Janet Walker and other contributors


ADDRESS CORRESPONDENCE TO:

The University of Alabama
College of Communication & Information Sciences
Box 870172
Tuscaloosa, AL 35487

For address changes or story ideas, email uaccis@ua.edu.

Connect with C&IS online





C&IS Instructor Randall Huffaker assists student Alyssa Harrison in setting up her Twitch livestream studio.

GOING LIVE:

C&IS students learn content marketing in innovative Twitch class

The advent of the internet dramatically reshaped the entire world, bringing together people from all backgrounds and experiences to communicate with each other and share their stories. Years later, social media would enhance that connectivity and bring us even closer together, providing platforms for all users to share videos, photos and more. Today, new platforms are popping up every day, enhancing the online conversation and introducing new neighbors from every corner of the globe.

As new platforms continue to emerge, they are shaped by a young generation of content geniuses bursting at the seams with entrepreneurial spirit and creative potential. At C&IS, part of equipping the next generation of global leaders in the world of communication and information is encouraging growth in and mastery of new emerging platforms through experience and practice. For now, that new platform is Twitch.

Twitch launched in 2011 as a new streaming website showcasing live-streamed video

games and live e-sports. By 2014, the platform was purchased by Amazon and had more than 20 million visitors per month. Twitch became “the next big thing” in the tech industry, and advertising and public relations professionals quickly recognized a new creative outlet for getting content into households and onto devices all over the globe. Companies began promoting branded gaming content and partnering with streamers to sponsor them. As Twitch continued to grow, advertising strategies from major brands developed to sync with the



C&IS students enrolled in the Twitch course utilize space in the College's Public Opinion Lab to analyze statistics related to their creative content.

platform and the opportunities it presented. In 2019, consumer brands spent more than \$650 million on sponsorships and branded content for online streaming platforms globally. The total for 2020 surpassed \$800 million, and experts predict the global spending to top \$1 billion annually by 2022.

With Twitch advertising budgets at nearly \$22 million and the website ranked the 14th most popular in the United States last year, the new platform can experience upwards of 2 billion hours in viewed content in one month alone. The future success of Twitch is clear now, but The University of Alabama took a chance on prioritizing the platform in the early days. That chance is paying off.

Three years ago, when COVID-19 was not part of our everyday vocabulary and the idea of a global sports stoppage was unthinkable, faculty in the Department of Advertising and Public Relations were building a partnership to help educate students on "the next big thing." In 2018, Twitch was making its way to college campuses, and UA was one of the first institutions in the United States to launch an official university Twitch channel — the first school in the Southeastern Conference (SEC). The channel was developed as a means to teach students about the platform and its relevancy to the advertising and public relations industries while also giving students a place to create their own original content.

Today, students are learning the platform and practicing the art of creating their own original content through a regularly offered course specifically focused on Twitch.

Developed by advertising and public relations senior instructor, Randall Huffaker, the course teaches students a variety of skills related to content marketing, including search engine optimization, social media and influencer marketing, analytics, and event promotion.

"There are billions of marketing dollars being poured into this streaming platform every year, so the potential for future public relations and advertising professionals who know the platform and can strategize with Twitch in mind is limitless," said Dr. Kenon Brown, associate professor of advertising and public relations. Brown and Huffaker worked together to bring Twitch to UA's campus.

The class is structured so that students work in collaborative teams where each student carries different responsibilities. Students might work on the "community management team" where they oversee the channel itself, from content to analytics. Or, they might work on the "writing team" or "creative team" where they are writing scripts or creating graphics to promote streaming events, gaming nights or interviews with industry professionals. The goal is that students contribute their unique talents while stretching themselves to learn something new through a very hands-on experience. To Huffaker, the class is about the original content creation; after all, that's why people are part of the Twitch community.

"Taking ownership of their learning leads to a more motivated student," said Huffaker. "They become more engaged with the concepts, preparing them for that next stage and the start of their career."

"The potential for future public relations and advertising professionals who know the platform and can strategize with Twitch in mind is limitless."

— Dr. Kenon Brown

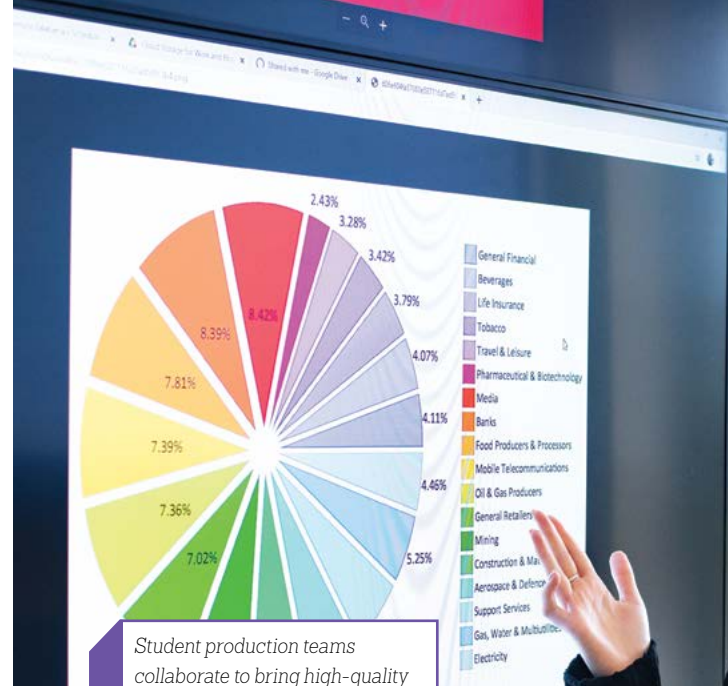
In the C&IS Twitch class, students create content for an audience that they also develop and nurture throughout the semester. Essentially, in 12 weeks, students create a product and develop a ground-up content marketing campaign to promote it.

"It is very much a 'learn as you go' experience," said J.J. McGrady, a senior public relations major from Prattville, AL, who was enrolled in the Twitch class last fall. McGrady was a member of the community management team. "We were able to learn on our own and find what content worked and what didn't in an organic way."

Huffaker understands what creative freedom can do in the learning process.

"I just want them to create and find things they're passionate about and go to work," said Huffaker. "As they create and analyze the content, they can tell a story with the data to make meaningful changes."

"Content" can include anything from playing live video games and creating educational videos about photography, to recapping the latest episode of "The Bachelorette,"



Student production teams collaborate to bring high-quality live streaming content to UA Twitch followers.



Examining the analytics of their content viewership helps teams craft new content to address their audiences' feedback.



“It’s an exciting moment when the teams begin streaming their content and viewers from all over the globe tune in, but the students know the work doesn’t stop there. That’s when we begin diving into the metrics.”

— Randall Huffaker

discussing UA athletics or giving a cooking demonstration. The point is for students to choose topics of their own interest and to build their content as a way of channeling that passion.

“It’s an exciting moment when the teams begin streaming their content and viewers

from all over tune in, but the students know the work doesn’t stop there. That’s when we begin diving into the analytics,” said Huffaker.

Students learn how to analyze viewership metrics and social media analytics. They are responsible for adjusting their programming as necessary to reach larger audiences through Twitch and their other channels. The comprehensive and fully integrated learning experience is something the advertising and public relations department knows will give students an advantage in the industry.

“This class really helped pinpoint what aspect of public relations I would be interested in when I begin my career,” said Alyssa Harrison, design team leader for UA Twitch in fall 2020. “In the public relations field, having firsthand experience with content creation and how to use shared media platforms is a huge strength.”

What started as a class dedicated to preparing students for a new arena of marketing has now grown into a channel with national attention. The UA channel, created and managed by C&IS students, has participated in some of the biggest nationwide e-sports tournaments and the faculty has worked to garner sponsorships from worldwide companies such as Red Bull, Dell Computer, Mainline and Learfield IMC among others. And they are just getting started.

“The dollars and the data on Twitch speak for themselves,” said Brown. “We will continue to grow the course, the channel and the learning opportunities as Twitch continues to evolve and grow in the future. Our goal is to have the most highly-qualified and prepared graduates in the country and this course plays a part in that.”

INSTAGRAM INSPIRATION

Following @UACCIS is the best way to stay up to date on all things C&IS! Join us on Facebook, Twitter, LinkedIn and Instagram to be part of the year-round fun. Check out some of our posts from the past year highlighting new and exciting C&IS initiatives.



1 To help students navigate the uncertainties of their first year in college, C&IS launched First-Year Interest Groups (FIGs), a unique opportunity for new C&IS students to be paired with upperclassmen student leaders, build relationships with their peers and create a smaller community within the University!



2 Showing off our new banners, because it's not bragging if it's true. PR Week named the Department of Advertising and Public Relations the best in the country!

3 Shoutout to our inaugural team of C&IS Social Media Ambassadors (SMA) for all their hard work in telling our College's story this year! The SMAs are a dynamic group of influential voices from within the C&IS student body who work with the College to amplify strategic messages from their own branded accounts.



4 Happy #FirstDayUA! While the start of the 2020 Fall semester looked very different, our C&IS Ambassadors showed up with masks and great attitudes to welcome students back to Sweet Home Reese Phifer!

5 2020 marked the 35th anniversary of the Master's of Fine Arts in the School of Library and Information Studies. The program, which was the first of its kind back in 1985, is one of only a handful of programs nationwide to specialize in the art of bookmaking.



6 No travel, no problem! Industry Immersion adjusted to the new travel guidelines and connected with alumni and professionals virtually! Students traveled from New York to San Francisco without ever leaving their home office, and these virtual trips continue this spring.

7 We love Dean Nelson, and we love coffee! In the fall, the College launched the C&IS Coffee Club. This monthly virtual event is a great way to connect with alumni and friends of the College over a hot cup of your favorite coffee. Join us!

8 As C&IS continued its excellence and focus in research, the College unveiled new renovations to the research spaces on the fourth floor of Reese Phifer. In this space, faculty and students are changing the world with new insights and information across various areas!

9 Revise and Resubmit is more than a motto! Hosted by Dr. Kim Bissell and Dr. Anneliese Bolland of the ICIR, this new podcast about research in C&IS is available on Spotify, Apple Podcasts and anywhere you find your podcasts!

10 Let Kindness Be Your Story. At C&IS we always talk about creating your story, but the Student Executive Council reminded us this year to treat everyone with kindness and respect by designing new t-shirts with an important message. Funds from these t-shirts go toward diversity initiatives in C&IS.



UNCERTAINTY

m

S



Meets RESILIENCE

STORIES OF HOW C&IS MET THE CHALLENGES PRESENTED BY COVID-19

Uncertainty filled the air as students left UA's campus for spring break in March 2020. With other academic institutions already announcing a move to online learning, the announcement to halt classes, meetings and events seemed inevitable. In a University-wide email sent March 12, 2020, President Stuart Bell announced that classes would be suspended for an additional week to allow time for courses to be transitioned to alternative and remote learning methods for the remainder of the semester.

Within Bell's email lay a hidden and hopeful charge to the entire University of Alabama extended family, "I call upon each of you—faculty, staff, students, parents, alumni and supporters—to model the creativity and strength of the campus community we have come to expect." As the next several months would be some of the most challenging times many educators and staff had ever experienced, C&IS was determined to exceed the expectations of Dr. Bell's challenge just as he requested—with creativity and strength.



UNCERTAINTY *meets* RESILIENCE

CREATIVE SUPERHEROES

APR STUDENTS MAKE CREATIVE CHANGES TO ENSURE FOOD FOR HUNGRY CHILDREN

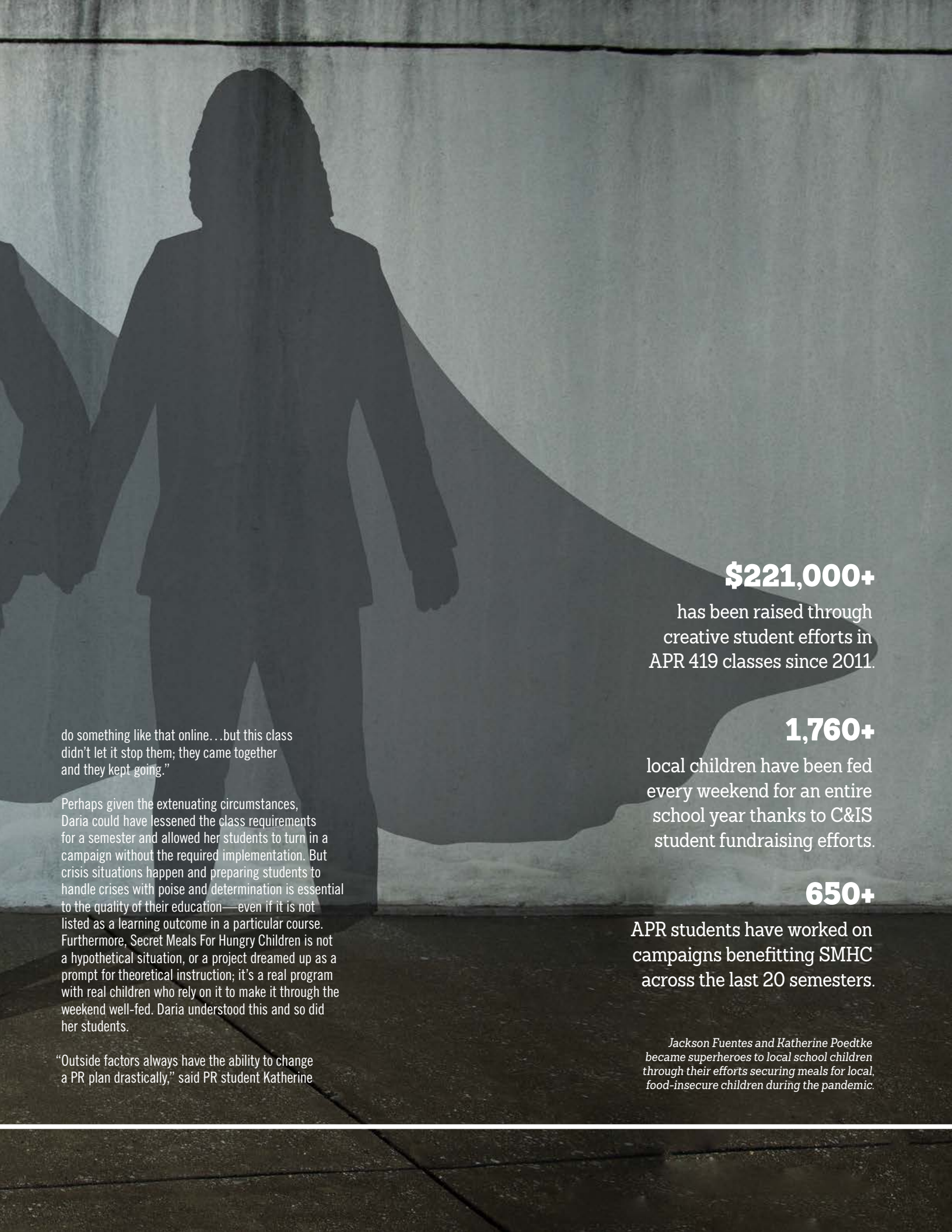
Each semester, students in C&IS instructor Susan Daria's class are split into groups of 5-7 students to organize an event or initiative to raise funds and awareness for local childhood food insecurity. Since 2011, this class has raised more than \$213,000 for Secret Meals For Hungry Children (SMHC) which secures discreet, non-perishable food packs to feed more than 1,700 under-nourished and food-insecure children over the weekends during the school year.

Assignments in Daria's class, APR 419: Public Relations Concepting and Implementation, include drafting communication plans and media releases, seeking out partnerships and sponsorships with community organizations, and creating an original visual look to support the students' efforts with advertising and promotion. The project culminates in a short video documentary of the project and a client presentation at the semester's end. This process ensures a comprehensive learning experience for all the students involved.

"At the beginning of a typical semester, students go out and find a venue and community partners—people who want to contribute by donating items for a silent auction or contributing sponsorships," said Daria. "But it's all pretty much based on physical interactions."

In-person gatherings have been an essential component of the APR 419 projects for SMHC over the years, including events such as percentage nights at local venues and restaurants. As the news of a campus-wide moratorium on events broke last spring, the SMHC fundraisers were in jeopardy for the first time in 18 semesters. Had the announcement come earlier, Daria's students could have adjusted their plans with time to spare, but halfway through the semester the project groups were putting the finishing touches on their events logistics, advertising artwork and promotion plans.

"I sent an email to my students asking them to look into ways of doing their projects online," said Daria. "One group was doing a pool tournament. You can't really



do something like that online...but this class didn't let it stop them; they came together and they kept going."

Perhaps given the extenuating circumstances, Daria could have lessened the class requirements for a semester and allowed her students to turn in a campaign without the required implementation. But crisis situations happen and preparing students to handle crises with poise and determination is essential to the quality of their education—even if it is not listed as a learning outcome in a particular course. Furthermore, Secret Meals For Hungry Children is not a hypothetical situation, or a project dreamed up as a prompt for theoretical instruction; it's a real program with real children who rely on it to make it through the weekend well-fed. Daria understood this and so did her students.

"Outside factors always have the ability to change a PR plan drastically," said PR student Katherine

\$221,000+

has been raised through creative student efforts in APR 419 classes since 2011.

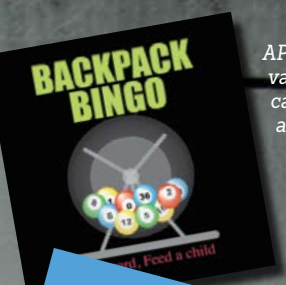
1,760+

local children have been fed every weekend for an entire school year thanks to C&IS student fundraising efforts.

650+

APR students have worked on campaigns benefitting SMHC across the last 20 semesters.

Jackson Fuentes and Katherine Poedtker became superheroes to local school children through their efforts securing meals for local, food-insecure children during the pandemic.



APR 419 students created a variety of personalized advertising campaigns to spread the word about their SMHC initiatives.



Poedtke (Naperville, Illinois). “You have to get the work done one way or the other. We were trying to help feed children during the pandemic, and that was all the motivation we needed to work as hard as we could to pull together as a team and as a class.”

The students had less than a week to shift their in-person fundraising and awareness events into suitable online alternatives. For most groups this meant new ideas, new graphics and new promotional tactics. One group held an online bingo game called “Backpack Bingo,” as another group launched a superhero social media campaign—complete with capes—titled,

“Be a Hero.” One student even used her birthday fundraiser on Facebook to help raise money.

“Actually, moving online ended up being a positive because we were able to reach out to a lot more people that aren’t in the Tuscaloosa area,” said PR student Jackson Fuentes (Peachtree City, Georgia). “The previous events were going to be confined to the Tuscaloosa community and not as much to the online spheres. When we transitioned, the target audience grew substantially.”

Collecting funds however they could, the students became the true heroes. They rose to the challenge with creativity and determination, raising more than \$8,000 to feed hungry children in a few short weeks.

“I was extremely proud of these seniors,” said Daria. “These remarkable students used their professional skills to better the lives of others—even in the face of a global crisis. Being there to witness it and to guide them has been my proudest achievement in 18 years of collegiate instruction.”

As the pandemic continued into the Fall 2020 semester, so did the efforts of advertising and public relations students to creatively raise funds and awareness to benefit Secret Meals For Hungry Children. Daria’s fall class hosted an online ‘Backpack Bingo’ event, a ‘Paw-Parazzi’ pet photo contest, an online auction titled ‘Auctions for Action,’ and a ‘Taste of T-Town’ online cookbook sale. Through all these creative ideas, these students raised another \$8,000 for the community. With perseverance and resolve, Daria’s students overcame countless challenges to provide much-needed meals for dozens of West Alabama children.



UNCERTAINTY *meets* RESILIENCE

PROGRESSIVE

C&IS FACULTY LEAD NATIONAL CONVERSATION

Online courses in higher education existed for decades prior to the global COVID-19 outbreak, but never before had the demand for remote access to online education been so high and so immediate. Seemingly overnight, students all across the world were unable to gather on their respective campuses for face-to-face instruction. As faculty made course transitions to asynchronous online or A/V interactive instructional methods, it was a challenge to implement interactive elements of a course or experiential learning practices.

C&IS faculty and researchers Dr. Jennifer Becker and Dr. Anneliese Bolland are working hard to improve the overall effectiveness of online education by incorporating experiential learning in their online teaching methodology and by leading conversations about effective online teaching methods for instructors and faculty across the United States.

“We are promoting a culture of excellence in online pedagogy. Exemplary online courses and instructors facilitate engaged and meaningful student learning that is deep and sustained,” said Becker. “This is possible, and one of the most powerful ways to do this is through high-impact practices.”

High-impact practices (HIPS) are teaching and learning methods such as experiential learning, internships, collaborative assignments and undergraduate research, that have been widely tested and have been shown to be beneficial for college students from many backgrounds. Experiential learning requires direct, hands-on experience in real-world contexts, focused reflection, and drawing connections to academic work, life experience and future applications.



VE CURIOSITY

NS ON EFFECTIVE ONLINE EDUCATION

“Experiential learning is often challenging to do inside the classroom, although there can certainly be fruitful discussions within the classroom about experiences had outside the classroom,” said Bolland. “In some ways, remote learning has opened doors to faculty thinking about additional ways to use experiential learning as a means of meeting learning objectives. Especially because some students may be living in different cities, states, perhaps even different countries right now, asking students to leave Zoom and have an intentional academic experience where they apply course material is possible.”

In Bolland’s course COM 550: Qualitative Research Methods in Communication, she utilizes various experiential learning activities as a way to bring key concepts home. For example, one assignment calls for students to observe something—interactions at the DMV, the dog park, the farmer’s market, etc.—as both a participant and a non-participant. While students observe, they are thinking through a qualitative research study and applying concepts such as ethics of observing, objectivity in observation or positionality in a study. Then, they proceed to analyze their fieldnotes and write up a mini-study. The experience is the lesson, and these learning practices have been shown to increase student engagement and retention.

C&IS professors aren’t just applying these practices to their own online courses, they’re impacting virtual campuses all across the country by leading new conversations in online education. In October 2020, Becker, Bolland and Dr. Coral Bender of LSU hosted a 60-minute session titled “Integrating Experiential Learning into Online Education” and moderated

an interactive workshop at the national HIPS in the States 2020 Conference, an informal community of college and university educators working to improve the applications, tracking, and assessments of high-impact educational practices at public and private institutions.

“Our conference session was designed to spark creative applications of experiential learning in online courses,” said Becker. “When participants left the session, they left with some concrete ideas about what they could take away and apply in multiple courses of their own.”

This conversation has never been more essential for the future of higher education. Even before the pandemic, universities were seeing dramatic increases in online and distance education opportunities and decreases in main-campus enrollment. If the future of education is trending toward the online environment, it’s imperative that educators understand how to enhance their courses with high-impact practices to ensure a quality education for those enrolled. For Becker, this is a question of access.

“Everyone deserves excellent education,” said Becker. “There are so many working adults who, whether it’s a master’s degree or a bachelor’s degree, can further their education only through a distance learning program. And they deserve to have the same excellent experience as a student who attends an on-campus class.” At C&IS, our faculty aren’t just implementing these practices, they are teaching and leading the way across the nation.

Dr. Jennifer Becker (right) teaches online while students implement hands-on learning in a virtual learning environment.

A man with a mustache and glasses, wearing a dark suit, white shirt, and a red and white striped tie, is sitting on a black stool. He is in a studio setting with a large window in the background and a bright light source. The overall tone is professional and informative.

UNCERTAINTY *meets* RESILIENCE

INFORMATIVE DETERM

WVUA 23 GETS TIMELY AND CRITICAL COVID-19 INFORMATION TO THE PUBLIC

During the early days of the quarantine period, confusion and misinformation were rampant throughout the country, so breaking news was more important than ever. While many operations at The University of Alabama went fully remote in the middle of March 2020, WVUA 23—the University-owned commercial news station based in the Digital Media Center (DMC)—continued its operations.

The WVUA 23 team pressed forward through the spring semester, during the summer and into the fall, providing available, much-needed information to residents of West Alabama. They knew that, despite losing two-thirds of the news staff as their 40 undergraduate student interns returned home after spring break, they had a duty to their viewers and to their community. The news team kept running. The remaining 18 full-time staff members of WVUA 23 and four part-time master's students shifted and took on various new roles in the newsroom.

We adjusted and filled in areas where we heavily rely on students,” said Steve Diorio, general manager for WVUA 23. “During a newscast, we would typically have seven people in the newsroom, and suddenly we had three. Anybody and everybody had to step up.”

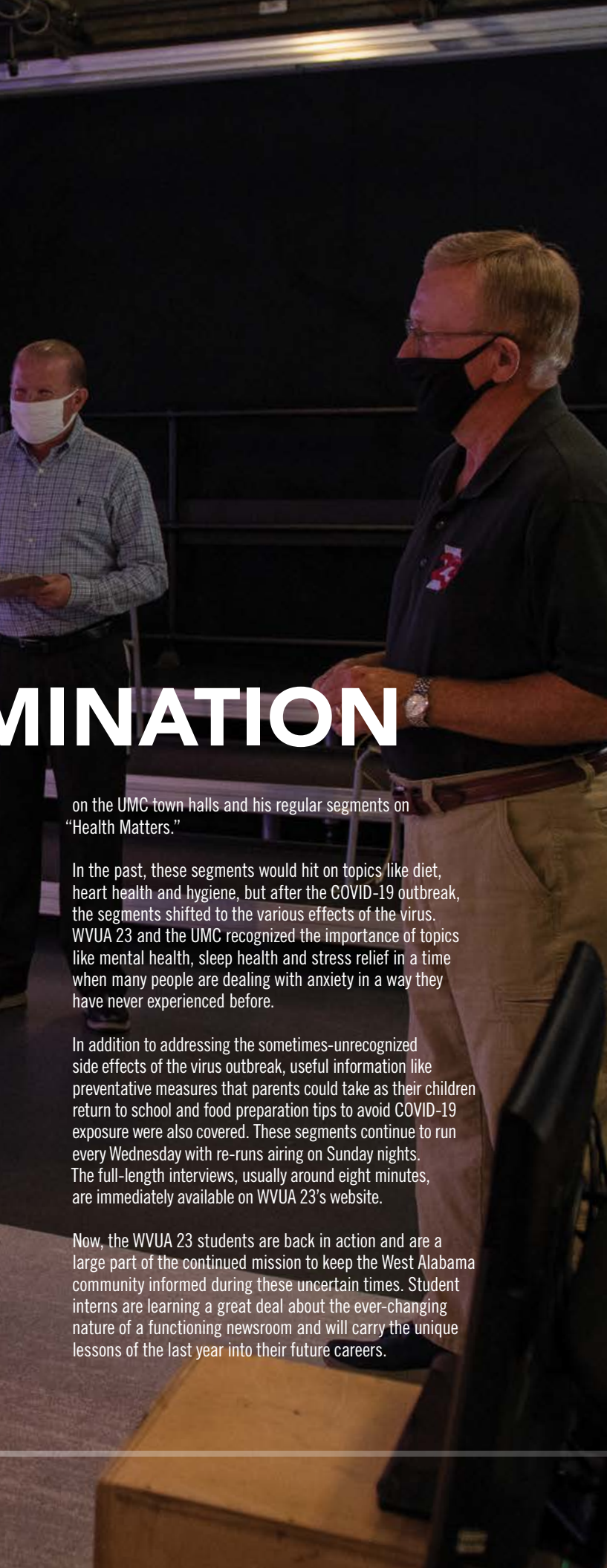
Thanks to Zoom, story production actually increased last summer. New resources and efficient means of interviewing sources led to an ability for the shortened staff to put out more information to the community, especially in a partnership with the University Medical Center (UMC).

The staff understood the duty they had to inform their viewers on the latest developments with the virus, not to mention the other unprecedented news stories that broke over the summer. Every Friday afternoon, WVUA 23 shoots a virtual town hall, which is shared via Facebook Live on the UMC's Facebook page. Topics range from timely Center for Disease Control reports to testing concerns in rural Alabama.

“We are working to keep our patients and the West Alabama community informed with the most up-to-date, factual and relevant information about ways to stay healthy and safe during this COVID-19 pandemic,” said Dr. Richard Friend, Dean of the College of Community Health Sciences. “WVUA has been an important and vital partner in this endeavor.”

The partnership between WVUA 23 and the UMC extends beyond the Facebook Live town halls. Another tool WVUA 23 used is a long-running weekly segment called “Health Matters,” featuring staff from the UMC. Dr. Thomas Weida, the Chief Medical Officer for the UMC, became affectionately nicknamed “Captain Covid” because of his appearances

Dr. Thomas Weida behind the scenes for “Health Matters” with WVUA 23’s Steve Diorio and Mike Royer.



MINATION

on the UMC town halls and his regular segments on “Health Matters.”

In the past, these segments would hit on topics like diet, heart health and hygiene, but after the COVID-19 outbreak, the segments shifted to the various effects of the virus. WVUA 23 and the UMC recognized the importance of topics like mental health, sleep health and stress relief in a time when many people are dealing with anxiety in a way they have never experienced before.

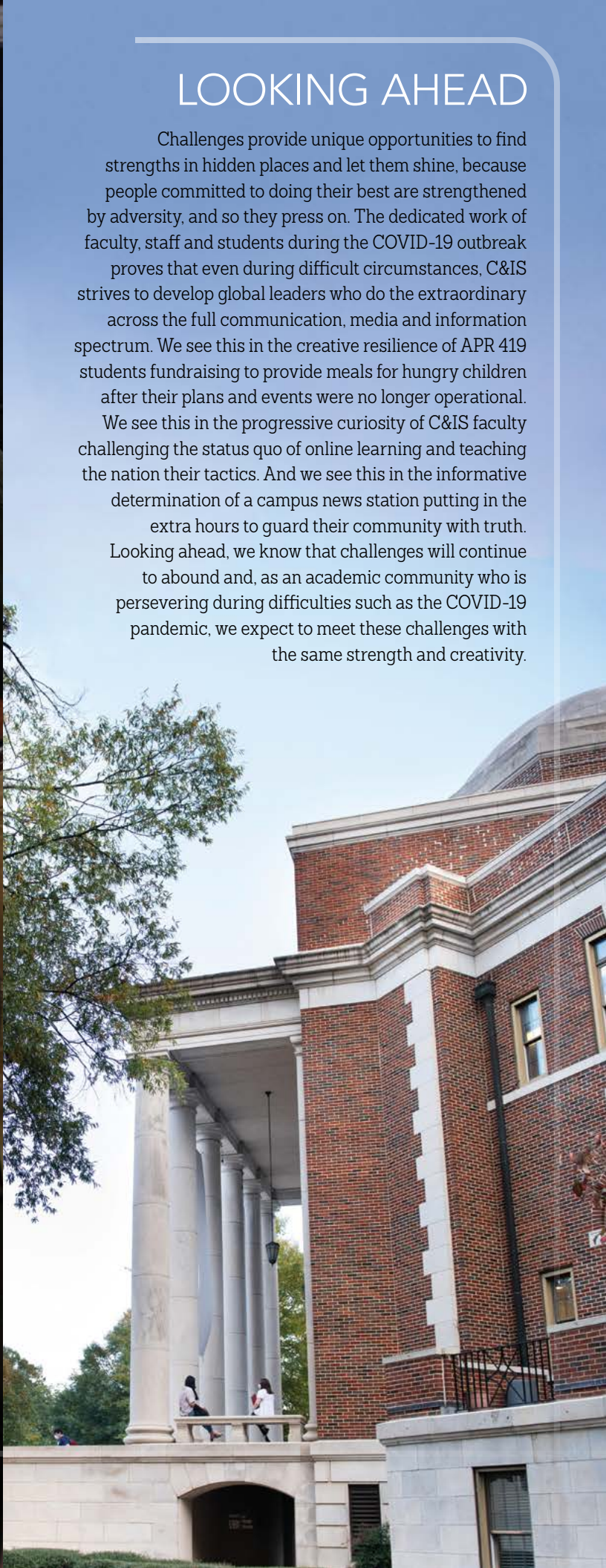
In addition to addressing the sometimes-unrecognized side effects of the virus outbreak, useful information like preventative measures that parents could take as their children return to school and food preparation tips to avoid COVID-19 exposure were also covered. These segments continue to run every Wednesday with re-runs airing on Sunday nights. The full-length interviews, usually around eight minutes, are immediately available on WVUA 23’s website.

Now, the WVUA 23 students are back in action and are a large part of the continued mission to keep the West Alabama community informed during these uncertain times. Student interns are learning a great deal about the ever-changing nature of a functioning newsroom and will carry the unique lessons of the last year into their future careers.

LOOKING AHEAD

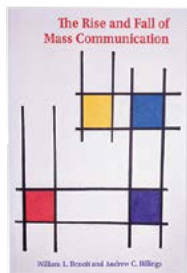
Challenges provide unique opportunities to find strengths in hidden places and let them shine, because people committed to doing their best are strengthened by adversity, and so they press on. The dedicated work of faculty, staff and students during the COVID-19 outbreak proves that even during difficult circumstances, C&IS strives to develop global leaders who do the extraordinary across the full communication, media and information spectrum. We see this in the creative resilience of APR 419 students fundraising to provide meals for hungry children after their plans and events were no longer operational.

We see this in the progressive curiosity of C&IS faculty challenging the status quo of online learning and teaching the nation their tactics. And we see this in the informative determination of a campus news station putting in the extra hours to guard their community with truth. Looking ahead, we know that challenges will continue to abound and, as an academic community who is persevering during difficulties such as the COVID-19 pandemic, we expect to meet these challenges with the same strength and creativity.



C&IS BOOKSHELF

In 2020, C&IS faculty strengthened the national and international profile of the College through their scholarly work, publishing more than 230 scholarly publications and books. Below is a snapshot of some of the books published by C&IS faculty last year.



The Rise and Fall of Mass Communication
BY DR. ANDY BILLINGS
(JOURNALISM AND CREATIVE MEDIA)



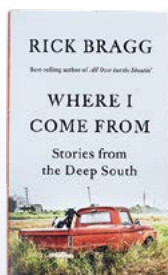
Read This Out Loud
BY SARAH BRYANT
(LIBRARY AND INFORMATION STUDIES)



Media Stereotypes:
From Ageism to Xenophobia
**BY DRS. ANDY BILLINGS
AND SCOTT PARROTT**
(JOURNALISM AND CREATIVE MEDIA)



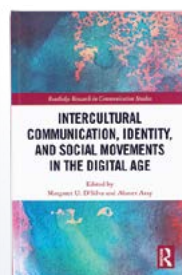
Rock Star/Movie Star
BY DR. LANDON PALMER
(JOURNALISM AND CREATIVE MEDIA)



Where I Come From
BY RICK BRAGG
(JOURNALISM AND CREATIVE MEDIA)



Good Party
BY DR. JEFF WEDDLE
(LIBRARY AND INFORMATION STUDIES)



Intercultural Communication, Identity
and Social Movements in the Digital Age
BY DR. MARGARET D'SILVA
(COMMUNICATION STUDIES)



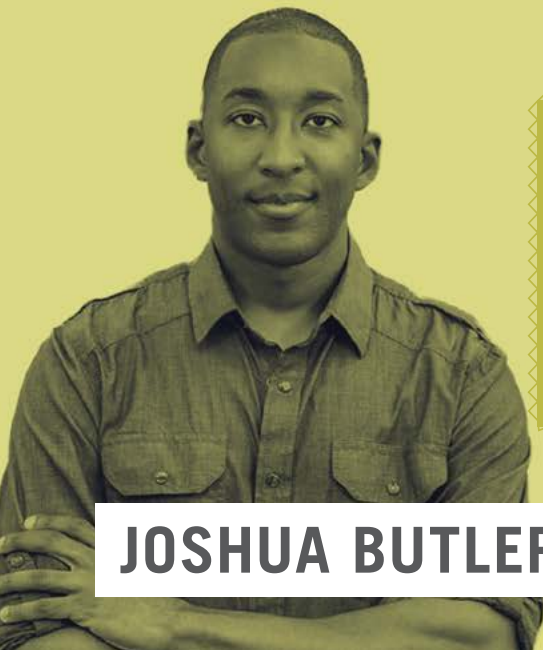


EMPOWERING VOICES

**C&IS ALUMNI CHAMPION
DIVERSITY, EQUITY AND INCLUSION
ACROSS THEIR INDUSTRIES**

A signal achievement of 2020 at The University of Alabama came through significant work by UA's Presidential Advisory Committee for Diversity, Equity and Inclusion (DEI). Charged with developing plans to build on the campus-wide strategic goal to attract and support a diverse community, members of the faculty, staff and students produced a comprehensive report of strategies, best practices and research. This report of recommendations will guide the work of

the colleges and units as UA moves forward toward continued progress. The same work and progress is taking place around the country as corporations and organizations dive deep into listening to and understanding their employees and constituents so they may take necessary steps forward. C&IS alumni are leading and influencing their industries throughout the nation. Here are just a few stories of how our graduates are championing diversity, equity and inclusion across their industries.



JOSHUA BUTLER '07

**ASSOCIATE DEAN OF
ADVANCEMENT AND CHIEF
ADVANCEMENT OFFICER**

THE UNIVERSITY OF ILLINOIS AT CHICAGO
Chicago, IL

Butler's passion for promoting diversity led him to endow a scholarship supporting diversity in the Department of Communication Studies.

I've learned that true diversity, true equity and true inclusion happens when we can place ourselves in the shoes of someone else's journey and open doors of knowledge, engagement and opportunities to access a better understanding of what each other needs. Regardless of my position to power and authority, I have learned that great leaders (and friends) have always been the ones who were capable of demonstrating high levels of empathy and compassion when times were most crucial. In my role, we work with philanthropists who often say, "I want the best and the brightest." Does that only mean those who have 3.5 GPAs and higher? If we are to be inclusive of everyone, then we must see the value of those who strive hard. We must see the value in those who have challenges to overcome. We must look at those who may not be book smart but have street smarts that far exceed the classroom setting.



Every community has members of the LGBTQIA community in it, and providing these patrons with the information they need is perhaps even more crucial than my usual duties. Working to highlight our LGBTQIA materials is a simple, meaningful step that we as librarians can take to show our LGBTQIA community members that we welcome them and are proactively thinking about their needs. The public library is one of the last truly public institutions remaining in this country, and we work to uphold that incredible precedent by ensuring that everyone in our community can find the information that they want and need in a respectful, dignified way.



**ADULT PROGRAMS
LIBRARIAN**

HARRIS COUNTY PUBLIC LIBRARY
Houston, TX

Burton has extensively studied diversity as it relates to sexualities in the workplace. LGBTQIA communities exist throughout the United States, and public libraries play a vital role in the fostering of these communities.



ELIZABETH BURTON '20



JENNIFER KITT-WEST '07

**MARKETING
COMMUNICATIONS
MANAGER**

DOW CHEMICAL COMPANY
Houston, TX

Kitt-West's drive to create a more inclusive and diverse industry has led her to start a scholarship that supports African-American public relations majors at C&IS and mentor them.

As communication professionals, we play a unique role in creating inclusive workplaces. We know that years of inequality cannot be solved with one press release or one social media campaign. It is our job to challenge our clients and business leaders in this space. One way to improve diversity in our own industry is by mentoring and supporting students of diverse backgrounds as they matriculate to college and into the workforce. If we want to have more diversity and inclusion in our industry, we all need to take a proactive role in mentoring the next generation of our industry's leaders.



Studies show that companies with diverse leadership at the board, executive and management levels outperform those without. Work teams that value diversity and inclusion are likely to be more collaborative, innovative and productive. In today's environment, proclamations favoring diversity, equity and inclusion will not be enough to retain the most talented and skilled employees, especially if societal tensions and injustices embed themselves in our workplaces.

”

**FOUNDER
AND PRESIDENT**

ELEVATE LLC
Birmingham, AL

Nelson is among the nation's leading diversity and inclusion public relations practitioners. Based in Birmingham, Nelson provides insight to various organizations, including C&IS.



DEBRA NELSON '80

**GROUP COMMUNICATIONS
DIRECTOR**

DYNETICS, INC
Huntsville, AL

Throughout Hendrix's career, she has been involved in numerous diversity projects and events, championing diversity throughout her companies.



KRISTINA HENDRIX '03

Each person on a communication team has to have a global view of the business world. Every strategy and tactic that we deploy has an impact that is far reaching. Diversity, equity and inclusion has to be incorporated in those strategies and tactics, not separated. When an employee is working on a project, I encourage them to think about how we can broaden the audiences that we are reaching. We have successfully done that, and more people who may not have known us are now enthusiasts—all because of our inclusive strategy. I expect them to think about diversity, equity and inclusion continuously.

”

Diversity, equity and inclusion is not only critical to creating a productive work environment, but also to creating more meaningful campaigns that reach and resonate with our clients' diverse audiences. When you think of DEI in terms of gender, women have historically outnumbered men in the field of public relations, but lagged behind them in leadership roles. That's why I'm proud to work for an agency like Edelman that prioritizes DEI and truly 'walks the walk' through education and training, recruitment programs and employee networks like the Global Women's Equality Network (GWEN), launched in 2011 to achieve gender parity at our most senior levels and ensure equal pay for equal work.

”

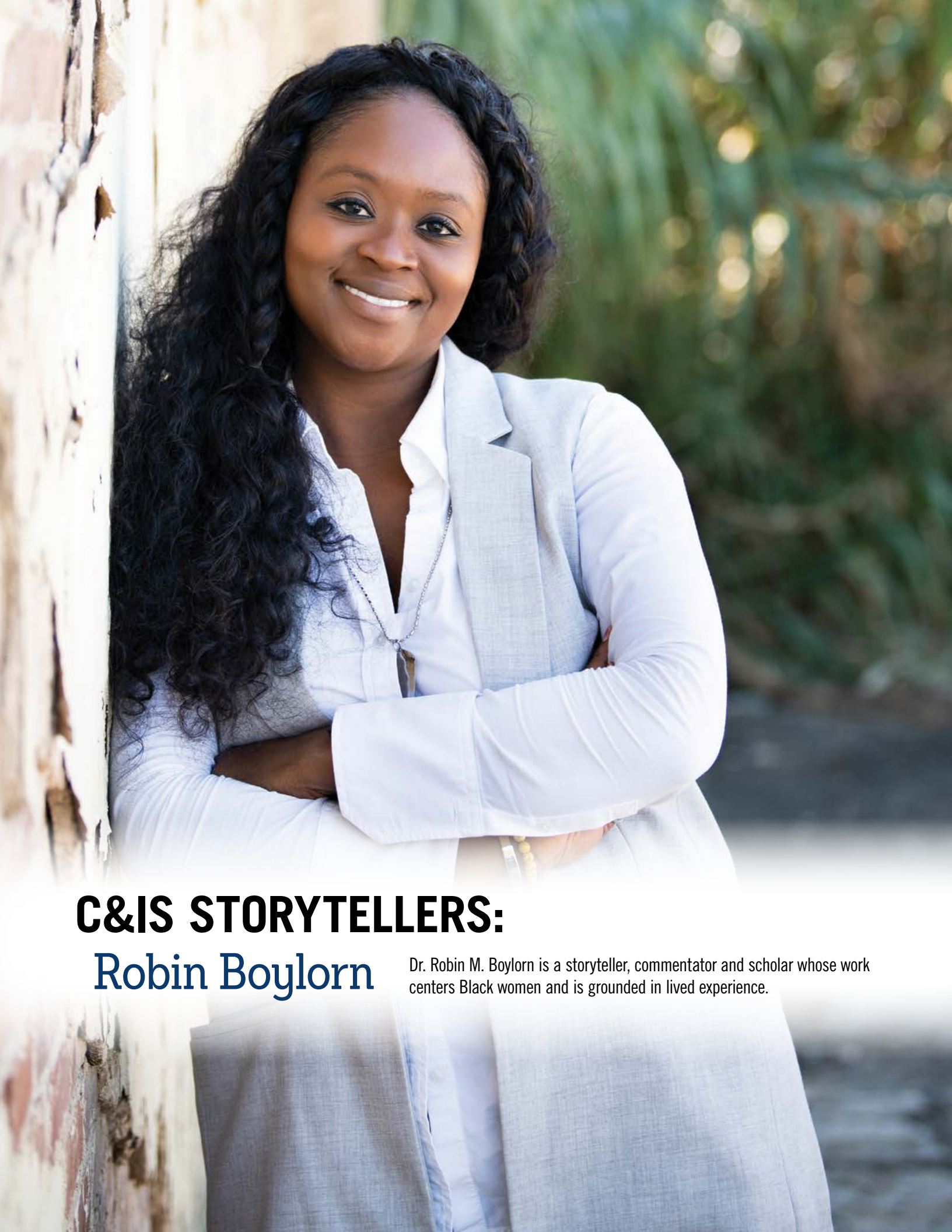
**SENIOR
VICE PRESIDENT**

EDELMAN
Nashville, TN

A C&IS Board of Visitors member and Oakley Society mentor, Garrison is passionate about empowering female students in public relations and mentoring them to success.



LINDSAY GARRISON '00 & '01



C&IS STORYTELLERS:

Robin Boylorn

Dr. Robin M. Boylorn is a storyteller, commentator and scholar whose work centers Black women and is grounded in lived experience.

Telling stories was first connected to telling untruths. When I was a little girl and the word “lie” was considered too grown up to say out loud, I would profess, complain or declare that such and such or so and so was “telling stories” on me. That usually meant their version of what happened was not the same as mine, or that they were intentionally, if not maliciously distorting what I perceived to be the truth or leaving out what I believed to be important details and context.

Telling stories, at the time, was a way of acknowledging a perceived injustice and seeking the space and opportunity to offer a counter-story, a different truth, for comparison before punishment.

As an adult, I associate telling stories both similarly and differently than I did when I was a child. Instead of equating storytelling with lies, I now understand that telling stories is akin to truth-telling, and truth is a complicated character. The truth is embedded within, between and underneath the stories we tell, and buried behind the stories we intentionally withhold. Stories help memorialize memories, but often fail to account for the multiple truths trying to be told and remembered. I tell stories as a mechanism for getting to the (small t) truth, and for making sense of those truths through reflection, revision and re-storying.

Telling stories, now, is a way of acknowledging a perceived injustice and seeking the space and opportunity to offer multiple accounts, perspectives, possibilities and truths—a way of anchoring lived experience and making concrete the ways our experiences are shaped by our identities. As a storyteller, I start with and linger in mundanity and ordinariness, but I am also intentional about standpoints and positionalities. Stories emerge through the ways we craft and communicate our experiences, which are framed and understood by cultural contexts, interpersonal relationships, social identity and media.

I believe, like Walter Fisher (1978), that humans are inherent storytellers, and all meaningful communication is storied. Our ears do not always bend to the ubiquitous stories we consume every day, and we don't always recognize phatic communion, introductions, and newsfeeds as stories, but they are. We don't always think about communication as storied, but it is.

I tell stories poetically, politically, creatively and unapologetically, but I understand that all stories and representations are partial and partisan, which makes them problematic (Goodall, 2000). Stories are not infallible. We tell stories that tend to focus on our experience (partial), and from our point of view (partisan/subjective), but our stories don't exist in isolation. We connect to stories like our own because personal narratives and experiences help inform generalizable, epistemological truths.

My career is curated on the ways we use stories to comprehend and critique, to record and remember, to make sense of and explain, and to connect with known and unknown others. Stories are bridges across difference and anchors to understanding.

As a black woman storyteller and autoethnographer my investment in storied scholarship is grounded in the importance of visibility, imagination and possibility. The futuristic and historical promises of storytelling are what makes it accessible, and the ability to deconstruct and analyze stories are what makes them theoretical. Theory urges us to attach meaning and intent to stories, but I believe stories are themselves theories, and we are all nascent if not reluctant theorists. We are all nascent, if not naïve storytellers.

As a child, I told stories to fill in the gaps and rehearse sensemaking. As an adult, I write stories for those same reasons and rely on some of my same childhood rituals. I grew up in a house full of people, so I still write when it is dark outside and everything is still and sometimes quiet so I can hear the rhythm of the words as I type. I still jot down notes in hurried handwriting—names, phrases, scenes or memories on napkins, scraps of paper, or on my hands, careful not to smudge the ink before I can memorialize the data. I still write with the door closed if someone is at my house, and open when I am alone. I still wait to write when I am pushed up against a deadline. I write when the dishes are washed, the clothes are folded, and the bathrooms are cleaned because I am easily distracted by opportunities for procrastination. I still read for inspiration.

I write memory-heavy stories, grounded in my childhood or past but threaded with the present in ways that establish verisimilitude, coherence and fidelity to my narrative. I write stories to imagine justice when and where it doesn't exist. I write stories to make claims and cultural critiques. I write stories so I can see and remember myself—and other people like me, and people who are nothing like me.

Stories humanize difference.
Stories shape our realities.

A good story lingers and stays with you. It changes how you think—and what you think about. It resonates and informs how you see yourself and others. A good story captures your attention and insists existence.

I tell stories to insist on my existence—as a rural black woman—in academic scholarship, popular culture and community.

I know myself because of the stories shared across conversations and kitchen tables with women in my family and community: my mother, my grandmother, my aunts, cousins, sister and friends.

I found myself in the stories of black women storytellers who told truths and centered the experiences of black women.

I recognized myself in the story-grounded research of black women scholars who insisted that our survival be documented and canonized.

I tell stories to leave the same legacy I inherited, and to silence the lies that are too often spoken out loud.





ENGINEERED TO SPEAK

How C&IS Equips Engineers with Presentation Blueprints

Imagine this: You worked hard for your engineering degree—tackling complicated mathematics courses, co-oping for nationally acclaimed manufacturing companies and putting in the extra hours with study groups and tutors to ensure your academic success. Your academic credentials and co-op experience helped you land a great job out of college with a better-than-average starting salary and healthy company culture. After two years at the company, you finally get the opportunity to lead a project—a small project, but one you can proudly put your name on.

So, you carefully listen to your client's needs, you and your team come up with a few different solutions at various price points and pick the one you agree your client will like the most. Your team creates charts and graphs, drafts talking points and

timelines, and even manages to come in slightly under budget. Now, it's time to present your pitch to the client. In front of a conference room filled with various stakeholders in your client's business, you run through your presentation. But why do they have so many questions? Why do they look so confused and overwhelmed? You triple-checked all the math, priced every project component competitively and it's all laid out in the presentation clearly—or is it?

As some of the brightest minds in the STEM fields (science, technology, engineering and math), engineers have a language all their own—but not everyone speaks that language. Translating complicated and nuanced ideas into the vernacular of everyday people with confidence and clarity is an essential component to success in the engineering world. As a campus partner to UA's College of Engineering, C&IS prepares and equips engineering students to meet these challenges head on and excel as leaders in their careers through its valuable faculty expertise and classroom instruction, as well as the opportunities provided to master their craft.

EXPERTS IN THE FIELD

If anyone at The University of Alabama are experts on public speaking, it's Dr. Alexa Chilcutt and Dr. Adam Brooks, who serve as the director of C&IS' public speaking program and the director of the Speaking Studio, respectively. Chilcutt and Brooks have designed and administered more than 100 professional development workshops for corporations and continuing education departments nationwide, teaching a vast skillset of transferable communication skills.

"What we're seeing across the globe is a large conversation about how quickly we're advancing in technologies and the ways in which this is going to fundamentally transform our country and the world," said Brooks. "However, many of these brilliant minds—scientists, engineers, software developers—lack the skills and knowledge to effectively communicate their ideas to any audience."

This is why, in 2019, Brooks and Chilcutt incorporated their stories and strategies into their book *Engineered to Speak: Helping You Create and Deliver Engaging Technical Presentations*. The first of its kind, the book is designed to pair their approachable workshop style with the experiences of dozens of technical professionals to teach oral communication, public speaking and visual aid design skills specifically to a STEM audience.

Brooks and Chilcutt are not the only professionals to notice the gap between the need for engineers to make presentations and their proficiency with public speaking. In fact, the Accreditation Board for Engineering and Technology (ABET), which is the accrediting body for more than 4,000 engineering programs in 32 countries, recently updated their criteria for Accrediting Engineering Technology Programs. The update now includes "an ability to apply written, oral and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature."

As these leaders in engineering education are enhancing their commitment to developing the communication skills of engineering students, C&IS experts are providing them with practical solutions to make the shift as simple as possible.

"Engineering curriculum is intense and extremely dense. It is difficult for them to squeeze in a course devoted to

communication. Now, according to ABET they are required to incorporate learning outcomes that ensure proficient communication skills," said Chilcutt. "We have specifically written the book to include a 10-module curriculum. This will allow engineering programs to drop learning modules into existing curriculum."

PUBLIC SPEAKING CLASSES

Depending on the exact course of study, an engineering major enrolled at The University of Alabama will have a schedule with heavy portions of math, chemistry and computer sciences. These are not courses that emphasize the art or importance of effective communication, and unlike other majors on campus, their structured course list does not afford them a plethora of chosen electives.

In 2011, Chilcutt collaborated with aeronautical and mechanical engineering faculty who received funding from the National Science Foundation to create a research experience for UA Engineering students. For the next eight summers, Chilcutt designed the communication component of this curriculum for engineering students and taught summer courses exclusively for them. Since then, Brooks and Chilcutt are viewed as campus-wide experts and requested to speak with senior capstone engineering courses. They have also hosted workshops on how to give effective presentations.

In addition to the years of support Chilcutt and Brooks have provided to assist engineering faculty, C&IS offers public speaking courses for students all across campus. Currently four UA Engineering degrees require COM 123: Public Speaking. According to Dr. Ed Back, Professor and Department Chair of Civil, Construction and Environmental Engineering, this course has had a tremendous impact.

"In professional practice you present proposals, defend your solutions and deal



In addition to providing critical feedback to their appointments, Speaking Studio consultants who are UA students provide public speaking workshops on campus by request.

with really challenging questions,” said Back. “Being able to communicate is really essential. Our graduates who possess a well-developed technical competency but can also communicate effectively—their careers just skyrocket.”

While upper-level courses in UA Engineering stress communication as a learning outcome, leading team conversations and delivering complicated presentations to a variety of audiences are skills that can be acquired by learning the basics. In addition to the way Brooks and Chilcutt teach public speaking, their book emphasizes a process to public speaking that transcends natural abilities and personal charisma.

“Our graduates who possess a well-developed technical competency but can also communicate effectively—their careers just skyrocket.”

— DR. ED BACK

“What Adam and I found in talking to countless engineers and technical professionals is

that they love a good process,” said Chilcutt. “If you give them a process—a blueprint for how to put together a presentation and step-by-step instructions for crafting a speech—they follow it. Then, if they get a little bit outside of their comfort zone and embrace a delivery style, charisma and creativity, they’re just brilliant.”

Engineering students who wish to improve their public speaking skills have connected with C&IS in a variety of different ways. In addition to the hundreds who have taken COM 123 over the years, many have entered the speech contest for the Holle Award for Excellence and Creativity in Communication for Public Speaking; a few have even won. Still yet, the engineering students who seem to have excelled the most have crafted their skills behind the desk of the College’s public speaking laboratory, the Speaking Studio.

THE SPEAKING STUDIO

When chemical engineering graduate, Russell Durand ('18), was finishing his first co-op rotation at Kia Automotive’s manufacturing plant in Georgia, he was asked to give a presentation in front of upper management. Reflecting on the presentation and knowing that more were sure to come as he continued his co-op experience, Durand took it upon himself to enhance his skill level with public speaking.

“Engineering students have to know what technical information to share and how to share it in a way that it makes sense to someone who might not have the same background,” said Durand. “I wanted to get involved with something public speaking related because I saw that students sometimes had really good projects they completed as interns, but, because they couldn’t craft that clear message, the project kind of got brushed over.”

The Speaking Studio actively recruits students from all over campus to serve as consultants. This role offers a transformational experience that enhances their skills and their comfort level with public speaking, as well as their ability to craft effective messages. Now working at the Exxon Mobil Pipeline Company, Durand credits much of his success to the time he spent developing his skills at the Speaking Studio, where he also worked as a consultant.

“I learned a lot as a Speaking Studio consultant,” said Durand. “It helped me improve tremendously because, as I helped others, I was working on it myself—seeing what’s effective and what’s not effective. It helped me get this job at Exxon.”

During an appointment at the Speaking Studio, trained public speaking consultants like Durand record a client’s presentation and offer them immediate feedback. This is the only service on campus that offers this kind of feedback, and consultants can critique and encourage clients who are crafting both individual and group presentations.

Durand is not the only UA graduate currently working in the STEM field with experience as a Speaking Studio consultant. After graduation, Alexa Rosenberg ('20) began working for NASA at the Marshall Space Flight Center for a program that offers prizes to the public for solving technical problems NASA faces such as how to get increased nutrients in astronaut diets.

According to Rosenberg, her experience with public speaking played largely into why she was selected for her role.

“My boss saw my Speaking Studio experience on my application and said, ‘Thank God. None of us like presenting,’” said Rosenberg. “They gave me a project to work on that includes a full presentation to NASA headquarters, which was exciting.”

Whether UA students are pursuing a degree from C&IS, engineering or something entirely different, diverse experiences and skillsets increase their marketability to potential employers. And students who served as Speaking Studio consultants often directly tie these experiences to helping them launch successful careers and fast-tracking their promotability.

Now, imagine you’re back in the conference room in front of your client. All of your math, charts and graphs, and budget are ready and prepared. It’s time again for the big pitch—only this time, it’s not just your skill as an engineer you bring to the table. Your clear and confident message captures your client’s attention because you supplemented your education with experience and instruction from the leading experts in the field of public speaking.

Engineers have some of the brightest technical minds in the world and communicating their ideas effectively distinguishes them in their field. As the University continues to educate and graduate global leaders in the world of STEM education, a commitment to excellence in communication will ensure their success. At C&IS, our public speaking curriculum, Speaking Studio and expert faculty will lead the way in shaping the next generation of engineering professionals.



The Speaking Studio is a community-wide resource staffed with public speaking consultants who facilitate the recording and immediate feedback of individual or group presentations. To schedule an appointment or request a workshop, visit speakingstudio.ua.edu today!

2020 GIFTS TO C&IS

Thank you to our alumni and friends who supported the College of Communication and Information Sciences in 2020! Despite all the challenges, the year was a tremendous success. C&IS experienced one of the most successful Bama Blitz passion projects, where we raised more than \$15,000 to clear student account balances in the fall. In addition to this, thanks to your support, we have a fully endowed Industry Immersion program fund and a host of new scholarships as we continue working toward our \$20 million capital campaign goal. Your generosity expands our ability to develop global leaders who do the extraordinary across the full communication, media and information spectrum. We appreciate you!

\$20,000+

Dr. Cathy and Mr. Jack Ayers
Curtis and Edith Munson Foundation
Mr. and Mrs. Steven L. Grizzle
Holle Family Foundation
Mr. Carl Parmer
Mr. and Mrs. Bruce S. Reid Sr.
Mr. Bobby and Mrs. C. Marie Robinson
Summit-Kelly Foundation, Inc.
Windgate Charitable Foundation, Inc.

\$10,000 - \$19,999

Mrs. Lynda W. Gordon
Mr. Jonathan W. Hoch and
Mrs. Karen A. Walsh-Hoch
Mr. and Mrs. Warner O. Moore III
Mr. Robert J. Morgan
Dr. and Mrs. Joseph W. Perkins Jr.
Vanguard Charitable
Endowment Program

\$5,000 - \$9,999

Alabama Press Association
Journalism Foundation
Alkermes, Inc.
Association For Education
In Journalism And Mass
Communication
Mr. Antonio Cervone
Community Foundation of
Greater Birmingham
Mr. Robert G. Davies
Elevate Communications
Mr. Jay Evans
Fidelity Charitable
Mr. and Mrs. Fournier J. Gale III
Mr. and Mrs. Ronald C. Helveston
Ms. Debra J. Nelson
Mr. H. Pettus Randall IV
Dr. Catherine J. Randall
Regions Financial
Corporation Foundation
ROAR LLC
Mrs. Norma S. Ward

\$2,000 - \$4,999

ABA Educational Foundation
Dr. Richard M. Adams Jr.
Mr. William B. Akin and
Mrs. Laura C. Taylor
Alabama Broadcasters Association
Alabama Media Group
Alabama Newspaper Advertising
Services, Inc.
Alabama Power Foundation, Inc.
Alabama Public Television
American Advertising
Federation Tuscaloosa
American Endowment Foundation
Bank of America Charitable Gift Fund
Ms. Donna J. Barrett
BCW US Vendors
Ms. Susan B. Been
Mrs. Janet I. Beerman
Dr. Beth S. Bennett
Big Communications
Mr. James J. Bullard
Mr. and Mrs. Thomas M. Burnum
Mr. and Mrs. Joshua A. Butler
The Honorable and
Mrs. J. Gregory Canfield
Mr. Henry R. Chassaignac
Coca Cola Bottling Co
Mr. and Mrs. John J. Cochran
Ms. Bridget Coffing
Community Newspaper Holdings, Inc.
Ms. Margaret F. Connor
Mrs. Elizabeth F. Cork
Mr. Wendel L. Covan
Mr. Ron DeFeo
Ms. Robin DeMonia and
Mr. Gary Tramontina
Mr. and Mrs. Bill Dunnivant
Mrs. Ellen R. East
Ebert-LeBlanc Family Foundation Inc.
Mr. and Mrs. William B. Elrod Jr.
Mr. and Mrs. Kevin R. Estes
Ms. Cherie D. Feenker
Mr. and Mrs. Timothy J. Fincher
Mr. Patrick Ford
Mr. John C. Gardner

Mr. Johnny and Mrs. Lindsay Garrison
GateHouse Media
Mr. Christopher and
Mrs. Alyse Goodwin
Mrs. Sarah M. Greenhaw
Mr. James G. Hirsch
Hobbs Foundation
Mr. and Mrs. Philip F. Hutcheson
Mr. M. Scott Johnson
Drs. William and Jeanetta Keller
Ketchum, Inc.
Ms. Ainsley E. LeBlanc
Mr. and Mrs. John H. Lewis III
Mr. William B. Lewis and
Mrs. Judy M. Lewis
Mrs. Patricia D. Lloyd
Luckie & Company
Dr. and Mrs. Ernest A. Mancini
Dr. Dan E. Mangis
Mr. Daniel H. Markstein IV
Mr. and Mrs. Marshall C. Martin
Mary Elizabeth Webster
Edwards Charitable Trust
Ms. Felicia Mason
Mr. John L. Montgomery III
Dr. Mark Nelson and
Mrs. Tonya Nelson
Mr. and Mrs. Larry D. Norris Jr.
Mr. and Mrs. James M. Oakley
Mr. and Mrs. William F. O'Connor Jr.
Mr. and Mrs. Frank B. O'Neil
Mr. and Mrs. William Parker
Mr. and Mrs. Houston L. Pearce
PELA Environmental, Inc
Mr. Frank L. Perryman
Ms. Kelly Scott
Mr. and Mrs. Joshua M. Silberberg
Mr. Jed Simmons
Ms. Ashley E. Smith
Mrs. Jennifer G. Smith
Mr. and Mrs. Stuart D. Sockwell
Mr. and Mrs. James M. Spann
Professor and
Mrs. Stephen E. Stewart
Talton Communications, Inc.

2020 GIFTS TO C&IS (CONTINUED)



ANNA AND STEVEN GRIZZLE DONORS

Steven Grizzle received a bachelor's degree in communication and media studies at The University of Alabama in 1993. Upon graduation, he pursued roles in the insurance industry before becoming an entrepreneur and developing a barbecue sauce called "The Tailored Pig."

Anna Grizzle studied communication at Mississippi State University and went on to graduate from The University of Alabama School of Law in 1998. She has worked as a member of the Bass, Berry and Sims law firm for 20 years.

The Grizzles chose to designate their donations specifically for out-of-state students. As former out-of-state students themselves, the Nashville couple values diverse perspectives and wants to promote that within the College of Communication and Information Sciences.

"We want to help encourage and propel students from different areas to attend the Capstone. Different perspectives from different areas of the country and the world are beneficial to the University as a whole."

— STEVEN GRIZZLE

Mr. and Mrs. Julius E. Talton Jr.
Mr. and Mrs. Stephen M. Taylor
Ms. Alicia R. Thompson
Ms. Sharon M. Tinsley
UBS Financial Services
Mr. John Walker
Mr. and Mrs. Jimmy E. Warren
Mr. and Mrs. Adolph Weil III
Mr. Patrick West and
Mrs. Jennifer N. Kitt-West
Ms. Susana Schuler Willingham
Mr. Joseph R. Windsor
Mr. Jeff Winton
Mr. and Mrs. Keith D. Wyatt
Mr. Christopher J. Zyda

\$1,000 - \$1,999

Dr. and Mrs. Bruce K. Berger
Ms. Susan Colvin
Mr. and Mrs. Phillip D. Cox
Mr. and Mrs. George M. Jones III
Mr. and Mrs. Steven M. Keck
Mr. and Mrs. Keith D. Livingston
Markstein Consulting LLC
Mr. Gary D. McCormick
Mr. and Mrs. Paul H. McTear Jr.
Raymond James Charitable
Endowment Fund
Results, LLC
Mr. and Mrs. William M. Rue Jr.
Mr. and Mrs. Kevin J. Saghy
Schwab Charitable Fund
Ms. Mackenzie S. Selldin
Dr. Jacquelyn and Mr. Leo Shaia
The Jurenko Foundation
Dr. and Mrs. K. Mark Weaver
Mr. Richard J. White II
WVTM - Birmingham
Dr. Yinjiao Ye

\$500 - \$999

Boeing Company
Ms. Paula M. Byrens
Mr. Ron Culp
Ms. Jenna N. Elliott
Mr. and Mrs. Gavin E. Elwes
Mr. Josh Feldman
Ms. Ruth E. Fenske
Mr. Adam J. Gandola
Mr. Marcelo G. Gandola
Mr. Edward B. Heard
Herff Jones, Inc.
Heyman Associates, Inc.
Mr. William C. Heyman
Mr. Laurence W. Holmes
Mr. Michael A. Hull and
Mrs. Lisa Stetler Hull
Mr. Darren K. Indyke and
Mrs. Michelle F. Saipher
Mr. and Mrs. Frank Q. Lassiter
Mr. Kevin C. Hoshstrasser and
Mrs. Lisa A. Malone
Mrs. Grace E. McLeod
Mr. Juan-Carlos Molleda
PwC
Mr. and Mrs. Bryan H. Reber
Segars Creative, LLC
Mr. and Mrs. H. Frank Segars Jr.
Mr. and Mrs. Martin M. Smith
Mr. Howard Spector
Dr. Sarita and Mr. Robert L. Stewart
Ms. Leslie Sutton
Mr. and Mrs. Robert E. Teutsch Jr.
Mrs. Flavia J. C. Vigio
Ms. Anna R. Williams
Ms. Sabrina Wilson
Dr. Beverly and Mr. John F. Wingard
Your Story Publications, Inc.

2020 GIFTS TO C&IS (CONTINUED)

“Giving makes me a happier person; I’m hopeful that I might contribute to a student’s positive experience and they will make it their goal to have the same impact on someone else in the future.”

— MAGGIE CONNOR

\$100 - \$499

Mr. and Mrs. Kenneth G. Ackerman
Alabama District of Kiwanis
International
Ms. Emily W. Baker
Ms. Britta Berge
Mr. William R. Black
Ms. Danielle Blevins
Mr. and Mrs. Jess S. Boone
Dr. Ann Bourne
Mr. and Mrs. Scott D. Bowers
Dr. Elva E. Bradley
Dr. Dianne M. Bragg
Mrs. Willa Broughton
Mrs. Annette P. Bryant
Mrs. Patricia B. Burns
Mr. James H. Busby and
Ms. Jayna P. Lamar
Dr. Vicki and Mr. Charles T. Carlisle
Mr. Charles A. Casmus III
Mr. and Mrs. Barry B. Copeland
Mr. and Mrs. Rudy Cornelius Jr.
Mr. and Mrs. Michael G. Cotton
Mr. and Mrs. Douglas L. Crowe
Mr. and Mrs. Peter J. Cutt
Mr. and Mrs. Hugh T. Danner III
Ms. Kimberly G. Distel
Mr. and Mrs. Brian P. Donovan
Mrs. Michelle F. Dowda
Mrs. Deedie K. Dowdle
Ms. Tameria S. Driskill
Mr. Don B. Dukemineer
Mr. and Mrs. Charles T. Dunker
Dr. and Mrs. Robert A. Dunn
Mrs. Jennifer E. Edwards
Ms. Claire T. Espey
Mrs. Alice Fick
Fidelity Investments
Ms. Kelley V. Fleming

Mr. and Mrs. Nick J. Foster
Dr. Linda K. Fuller
Ms. Ning Ge
Mr. and Mrs. David M. Glenn
Mrs. Katherine Gonzalez and
Ms. Brooke Lowrance
Mr. and Mrs. Benjamin A. Gordon
Ms. Kathryn Gordon
Ms. Lily A. Gordon
Dr. Ed Greene
Ms. Nancy A. Habetz
Ms. Kristina L. Hendrix
Ms. Amy Henry
Dr. Susan D. Herring
Dr. Treva E. Hodges
Mrs. Jamie G. Holden
Dr. and Mrs. Stuart Holden
Mr. and Mrs. Michael C. Huskey
Dr. Nancy and Mr. William Jennings
Mr. John T. Johnson Jr.
Dr. Tonjanita and Mr. Tony V. Johnson
Mr. and Mrs. Gilbert E. Johnston Jr.
Ms. Patricia Jones
Mr. and Mrs. Brian D. Katz
Dr. Teresa A. Keenan
Ms. Harriett W. Kennedy
Mr. and Mrs. Kelly G. Kennedy
Mr. and Mrs. J. Everett King Jr.
Dr. Joel Kitchens
Dr. and Mrs. Harry J. Knopke
Ms. Elizabeth C. Laera
Ms. Neva J. LeMaster
Mrs. Sarah L. Lock
Ms. Andrea Lodico
Mr. Van D. Lott
Mr. and Mrs. Richard Love
Mrs. Amy E. Martin
Mr. and Mrs. Felix L. Martinez III
Mr. and Mrs. Robert L. McCurley Jr.



MAGGIE CONNOR DONOR, MENTOR

Maggie Connor received a bachelor’s degree in advertising from the College of Communication and Information Sciences (C&IS) in 1998. Connor currently serves as a senior manager of global sponsorships and brand experiences for Hewlett Packard Enterprise. She has maintained close ties with C&IS through her role as a mentor for the Oakley Society professional development program. She believes the program has helped her to hone her leadership and management skills and build professional relationships with C&IS students, faculty and staff.

“I share the Oakley Society’s aim to prepare students to be successful future professionals, to support their growth and development,” Connor said.

Most recently, she donated to the College’s Student Services Gift Fund to support student travel for experiential learning opportunities, a program she credits with empowering her to pursue a career in experience marketing.

2020 GIFTS TO C&IS (CONTINUED)



CARL PARMER DONOR

Carl Parmer has reached great success in his broadcasting career, with a background in ownership and management of several broadcasting corporations in the U.S. He serves as the Chairman and CEO of Summit Media, LLC, a company specializing in integrated broadcasting, digital media, direct marketing and events. Parmer has gifted C&IS with two full-tuition scholarships, focused on enhancing diversity in C&IS.

Diversity is an important part of Summit Media's core values, and Parmer intends to support diversity initiatives within C&IS to help students from underrepresented populations have improved access to higher education.

“Summit Media feels it is important to offer scholarships and internships not only as a way of giving back, but also as a way to bring talented young people into our industry and our company.”

— CARL PARMER, CHAIRMAN AND CEO OF SUMMIT MEDIA, LLC.

Mr. and Mrs. John P. McGiffert
Dr. Lori M. McKinnon
Mr. and Mrs. Daniel M. Meissner
Mr. and Mrs. David T. Miller
Mr. Ronald and Mrs. Nancy Mills
Mr. and Mrs. Rolf P. Morgenlaender
Dr. and Mrs. Edward Mullins
Mrs. Emma D. Nathews
Dr. Cynthia A. Nichols
Dr. Virginia and Mr. Stuart Ordman
Mr. and Mrs. Timothy D. Osborne
Ms. Marion L. Parten
Mr. and Mrs. Nicholas A. Payne
Mr. Sedric S. Pennington
Mr. and Mrs. Robert D. Pierce II
Mrs. Susan B. Prather-Sledd
Prudential Financial, Inc.
Dr. Benjamin and Mrs. Jennifer Pyle
Mrs. Hadley Rivera
Mrs. Gail E. Rymer
Mr. and Mrs. Dennis Saffro
Mrs. Colleen C. Salter
Dr. and Mrs. Neil L. Sass
Ms. Blakley S. Satterfield
Ms. Mary E. Saunders
Scott Zashin, M.D., P.A.
Mr. William A. Scott
Mr. and Mrs. John H. Sellers
Ms. Carolyn A. Seuthe
Mr. and Mrs. Daniel L. Shaw
Mr. James E. Shaw
Dr. and Mrs. Steven I. Sherman
Dr. Lindsey A. Sherrill
Ms. Harriet K. Simmons
Mr. and Mrs. Tom Sims

Mr. Nicholas V. Simulia
Mr. Allen C. White and
Mrs. Lindsey K. Sinclair White
Ms. Anne T. Stanard
Mr. and Mrs. Robert L. Sterns
Mr. and Mrs. Joseph G. Stewart
Ms. Christy M. Stover
Mr. and Mrs. Jon M. Sundock
SunTrust Bank
Suntx Capital Management Corporation
Ms. Lilian Tambora
Mr. and Mrs. Mark A. Terry
Dr. Carla and Mr. Cleophus Thomas Jr.
Mr. and Mrs. Owen C. Thomas
Ms. Amelia M. Thornton
Dr. Yan Tian
Mr. and Mrs. Allen Travis
Mr. and Mrs. Brad Troha
Captain Justin Vesci
Mr. and Mrs. Gary G. Wallace
Mrs. Jennifer I. Ware Massey
Mr. and Mrs. Gerald H. Waters Jr.
Mr. T. Kilpatrick Weatherford
Mrs. Emily S. Weiss
Mr. and Mrs. Steven Wexler
Ms. Lisa Wheeler
Mr. and Mrs. James R. Williams III
Ms. Mary L. Wimberley
Mr. Nathan A. Wingert
Mr. Gordon L. Wright
Mr. and Mrs. Thomas G. Wright
Ms. Jacqueline Wuska
Ms. Jie Xu
Mr. and Mrs. Scott Zashin

KEEP YOUR STORY GOING



The same C&IS you know and love is ready to connect you to the advanced degree or certificate you need to expand your knowledge and enhance your career. Through Bama By Distance, many of our programs are available in flexible online formats, so you can balance career and family around your education.

Online C&IS offerings include:

- MA in Advertising and Public Relations with a concentration in Marketing Communication Management
- MA in Communication Studies with a specialization in Organizational Leadership
- MA in Journalism
- Master of Library and Information Studies
 - Optional concentrations in School Library Media or Archival Studies
- EdS in Educational Leadership with a concentration in School Library Media Specialist
- Graduate Certificate in Archival Studies

Distance tuition is charged at an affordable rate, regardless of residency — the price tag is a little lighter, but the degree holds just as much weight. And because we're invested in your success, UA graduates are eligible for the Build On Bama tuition grant (so you can get your first class for FREE)! Contact us today to get started at BamaByDistance.ua.edu/cis.



Bama By Distance



THE UNIVERSITY OF
ALABAMA®

THE UNIVERSITY OF
ALABAMA | College of
Communication &
Information Sciences

BOX 870172
TUSCALOOSA, AL 35487

Nonprofit Org.
US Postage Paid
The University of Alabama

